

VALKYR Style and Structure

K-12 Writing Protocol

Student Guide

Table of Contents

I. Paragraph Writing

Key Word Outline
Assignment Cover Page
Paragraph Reminders
Stylistic Techniques
Checklist for Paragraphs
Paragraph Formats
- Expository
- Persuasive
- Descriptive

Character (WATO) Analysis

II. Writing Reminders

Prepositions
Clausal Starters
The “Banned” List
Simile
Metaphor

III. Narrative Writing

Story Sequence Chart
Narrative Summary Evaluation Scale

IV. Report Writing

Report Writing Outline Format
Report Outline Fused
Essay Writing
Critiques

V. Career Writing

Cover Letter
Resume
Skills Summary Card
Block Letter
Envelopes

VI. Referencing Skills

Key Word Outline Format

I. (Title)

- 1.**
- 2.**
- 3.**

Clincher

II. (Title)

- 1.**
- 2.**
- 3.**

Clincher

III. (Title)

- 1.**
- 2.**
- 3.**

Clincher

Assignment Cover Page

Title: _____

Submitted by: _____

Date: _____

Due Date: _____

Class: _____

Paragraph Reminders

> INDENTATION

. ? , ! + CAPITALS

Double Space

Stylistic Techniques

I. Dress- Ups

1. Who/which clause (adjective clause in the middle of a sentence)

The yellow-bellied sapsucker, which is native to Canada and the northern United States, destroys young trees by sucking sap from the branches.

2. “ly” word (Adverb)

The fox casually mentioned how pleased he would be to hear the crow sing.

3. Because (Adverb Clause)

The hare was delighted because he knew it be an easy race.

4. Dual Strong Verb (Said is Dead)

The hare screamed and pleaded with the officials that the race was unfair.

5. Dual Adjective

“What magnificent feathers you have,” crooned the cunning and crafty fox.

6. When, while, where, since, as, if, although (adverb clause, middle sentence)

The hare dozed peacefully while the tortoise plodded persistently.

Minimum Rule: 4-6 in every paragraph

Stylistic Techniques

II. Sentence Openers

1. Subject

The tortoise felt confident and challenged the hare to a race.

2. Prepositional (use a wall chart or preposition list)

In a flurry, the shocked hare dashed towards the finish line.

Up above the village, Peter sat and wondered how to relieve his boredom.

3. “ly”

Calmly, the triumphant tortoise placed his foot over the finish line.

4. “ing”

Shrieking with fear, Peter, scrambled to evade the rabid wolf.

5. Clausal

Although she was hungry, vanity overcame her and she began to sing.

6. VSS (Very Short Sentence - 5 words or less)

Use punctuation.

The lion bellowed and thundered.

Minimum Rule: 4-6 in every paragraph.

Stylistic Techniques

III. Decorations

1. Question

Where lurked the real wolf?

2. Conversation (can be combined with a question)

“Why won’t they believe me?” Peter screamed in despair.

3. 3sss (Three short staccato Sentences)

Killer bees invaded America. Viciously they attacked. Humans suffered.
Savage bees attacked. Violently they killed. Nobody was spared.
Bees invaded. They marauded. Humans perished.

4. Dramatic opening - closing - A VSS before the topic sentence combined with another dramatic vss after the clincher sentence.

Peter sighed. (opening)

Peter had an idea. (closing)

5. Simile/Metaphor (use a wall chart)

A simile compares something to something else.

A metaphor says something is something else, and cannot be true.

6. Alliteration

Two or more words (preferably three) beginning with the same letter or letter blend sound.. Alliteratives may be separated by conjunctions or articles, short pronouns or prepositions.

big, beautiful butterflies

clumsily he clawed and clambered up the cliff

Minimum Rule: One per paragraph.

Stylistic Techniques

IV. Triple Extensions

1. Word Repetition

Greed initially consumed him, subsequently consumed their savings and finally consumed her life.

Gulp! - he salivated. Gulp! - she disappeared. Gulp! - he belched.

2. Phrase and Clausal Repetition

They lived in a land where the winter was harsh, where food became scarce and where provisions had to be stored.

3. Repeating “ings” consecutive or spaced.

Disrespecting, deceiving and disparaging one’s mate surely rank as the worst marital crimes.

The caste system has been condemned as serving no useful purpose, being socially harmful and deserving to be discredited.

4. Repeating “lys” consecutive or spaced.

The killer bees forcefully, repeatedly and consistently pushed their way northward. The mouse vigorously gnawed at the tough fibres, tenaciously jerked and yanked ate rope while he continuously assured the lion of escape.

5. Triple adjectives or nouns (consecutive)

The patient, persistent and personable tortoise determined that at least he would have a chance.

6. Triple verbs consecutive or spaced.

With all his might, the mouse gnawed, jerked and yanked at the thick rope.

Minimum Rule: One per paragraph.

Checklist For Paragraphs

Dressups:

ly _____

Because _____

Str. Verb _____

Qual. Adjective _____

Who/Which _____

When _____

Openers:

Subject _____

Prepositional _____

ly _____

ing _____

Clausal _____

VSS _____

Decorations _____

Triples _____

Clincher _____

Topic Sentence _____

Dressups:

ly _____

Because _____

Str. Verb _____

Qual. Adjective _____

Who/Which _____

When _____

Openers:

Subject _____

Prepositional _____

ly _____

ing _____

Clausal _____

VSS _____

Decorations _____

Triples _____

Clincher _____

Topic Sentence _____

Expository (explanation) Paragraph Format

In an **expository** paragraph, the topic sentence usually gives the main idea of what is being explained. The supporting details support the main idea and are usually arranged in a chronological order or in order of importance. The concluding sentence restates the main idea, summarizes the details, or emphasizes the important idea.

I. (Title)

Topic Sentence: What is the main idea of what is being explained?

Key Words (3 Max.) - Supporting Details

- 1.**
- 2.**
- 3.**
- 4.**
- 5.**

Clincher: Restate the main idea and summarize the details.

Persuasive Paragraph Format

In a **persuasive** paragraph, the topic sentence usually states what the reader should do or believe. The supporting details give the reasons for doing or believing the topic sentence. These details are usually arranged in a “persuasive” order (e.g., leaving the most persuasive reason until last). The concluding sentence restates or summarizes the argument.

I. (Title)

Topic Sentence: What should your reader do or believe?

Key Words (3 Max.) - Supporting Details arranged in persuasive order.

- 1.**
- 2.**
- 3.**
- 4.**
- 5.**

Clincher: Restate the main idea and summarize the details.

Descriptive Paragraph Format

In a **descriptive** paragraph, the topic sentence gives the main impression of the scene, object, or person. The supporting sentences give the sensory details that lead to the main impression. These details are usually arranged in a logical, spatial sequence (e.g., top to bottom, left to right). The concluding sentence summarizes or emphasizes the overall impression.

I. (Title)

Topic Sentence: What is the main impression of the scene, object, or person?

Key Words (3 Max.) - Supporting Details arranged in logical order.

- 1.**
- 2.**
- 3.**
- 4.**
- 5.**

Clincher: Restate the main idea and summarize the details.

Character (WATO) Analysis Format

WATO - What are the character's W- Words, A- Actions, T - Thoughts, O - Other information

I. W - Words

Topic Sentence: What impression does the character leave as a result of his words?

Key Words (3 Max.) - Supporting Details arranged in logical order.

- 1.
- 2.
- 3.

Clincher: Restate the main idea and summarize the details.

I. A - Actions

Topic Sentence: What insight do you gain as a result of the character's actions?

Key Words (3 Max.) - Supporting Details arranged in logical order.

- 1.
- 2.
- 3.

Clincher: Restate the main idea and summarize the details.

I. T- Thoughts

Topic Sentence: What insight do you gain as a result of the character's thoughts?

Key Words (3 Max.) - Supporting Details arranged in logical order.

- 1.
- 2.
- 3.

Clincher: Restate the main idea and summarize the details.

I. O - Other information

Topic Sentence: What other information may be relevant about this character?

Key Words (3 Max.) - Supporting Details arranged in logical order.

- 1.
- 2.
- 3.

Clincher: Restate the main idea and summarize the details.

Paragraph Evaluation Scale

Name: _____

Date: _____

Topic: _____

Scale:

0-1 = not at all

2 = to a small extent

3 = to some extent

4 = to a considerable extent

5 = outstanding (to a large extent)

Stylistic Techniques

1. 4-6 dress ups are incorporated. _____

2. 4-6 sentence openers are incorporated. _____

3. One decoration and one triple extension is included. _____

Content

1. Paragraph contains a well- established topic sentence. _____

2. Paragraph contains a well-established clincher. _____

3. All sentences have a subject/verb structure (complete sentence). _____

4. Proper punctuation is used. _____

5. Paragraph contains information, logically connected, about ONE topic. _____

Total _____

Prepositions

- words that introduce phrases which always contain either a noun or pronoun

about, above, according to, across, after, against, along, amid, among, among, around, aside from, at, before, behind, below, because of, beneath, beside, between, beyond, by, despite, down, during, except, for, from, in, inside, instead, into, like, minus, near, of, off, on, onto, opposite, out, outside, over, past, since, through, throughout, to, toward, under, underneath, unlike, until, up, upon, with, within, without

Clausal Starters

When

Where

While

Since

Although

If

As

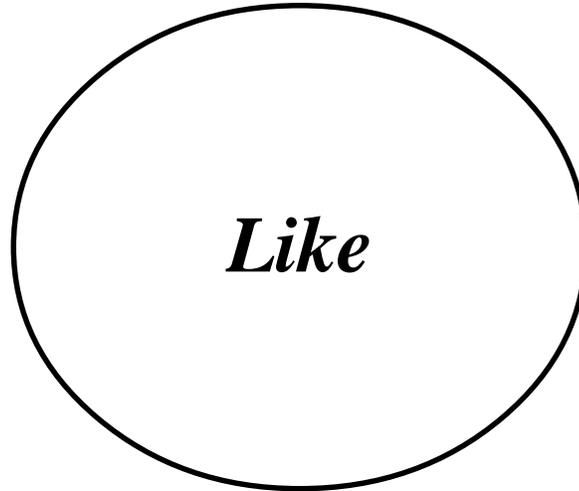
Banned!

Say

Said

exclaim
assert
cried out
screech
intone

Banned!



Like

Savor

Crave

Taste

Luxuriate

Relish

Bask

Banned!

Go

Eat

Rush
Journey
Tour
trek
Advance
Depart
Abscond

Devour
Ingest
Consume
Masticate
Gnaw

Banned!

Get

Nice

Obtain
Acquire
Capture
Solicit
Seize

Agreeable
Decorous
Refined
Fitting
Gentle
Dainty

Banned!

Pretty

Big

Beautiful
Magnificent
Alluring
Gorgeous
Comely

Capacious
Immense
Gargantuan
Enormous

“as”

Simile

“like”

“light as a feather”

“a road like brown ribbon”

“happy as a lark”

Metaphor (cannot be true)

**a heart of stone... the metal sky...
a flaming rose... sand for hair...
the glass ocean**

Story Sequence Chart

I. Setting and Characters

1. Who is in the story?
2. When does the story happen?
3. Where does protagonist (main character) live or go?
4. What does the protagonist look like?
5. Where does the protagonist say or do?

II. Plot and Problem

1. What type of problem does the protagonist face?
2. How does the problem get worse?
3. How does the problem reach its highest (worst) point (climax)?

III. Resolution

1. How does the protagonist solve the problem?
2. How is the protagonist different than when the story began?

CLINCHER - Repeats or Reflects the words in the title.

Narrative Summary Evaluation Scale

Name: _____

Date: _____

Topic: _____

Scale:

0-1 = not at all

2 = to a small extent

3 = to some extent

4 = to a considerable extent

5 = outstanding (to a large extent)

Stylistic Techniques

1. Each paragraph contains 4-6 dress ups. _____

2. Each paragraph contains 4-6 sentence openers . _____

3. One decoration and one triple extension is included in each paragraph. _____

Content

1. The narrative summary contains paragraphs for setting and characters, plot and problem, and resolution. _____

2. Each paragraph contains a well- established topic sentence. _____

3. Each paragraph contains a well-established clincher. _____

4. All sentences have a subject/verb structure (complete sentence). _____

5. Proper punctuation is used. _____

6. Each paragraph contains information, logically connected, about ONE topic. _____

Total _____

Report Writing - Outline Format

Topic: _____

Source: _____

Author (last name, First name). Title. Place of publication: Publisher, Year of Pub

or

Author (Last Name, First name). "Title of Article." Title of Periodical Day Month
Year: Pages.

I. Theme 1 (Paragraph)

1.

2.

3.

II. Theme 2 (Paragraph)

1.

2.

3.

III. Theme 3 (Paragraph)

1.

2.

3.

Report Outline - Fused Outline

Title
by
Name:

I. Theme

- 1.
- 2.
- 3.
- 4.
- 5.

II. Theme

- 1.
- 2.
- 3.
- 4.
- 5.

III. Theme

- 1.
- 2.
- 3.
- 4.
- 5.

Research Report Evaluation Scale

Name: _____

Date: _____

Topic: _____

Scale:

0-1 = not at all

2 = to a small extent

3 = to some extent

4 = to a considerable extent

5 = outstanding (to a large extent)

Stylistic Techniques

1. Each paragraph contains 4-6 dress ups. _____

2. Each paragraph contains 4-6 sentence openers . _____

3. One decoration and one triple extension is included in each paragraph. _____

Content

1. The report contains a new paragraph for each idea about the main topic _____

2. Each paragraph contains a well- established topic sentence. _____

3. Each paragraph contains a well-established clincher. _____

4. All sentences have a subject/verb structure (complete sentence). _____

5. Proper punctuation is used. _____

6. Each paragraph contains information, logically connected, about ONE topic. _____

7. A proper works-cited page (three Sources minimum) is included. _____

Total _____

Basic Essay Model

The Three F's of Norway
by

Your Name

Introduction
Time, Place
Historical background
Three Themes (paragraphs)

Think three Themes

Theme I: Fish

- 1.
- 2.
- 3.

Clincher - fish

Theme II: Fiords

- 1.
- 2.
- 3.

Clincher - fiords

Theme III: Fuel

- 1.
- 2.
- 3.

Clincher - Fuel

Five paragraphs of approximately equal length.

Each paragraph roughly five sentences.

Possible expansion to five themes in seven paragraphs:

The Five F's of Norway

(add furs and farms)

Conclusion

Repeat three themes
Most important
Why?

Clincher - Title

Essay Checklist. - Attach to Essay

Name: _____ Date: _____

General:

- _____ Format: Title, Name, Date, Spacing
- _____ Indicators: Dressups underlined, Sentence numbers and indicators in margin.
- _____ Paragraphs are of approximately equal length.

Introduction (one paragraph):

- _____ Sets the time and [place (historical background)].
- _____ States the themes to be discussed.

Body (three or more paragraphs)

- _____ Each paragraph has a minimum of three sentences plus one VSS.
- _____ Each paragraph meets the minimum style requirements.
- _____ Each has a topic sentence.
- _____ Each has a clincher which repeats/reflects the key words of the topic.

Conclusion (one paragraph):

- _____ The reader is reminded of the themes discussed.
- _____ State which theme is most significant and why.
- _____ The words "I" or "we" are not used.
- _____ The final sentence reflects/repeats the title.

Other:

- _____ Quotations are properly formatted.
- _____ Punctuation, capitalization, and spelling have been checked.
- _____ Clincher sentences have been checked.

Essay Evaluation Scale

Scale:

0-1 = not at all

2 = to a small extent

3 = to some extent

4 = to a considerable extent

5 = outstanding (to a large extent)

General:

_____ Format: Title, Name, Date, Spacing

_____ Indicators: Dressups underlined, Sentence numbers and indicators in margin.

_____ Paragraphs are of approximately equal length.

Introduction (one paragraph):

_____ Sets the time and [place (historical background)].

_____ States the themes to be discussed.

Body (three or more paragraphs)

_____ Each paragraph has a minimum of three sentences plus one VSS.

_____ Each paragraph meets the minimum style requirements.

_____ Each has a topic sentence.

_____ Each has a clincher which repeats/reflects the key words of the topic.

Conclusion (one paragraph):

_____ The reader is reminded of the themes discussed.

_____ State which theme is most significant and why.

_____ The words "I" or "we" are not used.

_____ The final sentence reflects/repeats the title.

Other:

_____ Quotations are properly formatted.

_____ Punctuation, capitalization, and spelling have been checked.

_____ Clincher sentences have been checked.

_____ Works Cited page is included.

_____ **Total**

Critique Evaluation Scale

Name: _____ Date: _____

Topic: _____

Scale:

0-1 = not at all

2 = to a small extent

3 = to some extent

4 = to a considerable extent

5 = outstanding (to a large extent)

Stylistic Techniques

1. Each paragraph contains 4-6 dress ups. _____

2. Each paragraph contains 4-6 sentence openers . _____

3. One decoration and one triple extension is included in each paragraph. _____

Content

1. The critique contains an introductory paragraph. _____

2. The critique contains paragraphs for setting and characters, plot and problem, and resolution. _____

3. The critique contains a conclusion paragraph. _____

4. Each paragraph contains a well- established topic sentence. _____

5. Each paragraph contains a well-established clincher. _____

4. All sentences have a subject/verb structure (complete sentence). _____

6. Proper punctuation is used. _____

7. Each paragraph contains information, logically connected, about ONE topic. _____

Total _____

The Critique Model

Introduction - Type of story, "Story Title," Book Title, Author, Publisher, Date, Pages, Pictures - number and Quality

I. Characters, Setting - People or animals in the story, Place, time and mood

II. Conflict, Plot - Problems that must be solved - the plan of the story.

III. Climax, Theme - Turning point of the story - Message about life.

Conclusion - Liked (Why?), disliked (Why?)

Character Critique Evaluation Scale

Name: _____

Date: _____

Topic: _____

Scale:

0-1 = not at all

2 = to a small extent

3 = to some extent

4 = to a considerable extent

5 = outstanding (to a large extent)

Stylistic Techniques

1. Each paragraph contains 4-6 dress ups. _____

2. Each paragraph contains 4-6 sentence openers . _____

3. One decoration and one triple extension is included in each paragraph. _____

Content

1. The critique contains an introductory paragraph. _____

2. The critique contains paragraphs for the character's words, actions, thoughts, and other information. _____

3. The critique contains a conclusion paragraph. _____

4. Each paragraph contains a well- established topic sentence. _____

5. Each paragraph contains a well-established clincher. _____

4. All sentences have a subject/verb structure (complete sentence). _____

6. Proper punctuation is used. _____

7. Each paragraph contains information, logically connected, about ONE topic. _____

Total _____

The Character Critique Model

Introduction - Type of story, "Story Title," Book Title, Author, Name of Character, Gender, Age, Occupation, Function in story (protagonist, antagonist, supporting character), THESIS STATEMENT

I. Words

II. Actions

III. Thoughts

IV. Other Information

Conclusion - Liked (Why?), disliked (Why?), Did the character fulfil his intended role well? Based on evidence, affirm the THESIS.

Basic Cover Letter Model

Joe L. Shmo
1 Drake Street
Vanguard, SK
S0N2V0
(306) 582-2134 jsshmo@sasktel.net

August 24, 2008

Ms. Miranda Mountain
Bank Manager
First Avenue Bank
132 Wall Street
Neville, SK
S0N0X0

A Very Good Day Ms. Hill,

I'm more than a little interested in the accounting position that:

- was listed in Sunday's edition of the Neville times.
- Bob Smith told me you might be looking to fill.
- we talked about yesterday on Facebook.

I have a three track record of successful work and educational experience. I've earned a Bachelor's Degree in Commerce from Harvard University graduating with a 3.8 GPA. I have successfully completed a number of management courses. I can:

- prepare financial statements.
- generate payroll information.
- train and oversee the work of other accounting clerks.

I am quite proud to say that I've received achievement awards for:

- collecting 30% more outstanding receivables than my predecessor.
- restructuring the payables department which saved \$5,000 in late payment fees.

Other transferable skills I have which support my ability to be a productive worker for you include:

- planning and scheduling.
- organization.
- budget management.

I would like to thank you for the time and consideration and close by saying that I have the skills and desire to do an excellent job for you. I will contact your office in a couple of days to insure receipt of my resume and schedule a time for an interview.

Sincerely,
(signature)
Joe L. Shmo

Enclosures: Resume

Basic Cover Letter Model

Section 1: Get to the point, specify what you want, show some enthusiasm, and state how you found out about this career opportunity.

Section 2: State how much experience you have and where you got it (life, work, or education). List any reinforcing education, on-the-job training, or seminars. Include GPA only if “B” (80%) or higher.

Section 3: Identify the most important skills required for the job sought and match them to your own. If you are a graduating student without much work experience, during the interview, you will have talk about your life/education taught you to use these skills.

Section 4: List any relevant and provable achievements or successes that might ring the employer’s bell and show you can do the job.

Section 5: List up to eight of your transferable skills and personality traits.

Section 6: Close with some power! Make a personal commitment to the reader. Stress career orientation, loyalty, and a willingness to do quality work. Take charge.

Basic Resume Model - Combination, Targeted Style

Joe L. Shmo
(317) 933-3961
joeshmo@sasktel.net

1 Valkyr Way
Vanguard, SK
S0N 2V0

Career Objective

A box-store management or related position in a company desiring a conscientious, hard-working person with the following skills:

- Order filling
- Maintaining Stock Records
- Transportation
- Scheduling

Accomplishments

- Supervised and instructed 30-60 employees in warehouse operational procedures. Employee turnover dropped by 95 percent.
- Reorganized \$6 million inventory in a 100,000 sq.-FT public warehouse that shipped locally, nationally, and internationally. Reorganization yielded quicker delivery time.
- Designed and implemented a loss prevention program that reduced losses by \$1400 per month.
- Solely responsible for monitoring required safety training program for eight forklift drivers, resulting in 20 percent reduction in injuries (no injuries for 10 months.)

Work Experience

Indy Warehousing	2006- Present	Night Supervisor
Caito Shipping	2000-2006	Shift Foreman
Walmart	1998-2000	Store Clerk

Relevant Education

Business Diploma (2005) North Alberta Institute of Technology

Relevant on-the-job training

OSHA Safety Training 2007
Quality Control Certification 2003

Basic Resume Model - Points to Consider

- 1. Balance your name, address, phone number and email on the page in order to save space.**
- 2. State your career objective:**
 - Specify the type of work you are seeking.
 - Expand your opportunities by including “or a related position.”
 - Include one or two of your best personality traits.
- 3. Skill and duties summary:**
 - List up to six of the most common daily duties in this type of work setting and use bullets for emphasis.
- 4. Use bullets for emphasis:**
 - Highlight items in a list with bullets.
- 5. List key responsibilities:**
 - List up to 10 key responsibilities that are critical to this position and that you can link up to your life, work, or educational experiences.
 - Give examples as proof. For every “key responsibility” give at least one successful example of your performance.
 - Specify results. What happened as a result of your efforts.
 - Quantify - Almost everything is measurable. Talk about dollar value, savings, size, volume, distance, quotas, percentages, etc. This information gives employers something solid with which to compare your resume against less well-prepared ones.
- 6. Stress related work experience:**
 - Include company name only. No address is okay!
 - Include years of employment. No month is okay!
 - Show advancement
- 7. Highlight Education:**
 - Target highest educational level.
 - List any other relevant education.

Skills Summary Card - Model

Joe L. Shmo

Career Objective:

Warehouse Manager Or Similar Position

(306) 582-2134

joeshmo@sasktel.net

Front (folded)

Experience: Over three years of directly related experience.

Skills:

- tracking accounts receivable
- reviewing payroll forms
- using computerized accounting software

Fold

Inside

Transferable Skills:

- planning projects
- time management
- supervisory skills
- making decisions

Self Management Skills:

- high energy
- responsible

Achievements:

- collected 30 percent more outstanding receivables.

Education:

- Business Diploma (NAIT)

Back

Block Form Letter - Model

Return Address

Current Date

Inside Address (to whom
you are sending the letter)

Salutation

Body of the letter

Closing

Signature

Block Form Letter - Model

S.W. Eatyfeet
800 E. Main Street
Regina, SK
S0N 2D5

August 28, 2008

Mr. Terry Norris
Customer Service Representative
Footwear Plus Shoes
23 Running Lane
Shediac, NB
E3R 3W4

Dear Mr. Norris:

On January 31, 2008, I purchased a pair of size 9 jogging shoes from your retail outlet in Swift Current, Saskatchewan. Although I like the appearance of the shoes, I must say that they are completely useless. The soles have fallen off, the lacing eyelets ripped and they smell bad.

I am asking that you send a new pair of running shoes to the above address in order to protect the integrity of your company.

I look forward to hearing from you. Thank you for your consideration of my issue.

Sincerely

S.W. Eatyfeet

Addressing an Envelope - Model

Envelope: Business Form

James John
1 Valkyr Way
Vanguard, SK
S0N 2V0

Mr. Xbox
Customer Service Representative
Microsoft Corporation
1 Silicon Valley
Seattle, Washington
USA
60611

Envelope: Friendly Form

James John
1 Valkyr Way
Vanguard, SK
S0N 2V0

Mr. Joe Shmo
2 Valkyr Way
Vanguard, SK.
S0N 2V0

Creating A Works Cited Page

The following examples are written in the Modern Language Association (MLA) style.

I. Books

Basic format for books

Author last name, first name. (Year of publication). *Title*. City: Publishing Company.

A book with one author

Josephson, Matthew. (1959). *Edison: a Biography*. New York: McGraw-Hill Book Company.

A book with two or more authors

Cole, B. and Gealt, A. (1989). *Art of the Western World: From Ancient Greece to Post-Modernism*. New York: Summit Books.

A book with an editor

Hersch, Jr., E.D. (Ed.) (1991). *What Your First Grader Needs to Know: Fundamentals of a Good First-Grade Education*. New York: Doubleday.

A translation of a book

Rilke, R.M. (1939). *Duino Elegies*. (J.B. Leishman and S. Spender, trans.) New York: W.W. Norton.

An anonymous book

The Chicago Manual of Style: Fourteenth Edition. (1993). Chicago: The University of Chicago Press.

A later edition of a book

Scully, V. (1988). *American Architecture and Urbanism* (new revised edition). New York: Henry Holt and Company.

A work in more than one volume

Magill, F.N., ed. (1961). *Masterpieces of World Philosophy in Summary Form* (Vols. 1-2). New York: Salem Press Incorporated.

II. Periodicals

The basic format for periodicals

Author last name, first name. (year, date of publication). "Name of article." *Periodical*, pages.

A signed article in a journal

McCartney, K. (1984). "The effect of a quality day care environment upon children's language development." *Developmental Psychology*, 20, 244-60.

A signed article in a monthly magazine

Beardsley, T. (1994). "For Whom the Bell Curve Really Tolls." *Scientific American*, January 1995, Volume 272, Number 1, 14-17.

A signed article in a daily newspaper

Moore, M. (1994, December 27). "Speculation Irks Flores." *Journal American* section D, p. 1.

An unsigned article

"What Vietnam Did to Us." (1981, December 14). *Newsweek*, 46-97.

III. Other sources

A film or videotape

Hand, D. (Supervising Director) and Disney, W. (Producer). (1937). *Snow White and the Seven Dwarfs*. [Videotape]. Burbank, CA: The Walt Disney Company.

Computer software

Microsoft Works for Windows 95 (1995). [Computer program]. Redmond, WA: Microsoft Corporation.

Television or radio program

“The Health Care Question.” Frontline. ABC. WBKB, Chicago. March 21, 1996.

Personal interview

Powell, Colin. Personal interview. January 4, 1996.

Speeches, addresses, and lectures

Angelou, Maya. Lecture. Seattle Arts and Lectures Series.

Works Cited Page - Model

Works Cited

Author last name, first name. (Year of publication). *Title*. City: Publishing Company.

Author last name, first name. (year, date of publication). "Name of article." *Periodical*, pages.

Hand, D. (Supervising Director) and Disney, W. (Producer). (1937). *Snow White and the Seven Dwarfs*. [Videotape]. Burbank, CA: The Walt Disney Company.

In-Text Citation (Guide)

In MLA style, references to sources are placed in the text of the paper in order to briefly identify sources for readers and enable them to locate the source of the cited information in the Works Cited list. These parenthetical references should be kept as brief and as clear as possible.

- Give only the information needed to identify a source. Usually the author's last name and a page reference are all that is needed.
- Place the parenthetical reference as near as possible to the material being documented, and where a pause would naturally occur, preferably at the end of a sentence.
- Parenthetical material should complement, not repeat, information that is given in your text. If you include an author's name in a sentence, you do not need to repeat it in your parenthetical statement.
- The parenthetical reference should precede the punctuation mark that concludes the sentence, clause, or phrase that contains the cited material.
- Electronic and online sources are cited just like print resources in references cited in the text. If an online source lacks numbering, omit numbers from the parenthetical references. If a source includes fixed page numbers or section numbering, such as numbering of paragraphs (pars.), cite the relevant numbers.

Examples:

Author's name in text Dover has expressed this concern (118-21).

Author's name in reference This concern has been expressed (Dover 118-21).

Multiple authors of a work This hypothesis (Bradley and Rogers 7) suggested this theory
(Sumner, Reichl, and Waugh 23).

Two locations Williams alludes to this premise (136-39, 145).

Two works cited (Burns 54, Thomas 327)

Multivolume works

References to volumes and pages (Wilson 2:1-18)

References to an entire volume (Henderson, vol. 3)

In text reference to an entire volume In volume 3, Henderson suggests

Corporate authors (United Nations, Economic Commission for Africa 51-63)

Works with no author

When a work has no author, use the work's title or a shortened version of the title when citing it in text. (If abbreviating a title, omit initial articles and begin with the word by which it is alphabetized in the Works Cited list.):

as stated by the presidential commission (Report 4).

Online source with numbered paragraphs (Fox, pars. 4-5)