

This publication has been constructed to provide a comprehensive guide to writing at the high school level.

Keystone High School Writing Guide

The English Department

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FOREWORD

Purpose

The Keystone Local School District and the teachers within hold the process of writing as of primary importance in a student's education. The power of writing holds weight within all disciplines and content areas.

The purpose of this guide is to define a writing process for the high school that is consistent, up-to-date, and comprehensive. It will guide students through the writing process, including prewriting, note taking, outlining, drafting, reviewing, and publishing. In addition, it provides information on proper citing within the Modern Language Association (MLA) format.

Modern Language Association (MLA)

According to their website, the Modern Language Association of America, founded in 1883, provides opportunities for its members to share their scholarly findings and teaching experiences with colleagues and to discuss trends in the academy. MLA members host an annual convention and other meetings, work with related organizations, and sustain one of the finest publishing programs in the humanities. For over a hundred years, members have worked to strengthen the study and teaching of language and literature.

PLAGIARISM

Plagiarism is the presentation of another writer's ideas or words as if they were your own, without acknowledging the source. Plagiarism is literary theft and will be cause for the loss of many, IF NOT ALL, points on your assignment.

To Avoid Plagiarizing, You Should

1. Indicate clearly when you quote anything from another writer's work, even if it is only a phrase or a single word, by using quotation marks. Then, provide a parenthetical citation.
2. When paraphrasing or summarizing, clearly indicate when your ideas or words end and when the author's ideas start. Then, provide a parenthetical citation.
3. Provide a new parenthetical citation each time your quote, paraphrase, or summarize, even if you have previously cited the source.
4. Don't confuse your ideas and beliefs with those of the source, even if you believe the same thing. If you found it in a source, you must credit that source in your paper.

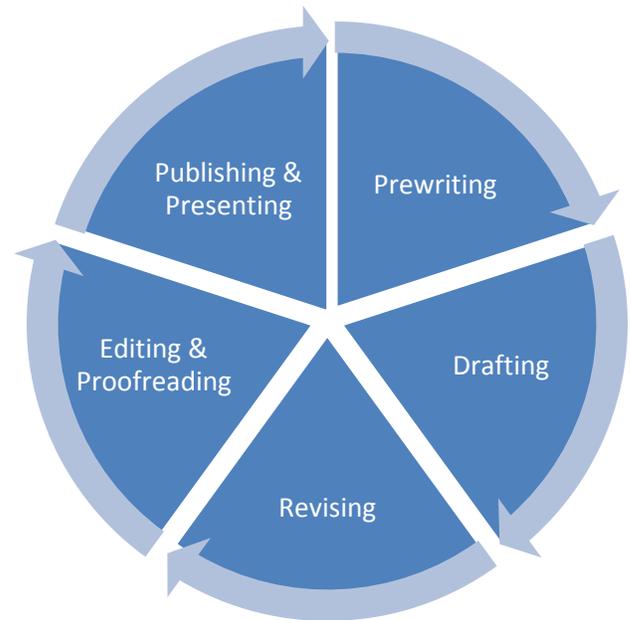
Keystone Policy

The Keystone High School's student handbook states, "A student shall not pass off as one's own the ideas or work of another, or cheat or assist another student in doing so" (KHS Handbook 20).

THE WRITING PROCESS

The writing process has five distinct stages.

1. Prewriting
2. Drafting
3. Revising
4. Editing/Proofreading
5. Publishing/Presenting



Stage 1: Prewriting

Prewriting is freely exploring topics, choosing a topic, and beginning to gather and organize details before you write. Some prewriting strategies are listed below.

Brainstorming
 Discussing
 Listing
 Observing
 Reading

Clustering (mapping or webbing)
 Freewriting
 Note Taking
 Outlining (rough)
 Visualizing

Prewriting is also the point when you clarify or narrow the topic through research, examine the audience, and clarify the purpose of the paper.

Example of Narrowing a Topic

Social Media & Teenagers



Facebook, Twitter, & MySpace



Facebook



Teenagers' use of the social media site Facebook negatively affects their performance in school.
 (Tentative Thesis)

Stage 2: Drafting

Drafting is the stage when you begin recording ideas in rough form. The first draft is simply a time to gather, explore, and discover ideas, and is not expected to be a final, polished writing. You should complete an outline during the drafting process.

During the drafting process, you will also create a **thesis statement**. A thesis statement is the main idea of your paper. Your thesis statement guides the reader and describes the main points that will be discussed in your paper. Keep in mind that although the thesis is called a *statement*, it may consist of more than one grammatical sentence.

Main Components of Research Paper

- **Hook:** an attention grabber or way to get the interest of your audience. You may cite a quotation, raise a question, provide relevant or startling statistics, or challenge a common perception. See the following examples.
 - *Beginning with a Quote*
 - Ayn Rand said that “man must live only for himself” (Anthem 5). In studying capitalism, it is clear that many other people share this philosophy.
 - *Raising a Question*
 - Have you ever seen a car going over 80 MPH on the highway? If so, then you can understand the need for more police on the highways.
 - *Providing Statistics*
 - “Sixty-five percent of students believe that they don’t need to go to college to be successful” (Source 5).
 - *Challenging Perceptions*
 - When thinking of a freshmen classroom, many people envision rows of eighteen-year-olds eager to begin their college experience. However, the average age of a freshman at most colleges and universities is well above eighteen.
- **Thesis:** the main idea of your paper
- **Topic Sentences:** sentences that appear at the beginning of each paragraph that directly relate to the thesis and also state the topic or idea of the paragraph
- **Content:** information obtained from your research that directly relates to your thesis or proves the point you are trying to make
- **Transitions:** keywords or sentences that lead the reader through your paper in a logical manner (firstly, secondly, lastly, not only/but also, in addition, etc.)
- **Conclusion:** a paragraph that restates the thesis statement, leaves reader with a lasting impression and also revisits the hook
- **Works Cited:** a page at the end of your paper that list alphabetically the sources you used to write your paper

SAMPLE RESEARCH PAPER OUTLINE

I. Introduction

- A. Hook or Attention Getter
- B. Thesis Statement

II. Body Paragraph One (Topic Sentence)

- A. Fact #1
 - 1. Supporting Detail
 - 2. Supporting Detail
 - 3. Supporting Detail
- B. Fact #2
 - 1. Supporting Detail
 - 2. Supporting Detail
 - 3. Supporting Detail
- C. Fact #3
 - 1. Supporting Detail
 - 2. Supporting Detail
 - 3. Supporting Detail

III. Body Paragraph Two (Topic Sentence)

- A. Fact #1
 - 1. Supporting Detail
 - 2. Supporting Detail
 - 3. Supporting Detail
- B. Fact #2
 - 1. Supporting Detail
 - 2. Supporting Detail
 - 3. Supporting Detail
- C. Fact #3
 - 1. Supporting Detail
 - 2. Supporting Detail
 - 3. Supporting Detail

IV. Body Paragraph Three (Topic Sentence)

- A. Fact #1
 - 1. Supporting Detail
 - 2. Supporting Detail
 - 3. Supporting Detail

- B. Fact #2
 - 1. Supporting Detail
 - 2. Supporting Detail
 - 3. Supporting Detail

- C. Fact #3
 - 1. Supporting Detail
 - 2. Supporting Detail
 - 3. Supporting Detail

V. Conclusion

- A. Revisit Hook
- B. Restate Thesis

Research Paper Writing Stages Continued...

Stage 3: Revising

Revising is correcting any major errors and improving the writing's form and content. This may mean restructuring your paragraphs, thesis statement, and/or content.

Stage 4: Editing & Proofreading

Editing and proofreading is polishing the writing and fixing errors in grammar, spelling, and mechanics. This stage also involves the peer review process.

Stage 5: Publishing & Presenting

This is when you present the final copy of the writing to the intended audience.

RESEARCH: SUMMARY, PARAPHRASE, & DIRECT QUOTE

Original Quotation: the quote below will be used as an example to show you the

Generalizing about male and female styles of management is a tricky business, because stereotypes have traditionally been used to keep women down. Not too long ago it was a widely accepted truth that women were unstable, indecisive, temperamental and manipulative and weren't good team members because they'd never played football. In fighting off these prejudices many women simply tried to adopt masculine traits in the office.

-by Ann Hughley and Eric Gelman, "Managing the Woman's Way," Newsweek, page 47

difference between summarizing, paraphrasing, and a direct quote.

Summary: A summary is a concise restatement of an original source. When you summarize, you condense an extended idea or argument into a sentence or more in your own words. See the example below.

Rather than be labeled with the sexist stereotypes that prevented their promotions, many women adopted masculine qualities (Hughley and Gelman 47).

Paraphrase: To paraphrase is to write a sentence-by-sentence restatement of the ideas in a selected passage. In other words, you put another's idea, opinion or argument into your own words. See the example below.

Hughley and Gelman point out that the risk of stereotyping, which has served as a tool to block women from management, makes it difficult to characterize a feminine managing style (47).

Direct Quote: A direct quotation repeats or copies the exact words of another writer.

Although attitudes have changed considerably, "it was a widely accepted truth that women were unstable, indecisive, temperamental and manipulative" (Hughley and Gelman 47).

ANNOTATED BIBLIOGRAPHY CARDS

As You Begin Your Research...

- ❖ You will complete **Annotated Bibliography Cards**.
- ❖ One side of this card contains the information for your works cited page.
- ❖ The other side contains the material you would like to use in your paper.
- ❖ The annotated bibliography cards provide a way for you to jot down information you think will be useful to you in your paper.
- ❖ The annotated bibliography cards DO NOT contain quotes, statistics, etc.

Annotated Bibliography Card Requirements & Example

- ❖ The front of the card must have the complete bibliography for the source (to be used in your works cited page).
- ❖ The cards must be numbered consecutively, in the top right hand corner of the card.
- ❖ The back of the card must contain an annotation – some brief notes about what you may use from the source in your paper. Remember, direct quotes or statistics are NOT used here. This type of information will be completed later on your actual note cards.

FRONT OF CARD (Bibliography)

1
Tuttle, Phil. "School Is Cool."
<i>CNN.com</i> . Cable News Network, 19
Mar. 2007. Web. 17 Feb. 2012.

BACK OF CARD (Annotation)

Names 5 benefits of school in paragraph 2
Good for stats on school dropout rates (paragraph 7)

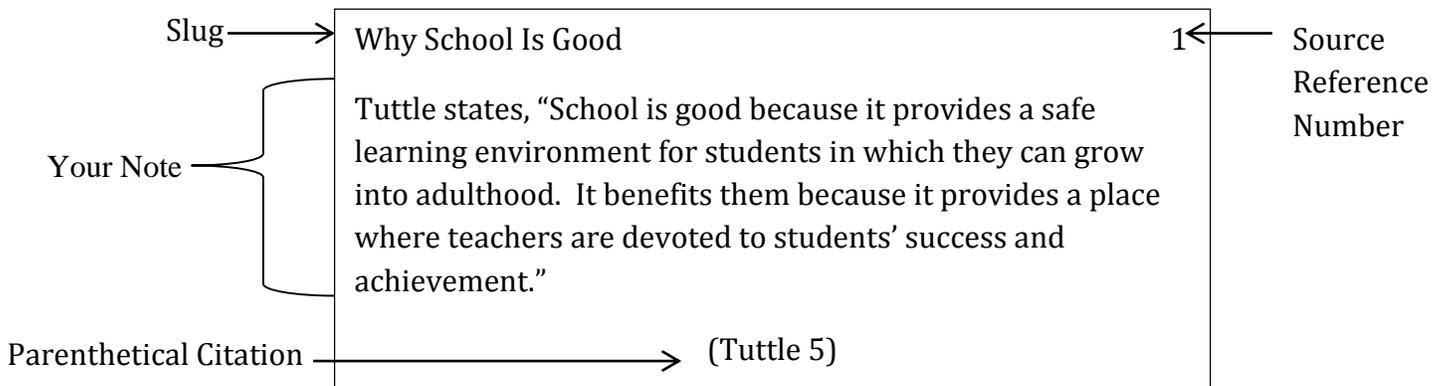
NOTE CARDS

Note Cards Are Useful Because...

- ❖ They are easily transported and helpful when organizing information.
- ❖ By writing only one idea on each card, information can be easily rearranged.
- ❖ The numbers of your note cards refer to your annotated bibliography cards, which contain the information for your works cited page.

Note Cards Contain...

- ❖ Slug
 - This is similar to a title or heading. It appears at the top of the card to identify what the note is about.
- ❖ Source Reference Number
 - This number goes in the top right hand corner of the card. It corresponds to the source number from your annotated bibliography card. All notes from the same sources will have the same number. This helps you correctly cite your sources and saves you time when completing your works cited page.
- ❖ Your Note – which can be in the form of...
 - Direct Quotes
 - Paraphrase/Summary
 - Definitions
 - Opinions of authorities/experts in the topic you're researching
 - Statistics
- ❖ Parenthetical Citation
 - Use the bibliography card for the source you're using. Write the FIRST word from the bibliography card (usually a last name or title) in the center of the bottom of the note card with the paragraph or page number. If you're using a title, put it in quotation marks or underline it. If the title is long, use ONLY the first three words.

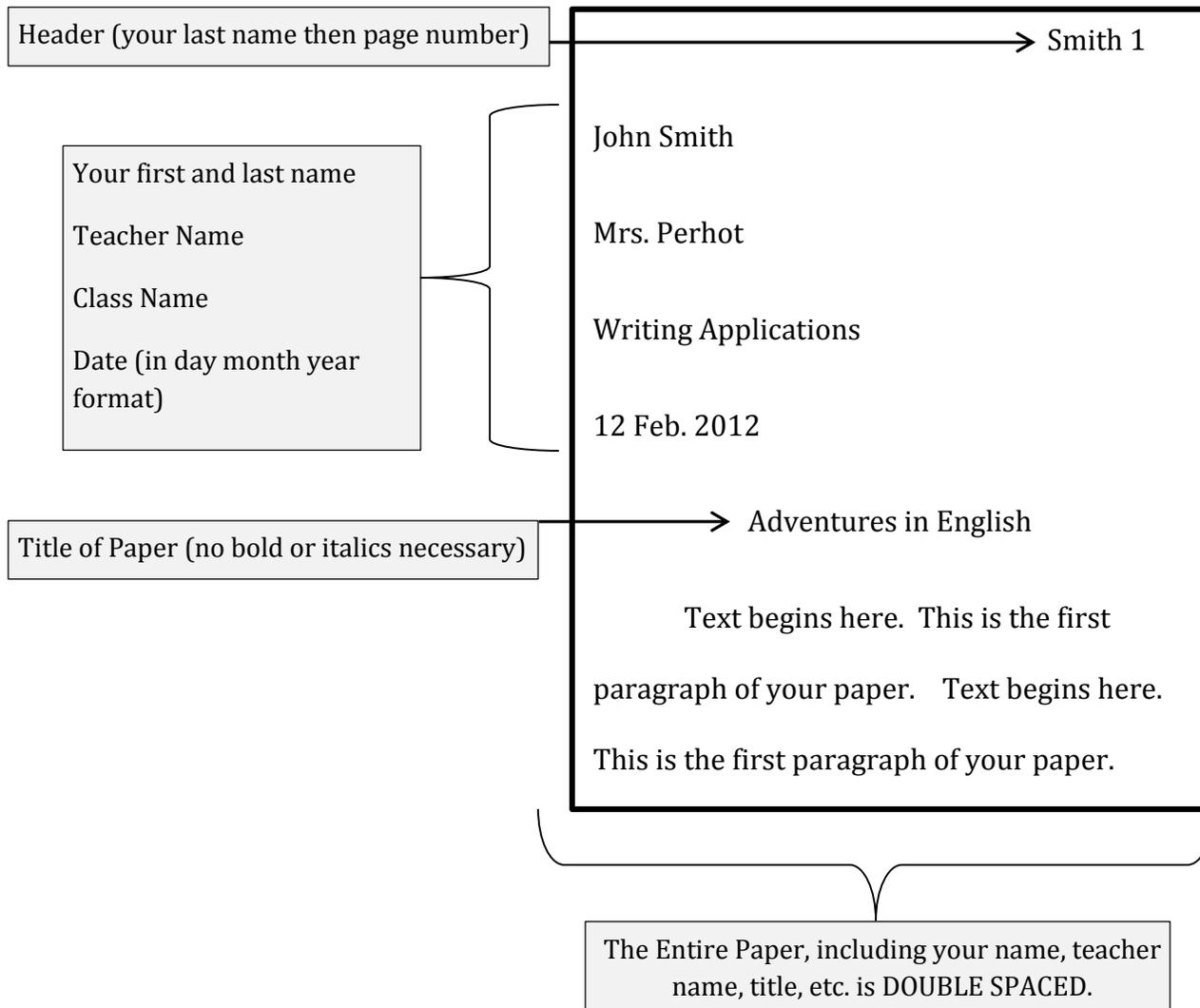


MLA FORMATTING

- ❖ 8 ½ by 11-inch paper
- ❖ Times New Roman or Calibre
- ❖ 12 point font
- ❖ Double space entire paper (including quotes, notes, works cited)
- ❖ 1 inch margins
- ❖ Indent the first word of each paragraph one-half inch from the left margin
- ❖ No title page is necessary UNLESS required by your instructor
- ❖ A works cited page is required

The First Page of the Paper

The first page of your paper should look like the image below.



IN-TEXT CITATIONS

An in-text citation simply shows the reader where you obtained the information you are paraphrasing or quoting in your paper.

General Rules for Parenthetical Citations

- Insert the appropriate information (usually author and page number) in parentheses **after** the words or ideas borrowed from another source.
- Place the parenthetical reference where a pause would naturally occur to avoid disrupting the flow of your writing (usually at the end of a sentence).
- Punctuation occurs **after** the final parenthesis. See the examples.

Period is
AFTER citation.

No English dictionary existed at the time Shakespeare wrote his plays (Winchester 80).

- Make sure that the sources cited are also listed in your works cited page.

Example 1 – Author & Page Number

Below, the parenthetical reference (Tuttle 5) refers to the author’s last name and the page number on which you obtained the quote.

School is a place “where students learn many things not only about academics but also about themselves as well” (Tuttle 5).

Example 2 – Author or Work Cited in Quote/Paraphrase

The next example shows only the page number after the paraphrase because both the name of the article and the name of the author were mentioned in the sentence.

In her article "School Rocks," local historian Paula Perhot demonstrates how a local high school inspired students to achieve (120-190).

On the subject, Simmons-Flanigan states, “I agree that the school day should be longer to allow more learning to take place” (205).

Page numbers where you found the info you’re discussing

Example 3 – No Page Number

The next example shows information gained from an **internet source without a page number**. In this case, you use the author’s last name.

“Keystone High School is one of the best places for young people to learn as they are encouraged by both the staff and their parents to succeed” (Hogue).

Example 4 – No Author

When there is no author listed, give the title or a shortened version of the title as it appears in the works cited section. If the title is long, shorten it to the first three words. Put in quotes if it’s a short work (e.g. article) or italicize it if it's a longer work (e.g. plays, books, television shows, entire websites) and provide a page number.

A recent study found that 99.9% of teens love going to school and learning about English (“Teens Love English”).

Example 5 – Numerous Works Used by One Author

If the works cited page lists two or more works by the same author, you’ll need more than just the author’s last name in your parenthetical reference. Give the author’s last name (unless it appears in the text), the title or shortened version of the title (underlined), and the page reference. See the following example.

Students attendant Keystone High School are the most likely to benefit from the proposed new school day. (Grams, School Rules 257).

Example 6 – Indirect Quote

If you cite an indirect source – someone’s remarks published second-hand – give the abbreviation *qtd. in* (quoted in) before the indirect source in your reference.

Phil Tuttle stated, “Academic achievement is directly related to a student’s effort in the school environment” (qtd. in Perhot 223).

Example 7 - Citing Literary Prose Works

List more than the page reference if the work is available in several editions. Give the page reference first, and then add a chapter, section, or book number in abbreviated form after a semicolon:

In Cry, the Beloved Country, Alan Paton presents Steven Kumalo as “a man who lives in a world not made for him, whose own world is slipping away, dying, being destroyed, beyond recall” (14; ch. 3).

When you are quoting prose that takes more than four typed lines, indent each line of the quotation 10 spaces and double space it. In this case, you put the parenthetical citation (the pages and chapter numbers) outside the end punctuation mark of the quotation itself. Skip two spaces before you begin the citation.

NUMBERS

Rule I: Use **WORDS** to express numbers when

- They can be written in **one or two words**
She taught for nine years.
She taught for twenty-five years.
I played the song fifteen million times.
- They **begin a sentence**
One hundred and one students traveled to Washington, D.C.
Two thousand and twenty deer roam in the forest.

Rule II: Use **NUMERALS** to express numbers when

- The number cannot be expressed in one or two words
The average person drinks 1,256 cups of coffee a year.
There are 101 million people in the United States.
I paid \$31.50 for a new pair of shoes.
The average family has 2.5 children.
- The number precedes technical units of measurement
The cup weighed 6 ounces.
Jillian Michaels lost 15 pounds.
I put 4.78 liters of gas in my car.
- The number is in an address
The mayor lives at 4401 13th Avenue.
The mayor lives at 2838 Smith Court.
- The number is in a date or a time
My birthday is January 31, 2012.
Cheerleading practice is at 2:25 p.m.

Rule III: Use a **COMBINATION** of words and numerals when

- Two numbers are next to each other
There are seven 13-year-olds in the fourth grade.

Rule IV: Do not mix numbers with words when

- They refer to similar things.
Only 10 of the 150 people on the tour were willing to visit the city after the riot.
Exactly 15 cars and 130 trucks raced on the track.
- Unless the number is not part of the actual statistic
In the ten years covered by the study, membership rose from 4 to 15.

COMMAS IN NUMBERS

Rule I: Commas are placed **between the third and fourth** digits from the right, the sixth and seventh, and so on.

1,000
20,000

Rule II: Exceptions when Using Commas & Numbers

- Page and Line Numbers
The chapter is on page 1014.
- Addresses
The principal lives at 4134 Broadway.
- Four-Digit Year Numbers
I graduated in 2012.

Rule III: Centuries & Decades

- Spell out centuries in lowercase letters
Star Trek takes place in the twentieth century.
- Decades can be written out OR expressed in figures – just be consistent.
Madonna rocked the eighties.
In the 1990s, Rush Limbaugh was principal of Keystone High School.
The '60s were a time of turbulence in the United States.

WORKS CITED

The second way that your sources will be documented in your paper is with a **Works Cited Page** so that the reader can actually locate the original source. This page lists all of the sources you have cited in your paper. The Works Cited Page follows the following format:

- ❖ Begin your list of works cited on a new page at the end of your document
- ❖ Center the title Works Cited one inch from the top. Don't underline, bold, or change the font or size of the title Works Cited.
- ❖ Begin each entry flush with the left margin. If the entry runs more than one line, indent additional lines five spaces.
- ❖ Double-space between all lines on the page of works cited. There is no extra space between entries.
- ❖ List each entry alphabetically by the author's last name. If there is no author, use the first word of the title. (Disregard *A, An, The*). If the title begins with a number (1984), **alphabetize** it as if it were a letter (Nineteen)
- ❖ Dates are in the order of day month year, i.e.: 24 Aug. 1974 (note no commas!).
- ❖ All months in dates are abbreviated with the exceptions of *May, June, and July*.
- ❖ Titles of major works are underlined in this reference.
- ❖ If any information is missing, skip the next required component.

There are different formats for the different types of sources you use. See the examples and information on the next few pages for additional clarification. Each of the following examples has a matching in-text parenthetical citation.

CITING BOOKS

Author Last Name, First Name. *Title*. City of Publication: Name of Publisher, Date.

Print.

Book with One Author

Parenthetical: (Zinn 203)

Works Cited Entry:

Zinn, Howard. *People's History of the United States*. New York: Harper Perennial, 1995.

Print.

Book with Two or More Authors

Parenthetical: (Bailey, Kennedy, and Cohen 930)

Works Cited Entry:

Bailey, Thomas A., David M. Kennedy and Lizabeth Cohen. *The American Pageant*. Boston:

Houghton Mifflin, 1998. Print.

Book with Four or More Authors

Parenthetical: (O'Brien, et al. 175)

Works Cited Entry:

O'Brien, Robert, et al. *Encyclopedia of Drug Abuse*. 2nd ed. New York: Facts on File, 1992.

Print.

Book with No Author

Parenthetical: (*Chronicle of the 326*)

Works Cited Entry:

Chronicle of the 20th Century. New York: Dorling Kindersley, 1995. Print.

CITING PERIODICALS (MAGAZINE, NEWSPAPER, JOURNAL)

Author Last Name, First Name. "Article Title." *Name of Magazine* Day Month Year

Published: Page-Page. Print.

Magazine Article with Author

Parenthetical: (Gibbs 29)

Works Cited Entry:

Gibbs, Nancy R. "Dire Straits." *Time* 29 Aug. 1994: 28-32. Print.

Magazine Article without Author

Parenthetical: ("When Greed Takes Over" 29)

Works Cited Entry:

"When Greed Takes Over." *Newsweek* 5 Sept. 1994: 53-54. Print.

Newspaper Article with Author

Author Last Name, First Name. "Article Title." *Name of Newspaper* Day Month Year

Published: Section or Page Number. Print.

Parenthetical: (Epstein A17)

Works Cited Entry:

Epstein, Aaron. "Civil Rights Pendulum Swings." *Denver Post* 19 May 1996: A2. Print.

Newspaper without Author

Parenthetical: ("Acoustic Cooler F1")

Works Cited Entry:

"Acoustic Cooler." *New York Times* 14 Aug. 1994: F1. Print.

A Letter to the Editor

Parenthetical: (Dowding 4)

Works Cited Entry:

Dowding, Michael. Letter. *Economist* 11 Jan. 1985: 4. Print.

Article in a Scholarly/Academic Journal

Author Last Name, First Name. "Article Title." *Name of Journal* Volume #. Issue #: (or date):
Page-Page. Print.

Parenthetical: (Lever 481)

Works Cited Entry:

Lever, Janet. "Sex Differences in the Games Children Play." *Social Problems* 23 (1976):
478-87. Print.

CITING OTHER SOURCES

Signed General Encyclopedia Article

Parenthetical: (Sipl 188)

Works Cited Entry:

Sipl, Charles J. "Computers." *The New Encyclopedia Britannica*. 1997 ed. Print.

[Note: Page number is not necessary from an alphabetized work.]

Unsigned Encyclopedia Article

Parenthetical: ("Laser")

Works Cited Entry:

"Laser." *Encyclopedia Americana*. 1997 ed. Print.

Government Documents

Parenthetical: (Department of Labor 657)

Works Cited Entry:

Department of Labor. *Child Care: A Workforce Issue*. Cleveland: State of Ohio, 1995. Print.

[Note: Use GPO for U.S. Government Printing Office if no other publisher is given for a government document. In the above example, GPO would replace "State of Ohio" if no publisher was given.]

INTERVIEW (by you/author of paper)

Parenthetical: (Fox)

Works Cited Entry:

Fox, Linda. Personal interview. 24 July 1998.

PUBLISHED INTERVIEW

Parenthetical: (Matthews 64)

Works Cited Entry:

Matthews, Dave. "Dave Matthews." By Tom Moon. *Rolling Stone* 2 Sept. 1999: 64. Print.

A WORK IN AN ANTHOLOGY

Author of article or short story's last name, first name. "Article or Short Story Title." *Title of Anthology*. Ed. first and last name. City of publication: Publisher, year of publication of Anthology. Page-page of article or short story. Print.

Hogue, Michael. "How to Teach." *Essays from Those Who Know*. Ed. Paula Perhot Polosky. New York: Penguin Books, 2013. 42-56. Print.

A Television or Radio Program

“Title of Episode or Segment.” *Title of Series*. Name of network (if any. Call Letters and city of local station (if any), Broadcast date. Medium of reception.

“The Phantom of Corleone.” *Sixty Minutes*. CBS. WOIO Cleveland, 31 Jan. 2013. Television.

CITING ONLINE SOURCES

General Format

Author Last Name, First Name. *Title of Article (italicize if independent; if it's part of a larger work, put it in "Quotation Marks" and do not italicize)*. *Title Of Overall Website*. Publisher or N.p. Date of Publication (day, month, and year as available; if nothing is available, use n.d.). Web. Day, month, and year accessed.

Article on Website with Author and Title

Paranthenetical: (Smith)

Works Cited Entry:

Smith, John. "School Is Cool." *CNN.com*. Cable News Network, 19 Mar. 2007. Web. 17 Feb. 2012.

Paranthenetical: (Dempsey)

Works Cited Entry:

Dempsey, Patrick. *The Cinderella Project*. University of Southern Mississippi, Oct. 2010. Web. 14 May 2012.

Article on Website without Author

Paranthenetical: ("Standardized Tests")

Works Cited Entry:

"Standardized Tests in College?" *Newsweek*. Newsweek, 16 Nov. 2007. Web. 17 Mar. 2012.

Article on Website without Author or Title (the first part of entry is page name)

Parenthetical: ("How to Treat")

Works Cited Entry:

"How to Treat Stress." *eHow*. eHow, Inc. Web. 15 May 2012.

Parenthetical: ("LaGrange, Ohio")

Works Cited Entry:

"LaGrange, Ohio." Map. *Google Maps*. Google, 15 May 2008. Web. 17 May 2012

Magazine Article from Research Database

Author Last Name, First Name. "Article Title." *Name of Magazine* Day Month Year

published: Page-Page. *Database Name*. Web. Day Month Year accessed.

Parenthetical: (McNally 20)

Works Cited:

McNally, Joanna. "Teens Eating in Libraries." *Time* 4 Sept 2007: 20-22. *Student Resource*

Center Gold. Web. 17 June 2012.

Academic Journal from Research Database

Author Last Name, First Name. "Article Title." *Name of Journal* Volume #. Issue # (or date):

Page-Page. *Name of Database*. Subscription Service. Web. Day Month Year accessed.

Parenthetical: (Perhot 250)

Works Cited:

Perhot, Paula. "School Rocks." *American Educational Research Journal*. 2. 5:250-252.

Literature Online. EBSCO. Web. 17 July 2012.

Newspaper Article from Research Database

Author Last Name, First Name. "Article Title." *Name of Newspaper* Day Month Year, Edition:
Section Letter. *Name of Database*. Web. Day Month Year accessed.

Parenthetical: (Hogue)

Works Cited:

Hogue, Michael. "Education for All." *The Morning Journal* 12 Feb. 2001, 1: B2. *News Bank*.
Web. 17 Aug. 2012.

Blog

Author Last Name, First Name. "Blog Title." *Name of Weblog*. Site Sponsor (Blogspot;
Huffington Post). Day Month Year Posted. Web. Day Month Year accessed.

Parenthetical: (Grams)

Works Cited:

Grams, Gina. "Excellence in Education." *Education Now*. Huffington Post. 17 May 2001. Web.
17 Sept. 2012.

Podcast

Author Last Name, First Name. "Podcast Title." Host Name. Publisher/Institution. *Name of
Podcast Service or Webpage*. Day Month Year Posted. Web. Day Month Year accessed.

Parenthetical: (Tuttle)

Works Cited:

Tuttle, Phil. "How to Teach High School." NPR. *National Public Radio*. 15 March 1999. Web.
17 June 2012.

Twitter (Tweet)

Last Name, First Name. (Username). "The tweet in its entirety." Date, Time. Tweet.

INFOHIO DATABASES

The Art Collection

Artist Last Name, First Name. *Title of Artwork*. Collection or Institution. Date. *The Art Collection*. Web. Day Month Year accessed.

Biography Reference Bank

"Biographee Last Name, First Name." *Database Title* (i.e. *Current Biography*). Year. *Biography Reference Bank*. Web. Day Month Year accessed.

EBSCOhost

Author Last Name, First Name. "Article Title." *Name of Magazine* Day Month Year: Page-Page. *Name of EBSCOhost Database*. EBSCO. Web. Day Month Year accessed

NewsBank

"Article Title." *Name of Newspaper*. Day Month Year, Edition: Section Letter. *NewsBank*. Web. Day Month Year accessed.

Oxford Reference Online

"Article Title." *Resource Title (i.e. Dictionary of Astronomy)*. Author First Name, Last Name.
Publisher. Year. *Oxford Reference Online*. Web. Day Month Year accessed.

Science Online

Author Last Name, First Name. "Article Title." *Title of Publication*. Place of Publication: Facts
On File, Inc., Year. *Science Online*. Web. Day Month Year accessed.

World Book Encyclopedia

Author Last Name, First Name. "Article Title." *Name of Encyclopedia*. Year. *World Book*.
Web. Day Month Year accessed.