

THE
ABRAHAM JOSHUA HESCHEL
HIGH SCHOOL
STYLE GUIDE



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SECTION 01
PRELIMINARY NOTE

This *Style Guide* briefly summarizes the most frequently used grammatical and mechanical elements of formal writing as preferred by Heschel High School. The purpose of this Guide is to offer a means of quick reference to general rules and the most prevalent exceptions to those rules. The Guide is not meant to be a writing manual. For more comprehensive assistance on grammar and punctuation, you are encouraged to consult one of the online writing guides listed in the final section of this document.

With respect to the majority of the attribution and formatting guidelines, this Guide does not adopt one entire set of standards but, instead, uses a combination compiled from the Modern Language Association, the Chicago Manual of Style, the Bluebook Uniform System of Citation for Legal Writing, and others. However, for the section on attribution for use in Social Studies assignments, the Modern Language Association standards are used exclusively.

SECTION 02
PLAGIARISM

- 02-01: Definition of Plagiarism
- 02-02: Examples of Plagiarism
- 02-03: Importance of Avoiding Plagiarism
- 02-04: Most Effective Way to Avoid Plagiarism

SECTION 02-01
DEFINITION OF PLAGIARISM

At Heschel, plagiarism is **the act of using or substantially imitating the words and thoughts of someone else and representing that material as one's own.** Plagiarism can take several forms, including:

- i. submitting someone else's writing as your own;

Note: The "writing" could be a phrase, a sentence, a paragraph, or an entire essay. The "someone" could be an author, *e.g.*, Charles Dickens; a study guide, *e.g.*, SparkNotes; or a person, *e.g.*, a classmate, sibling, parent, or tutor.

- ii. presenting someone else's ideas, impressions, or interpretations as your own;
- iii. submitting someone else's writing as your own by replacing some words with their synonyms or by restructuring the information;
- iv. presenting your previous work as new work; and
- v. failing to provide adequate citation.

SECTION 02-02
EXAMPLES OF PLAGIARISM

SOURCE MATERIAL	
<p><i>"It was a long and gloomy night that gathered on me, haunted by the ghosts of many hopes, of many dear remembrances, many errors, many unavailing sorrows and regrets."</i> - Charles Dickens, <u>David Copperfield</u></p>	
PLAGIARISM	REASON
<p><i>The character was haunted by the ghosts of many hopes, of many dear remembrances, many errors, many unavailing sorrows and regrets.</i></p>	<p>direct copy of "haunted by the ghosts of many hopes, of many dear remembrances, many errors, many unavailing sorrows and regrets" without attribution</p>
<p><i>The character was haunted by his hopes and memories, including his many unavailing sorrows and regrets.</i></p>	<p>direct copy of "many unavailing sorrows and regrets" without attribution; also, sentence too similar: "haunted" + "hopes" + "memories" (which means remembrances) + copied phrase, all without attribution</p>
<p><i>The character was haunted by hopes, remembrances, errors, unavailing sorrows and regrets.</i></p>	<p>direct copy of "haunted by the ghosts of many hopes, of many dear remembrances, many errors, many unavailing sorrows and regrets" with some words removed, and without attribution</p>
<p><i>The character was tormented by the phantoms of numerous ambitions, of several cherished memories, numerous mistakes, multitudinous futile agonies and lamentations.</i></p>	<p>direct copy of "haunted by the ghosts of many hopes, of many dear remembrances, many errors, many unavailing sorrows and regrets" with substituted synonyms, and without attribution</p>
<p><i>The character was haunted by the ghosts of many errors, many unavailing regrets and sorrows, of many dear remembrances, of many hopes.</i></p>	<p>direct copy of "haunted by the ghosts of many hopes, of many dear remembrances, many errors, many unavailing sorrows and regrets" with the order of the words changed, and without attribution</p>
<p><i>The character was "haunted by the ghosts of many hopes."</i> - William Shakespeare, <u>David Copperfield</u></p>	<p>proper use of quotation marks, but incorrect attribution</p>

SECTION 02-03
IMPORTANCE OF AVOIDING PLAGIARISM

Plagiarism is a form of academic dishonesty. Consequences for plagiarism at Heschel are similar to those of other institutions, which can include one or more of the following: teachers, advisors, grade deans, principals, and parents being notified; receiving no credit for the assignment; not being allowed to make up any extra credit; receiving a failing grade for the course; a note in your school record; teachers not being able to write letters of recommendation on your behalf; suspension; expulsion; and colleges or other programs to which you apply being notified of your plagiarism.

SECTION 02-04
MOST EFFECTIVE WAY TO AVOID PLAGIARISM

Attribute everything that can be attributed!

When you are unsure about whether or not to attribute, always attribute!

Acknowledge that certain words or ideas have been borrowed from a particular source, and give enough information for someone to find that source.

Use Section 12 of this Guide, “Crediting the Work of Others,” for information on how to attribute various types of source materials. If this Guide does not offer you the necessary information, refer to the online sources listed in Section 14, “Additional References,” or ask a teacher.

SECTION 03
HESCHEL FORMATTING STANDARDS

The following is standard Heschel formatting for all assignments unless otherwise specified by the teacher.

<u>Font:</u>	Garamond
<u>Type Size:</u>	Twelve-point
<u>Color:</u>	Black
<u>Appearance:</u>	Normal (Italics, Bold, and Underlining may be used for emphasis only)
<u>Spacing:</u>	Double
<u>Margins:</u>	One Inch, All Sides
<u>Justification:</u>	Full
<u>Page Numbering:</u>	Bottom Right Corner
<u>Identification:</u>	Your Name, Class Name, Teacher's Name, Assignment Title, and Date

SECTION 04
GRAMMAR / MECHANICS: COMMAS

- 04-01: Identifying Clauses
- 04-02: Between Independent and Dependent Clauses
- 04-03: With Conjunctive Adverbs
- 04-04: With Nonrestrictive Phrases
- 04-05: Within Lists
- 04-06: And Introductory Words and Phrases
- 04-07: And Names, Dates, Addresses, and Titles

SECTION 04-01
IDENTIFYING CLAUSES

A **clause** is a group of related words containing a subject and a verb; clauses sometimes stand alone and sometimes depend upon other clauses in the sentence. The identification of clauses can be crucial in determining the correct comma placement within a sentence.

An **independent clause** is a group of words that is able to stand alone as a complete sentence, making sense and expressing a whole thought.

A **dependent clause** is a group of words that cannot stand alone and that does not express a whole thought. A dependent clause is sometimes known as a subordinate clause, indicating that the clause is subordinate to another element, the independent clause, and depends on that other element for meaning.

Dependent clauses may sometimes be identical to independent clauses except that they start with an **extra word or phrase** known as a subordinating conjunction or dependent “marker.” This marker transforms the independent clause into a dependent clause that is waiting for other information in order to make sense. The following are some common dependent markers.

after	before	since	when
although	even if	though	whenever
as	even though	unless	whether
as if	if	until	while
because	in order to	whatever	

Examples

Michael likes the Mets = INDependent

Even though Michael likes the Mets = DEPendent

Because Michael likes the Mets = DEPendent

If Michael likes the Mets = DEPendent

Examples (continued)

Bob went to the library = INDependent

After *Bob went to the library* = DEPendent

Before *Bob went to the library* = DEPendent

When *Bob went to the library* = DEPendent

Rabbi Sam plays guitar = INDependent

Whenever *Rabbi Sam plays guitar* = DEPendent

Unless *Rabbi Sam plays guitar* = DEPendent

Until *Rabbi Sam plays guitar* = DEPendent

SECTION 04-02

COMMAS BETWEEN INDEPENDENT AND DEPENDENT CLAUSES

If we combine two or more clauses to form a grammatically correct sentence, there are only three possible combinations:

- i. INDependent DEPendent
- ii. DEPendent INDependent
- iii. INDependent INDependent

- i. INDependent DEPendent

When an **INDEPENDENT** clause is followed by a **DEPENDENT** clause, do not place a comma between them.

Michael believes that the Mets will win even though he knows that their bullpen is unreliable.

- ii. DEPendent INDependent

When a **DEPENDENT** clause is followed by an **INDEPENDENT** clause, place a comma between them.

Even though Michael believes that the Mets will win, he knows that their bullpen is unreliable.

Possible Clause Combinations (continued)

iii. INdependent INdependent

There are only three ways to move from one independent clause to another independent clause:

- a) place a period between the clauses, making them into separate sentences

Michael believes that the Mets will win. He knows that their bullpen is unreliable.

- b) place a semi-colon between the clauses

Michael believes that the Mets will win; he knows that their bullpen is unreliable.

- c) separate the two clauses with a comma followed immediately by one of the “FANBOYS” conjunctions:

For
And
Nor
But
Or
Yet
So

Michael believes that the Mets will win, but he knows that their bullpen is unreliable.

Michael believes that the Mets will win, yet he knows that their bullpen is unreliable.

To Summarize:

IND	(no punctuation)	DEP
DEP	,	IND
IND	. or ; or , FANBOYS	IND

SECTION 04-03
COMMAS AND CONJUNCTIVE ADVERBS

Conjunctive adverbs are words or phrases that connect other phrases or clauses, demonstrating comparison, contrast, example, sequence, cause and effect, or other relationships. Use commas to set off conjunctive adverbs, which may be used at the beginning of an independent clause or in the middle of any clause. The following are some of the most common conjunctive adverbs.

accordingly	furthermore	instead	rather
additionally	granted	lastly	second
also	hence	likewise	similarly
as a result	henceforth	meanwhile	specifically
certainly	however	moreover	subsequently
consequently	in addition	namely	still
contrarily	in any case	nevertheless	that is
conversely	in any event	next	then
finally	in contrast	nonetheless	thereafter
first	in fact	now	therefore
for example	in the same way	on the contrary	thus
for instance	incidentally	on the other hand	undoubtedly
further	indeed	otherwise	

- i. These words can always start a sentence but must be immediately followed by a comma.

However, Michael knows that the Mets bullpen is unreliable.

- ii. These words can also start a second independent clause in a sentence but must be immediately preceded by a semi-colon and followed by a comma.

Michael believes that the Mets will win; however, he knows that their bullpen is unreliable.

- iii. If these words are used in the middle of a clause and interrupt a thought, they must be set off by commas.

Michael believes, however, that the Mets will win but, nevertheless, knows that their bullpen is unreliable.

SECTION 04-04
COMMAS AND NONRESTRICTIVE PHRASES

Nonrestrictive phrases are words that are not essential to the sentence and, thus, can be removed without making the sentence unclear or changing its basic meaning. These phrases identify, explain, or provide extra information about other words or phrases in the sentence. Use commas to set off all nonrestrictive phrases.

Shea Stadium, which was demolished at the end of last season, was the home of the New York Mets since 1964.

Tom told Jane all about his weird dream, which caused her to break up with him.

Tom, the man in the blue suit, is my boss.

The man in the blue suit, Tom, is my boss.

The volleyball team's goal, winning the championship, is within its reach.

My favorite movie star, James Stewart, attained the rank of Brigadier General before retiring from the military.

My sister, Guinevere, loves chocolate.
(This sentence is correct only if the speaker has one sister.)

Note: **Restrictive phrases** are words that are essential to the sentence and, thus, cannot be removed without making the sentence unclear or changing its basic meaning. Do not set off restrictive phrases with commas or any other punctuation.

Shea Stadium is the stadium that was home to the New York Mets until 2008.

Michael is the teacher who most devotedly roots for the Mets.

The American author John Steinbeck wrote The Grapes of Wrath.

My sister Guinevere loves chocolate.
(This sentence is correct only if the speaker has more than one sister.)

HINT: Nonrestrictive phrases sometimes begin with “which” and NEVER begin with “that.”
Restrictive phrases sometimes begin with “that” and NEVER begin with “which.”

Always place a comma before “which”!
Never place a comma before “that”!

SECTION 04-05
COMMAS AND LISTS

Use commas to separate all items in a **list**; the last comma, before the “and” or the “or,” is optional but should be used to decrease the risk of the last two items being read as one.

Michael loves commas, semi-colons, dependent clauses, and independent clauses.

Note: When introducing a lengthy or complex list, a full colon may be used. The items may be separated by semi-colons instead of commas, especially if commas are used within the items themselves.

Michael loves: capers; olives; all kinds of melon, except for honeydew; chocolate; cinnamon; the filling in Oreo cookies; the rinds of kiwis; cluster berries such as raspberries, blackberries, and boysenberries; and radishes.

SECTION 04-06
COMMAS AND INTRODUCTORY WORDS AND PHRASES

Use a comma to set off any **introductory** words or phrases in a sentence.

Walking down the street, Tom suddenly remembered his dream from the prior night.

Suddenly, Tom remembered his dream.

Later that morning, Tom told Jane all about his weird dream.

Having failed the first three tests, Mitchell was not confident about the fourth one.

Note: If the introductory element is clear and very brief, the comma may not be needed. However, using the comma will always be correct.

SECTION 04-07
COMMAS AND NAMES, DATES, ADDRESSES, AND TITLES

Use commas to set off all **geographical names**, items in **dates** (except between month and day), **addresses** (except between building number and street name), and **titles** in names.

The city of Birmingham, Alabama, is named for Birmingham, England.

December 12, 1976, was a momentous day in the history of the world.

Who lives at 3 Elmhurst Drive, Flushing, New York?

Michael Wiesenfeld, Esq., will be the principal speaker.

Note: When using only the month and the year, no commas are necessary.

July 1998 included some of the highest recorded temperatures of the decade.

SECTION 05
GRAMMAR / MECHANICS: SEMI-COLONS

- 05-01: Semi-Colons Between Independent Clauses: **see** Section 04-02-iii-b
05-02: Semi-Colons and Conjunctive Adverbs: **see** Section 04-03-ii
05-03: Semi-Colons and Lengthy or Complex Lists: **see** Section 04-05

SECTION 06
GRAMMAR / MECHANICS: FULL COLONS

- 06-01: Full Colons to Introduce Lengthy or Complex Lists: **see** Section 04-05
06-02: Full Colons to Introduce Lengthy Quotations: **see** Section 13-01.

SECTION 07
GRAMMAR / MECHANICS: APOSTROPHES

- 07-01: Apostrophes Not Used In Plurals
07-02: Apostrophes for Contractions
07-03: Apostrophes for Possession
07-04: Apostrophes for Possession and Gerunds

SECTION 07-01
APOSTROPHES NOT USED IN PLURALS

Never use an apostrophe in pluralizing a noun. (If you are unsure how to pluralize a particular noun, look up the singular form of the noun in a dictionary.)

SECTION 07-02
APOSTROPHES FOR CONTRACTIONS

Apostrophes can be used for **contractions**, which are single words that consist of two merged words, with the apostrophe taking the place of the removed letter or letters. The following are some examples of contractions.

do not = don't
would not = wouldn't
that is = that's
it is = it's

I am = I'm
you are = you're
has not = hasn't
it has = it's

they had = they'd
we have = we've
could have = could've
I would = I'd

Note: Contractions should never be used in formal writing.

SECTION 07-03
APOSTROPHES FOR POSSESSION

- i. To show possession for **singular nouns**, place the apostrophe before the letter “s”.

the man’s briefcase *the girl’s notebook* *Jane’s house*

Note: Use the same format even if the singular noun (or name) ends in an “s”.

Casey Jones’s train *Kansas’s governor* *the princess’s tiara*

- ii. To show possession for **plural nouns**, first pluralize the noun and, then, use the apostrophe. If the pluralized noun ends in an “s”, do not use an “s” after the apostrophe.

the students’ bookbags *the children’s boots* *the countries’ armies*
the men’s computers *the people’s choices* *the witnesses’ observations*

- iii. To show possession for **separately identified nouns**, first determine if the item, or items, being possessed is/are being possessed separately or jointly.

- A. If the separately identified nouns possess the **same item or items**, use the apostrophe-“s” after the second such noun.

Hillary and Bill’s house
(Hillary and Bill own one house together)

Macbeth and Lady Macbeth’s marriage
(Macbeth and Lady Macbeth share a marriage)

Dora and Diego’s adventures
(Dora and Diego have had multiple adventures together)

- B. If the separately identified nouns possess **different items**, use the apostrophe-“s” after both nouns.

Brad’s and Angelina’s careers
(Brad and Angelina each have their own career)

Bob’s and Michael’s students
(Bob and Michael each have their own students)

SECTION 07-04
APOSTROPHES FOR POSSESSION AND GERUNDS

A **gerund** is a verb, usually ending in “ing,” that is used as a noun. If that noun is being “possessed” by another noun, use the possessive case, including an apostrophe-“s” if appropriate.

Tom’s juggling has improved.
Your whispering in class is rude.

Bill’s texting is becoming annoying.
His waiting for us was very considerate.

SECTION 08
GRAMMAR / MECHANICS: ACTIVE VERSUS PASSIVE VOICE

- 08-01: Active Voice Preferable to Passive Voice
08-02: Limited Acceptable Use of Passive Voice

SECTION 08-01
ACTIVE VOICE PREFERABLE TO PASSIVE VOICE

In the active voice, the subject of the sentence acts or performs the action expressed by the verb. In the passive voice, the subject of the sentence receives the action expressed by the verb or is acted upon by some person or entity that may be unidentified.

Use the active voice whenever possible, rather than the passive voice, to express action. The active voice is generally clearer, more direct, and more concise than the passive voice. Repeated or careless use of the passive voice can create awkward, uninteresting, or confusing sentences.

Word Constructions That May Indicate The Passive Voice

- i. a form of the verb **“to be”** such as: am, are, is, was, were, be, been, being
- ii. a **past participle** (a verb ending in -ed or -en, except irregular verbs like “kept”)
- iii. a prepositional phrase beginning with **“by”** such as “by Tom”

Active	Passive
<i>The FBI is investigating the politician’s daughter.</i>	<i>The politician’s daughter is being investigated by the FBI.</i>
<i>Joe’s lateness angered Tom.</i>	<i>Tom was angered by Joe’s lateness.</i>
<i>During class, Beth will deliver a literature presentation.</i>	<i>During class, a literature presentation will be delivered by Beth.</i>

Note: Use of the passive voice may also result, intentionally or accidentally, in the failure to identify the doer of an action or the responsibility for an event.

Active	Passive
<i>Marlboro executives knew that nicotine was addictive as early as 1972.</i>	<i>Nicotine was known to be addictive as early as 1972.</i>
<i>Tom and Beth accidentally started the forest fire when they left their campfire unattended.</i>	<i>The forest fire was accidentally started when a campfire was left unattended.</i>
<i>I made mistakes, and I lost the election.</i>	<i>Mistakes were made, and the election was lost.</i>

SECTION 08-02
LIMITED ACCEPTABLE USE OF PASSIVE VOICE

In very limited situations, the passive voice may be acceptable.

- i. The passive voice is often used in scientific, medical, and technical writing.

Thirty-five milliliters of the solution were poured into the beaker.

Paint thinner should be applied to the woodboard first.

- ii. The passive voice may also be used when the the doer of the action is obvious, unknown, or unimportant compared to the action of the sentence.

Tom was shocked when he was fired from his job.

The streets were flooded last night.

The mating of the wildebeests can be best observed in the early morning hours.

SECTION 09
GRAMMAR / MECHANICS: PARALLELISM

Use parallel structure, the **same pattern or form of words**, whenever possible. Parallel structure enhances clarity by demonstrating similar content and function.

Parallel elements can be nouns as subjects, nouns as objects, adjectives, adverbs, verbs, or groups of words such as phrases or clauses.

Not Parallel	Parallel
Subjects	
<i>One should not always give one's opinions in public. In fact, you need to be careful about what you say.</i>	<i>One should not always give one's opinions in public. In fact, one needs to be careful about what one says.</i>
Objects	
<i>Ben enjoys swimming, fishing, and the study of Talmud.</i>	<i>Ben enjoys swimming, fishing, and studying Talmud.</i>
<i>Ben wants to swim, to fish, and study Talmud.</i>	<i>Ben wants to swim, fish, and study Talmud.</i>
	<i>Ben wants to swim, to fish, and to study Talmud.</i>
Adverbs	
<i>He completed his exam quickly, efficiently, and with happiness.</i>	<i>He completed his exam quickly, efficiently, and happily.</i>
Verbs / Tenses	
<i>He runs the relay, throws the javelin, and jumped the hurdles.</i>	<i>He runs the relay, throws the javelin, and jumps the hurdles.</i>
	<i>He ran the relay, threw the javelin, and jumped the hurdles.</i>
Clauses	
<i>The coach told the players that they should get a lot of sleep, that they should not eat too much, and to do some warm-up exercises before the game.</i>	<i>The coach told the players that they should get a lot of sleep, that they should not eat too much, and that they should do some warm-up exercises before the game.</i>
	<i>The coach told the players that they should get a lot of sleep, not eat too much, and do some warm-up exercises before the game.</i>

Note: As in the above Clauses example, any words applying to all the items in a list either must be used before the first item only or must be repeated before every item.

SECTION 10
GRAMMAR / MECHANICS: SPECIFIC TYPES OF INFORMATION

- 10-01: Numbers
- 10-02: Dates, Decades, and Centuries
- 10-03: Time
- 10-04: Abbreviations
- 10-05: Punctuating Names, Dates, Addresses, and Titles

SECTION 10-01
NUMBERS

Write out numbers, including fractions and decimals, that can be written in **one or two words**, and use digits for all other numbers.

I took three tests yesterday.

She owns twenty-nine pairs of shoes.

California is more than three thousand miles away.

The party was attended by 137 people.

New York City is home to more than eight million people.

The new hybrid car costs twelve thousand dollars.

In only a few hours, he lost \$1,090 at the roulette table.

I completed about two-thirds of the test.

When our car broke down, I had to walk 3½ miles in the rain to get home.

His blood-alcohol level was .11, which is above the legal limit of .08.

Note: Be consistent within a sentence.

We ordered 25 copies of the book, but we received 250 copies.

Note: Never start a sentence with a digit.

Two hundred and fifty copies of the book were delivered to our house.

SECTION 10-02
DATES, DECADES, AND CENTURIES

When writing exact **dates**, always use the full name of the month. Use the number suffices (-st, -nd, -rd, -th) only when the date is written before the month.

My birthday is March 17, 1987. Graduation is scheduled for the 18th of June.

When referring to **decades**, use an “s” without an apostrophe.

The Great Depression lasted for most of the 1930s.

Note: **If the century is omitted, the decade name must be written out.**

The market for personal computers grew exponentially in the nineties.

When referring to **centuries**, write out the number.

Dante Alighieri wrote the Divine Comedy in the fourteenth century.

Beowulf was written sometime between the eighth and eleventh centuries.

SECTION 10-03
TIME

For the whole-hour mark, write out the time. For any other time, write out the numbers and “A.M.” or “P.M.” Use periods for the Ante Meridiem and Post Meridiem abbreviations.

Class begins at nine o'clock.

I did not wake up until 11:30 A.M.

SECTION 10-04
ABBREVIATIONS

Do not use **abbreviations** in formal writing unless using common titles, using “A.M.” or “P.M.,” or referring to entities for which the full name has already been provided. For common abbreviations of entities, no periods are necessary.

My history teacher is Ms. Jones.

Dr. Kelly performed the surgery.

The National Aeronautics and Space Administration, hereinafter “NASA,” was established in 1958. The funding for NASA is provided by Congress.

Note: Write out uncommon titles as well as the full names for all cities, states, countries, and geographical references.

Lieutenant Colonel Collins, who hails from Arizona, is my commanding officer.

The investigation near Lake Champlain, in New York, was led by Detective Miller.

SECTION 10-05
PUNCTUATING NAMES, DATES, ADDRESSES, AND TITLES

See Section 04-07.

SECTION 11
GRAMMAR / MECHANICS: EDITING TIPS AND COMMON MISTAKES

Follow these steps to avoid vagueness, awkwardness, misspellings, and improper word usages.

- i. Rewrite as necessary to avoid all use of the word **“it”** as well as every variation of the word **“thing,”** including **“nothing,”** **“ anything,”** **“something,”** and **“everything.”**
- ii. Rewrite as necessary to avoid all use of the word **“this”** **without a noun** following immediately. For example, avoid the sentence: **“This is controversial.”** Instead, write: **“This issue is controversial.”**
- iii. Expand all **contractions**. Make sure that all apostrophes are used for **possession** only; see Section 07.
- iv. Rewrite as necessary to avoid ending sentences with any **preposition** (of, in, on, before, under, to, etc.); any form of the verb **“to be”** (am, are, is, was, were, be, been, being); or any form of the verb **“to have”** (have, has, had).
- v. Rewrite as necessary to avoid all use of the **first-person** voice (I, me, us, my, mine, our) and the **second-person** voice (you, your, yours).
- vi. **Spell check**, but do not rely on the program only. Avoid the following common misspellings and misusages.

- A. **“then”** refers to time or sequence
He then went to the theater.
“than” refers to a comparison
He is taller than Tom.
- B. **“effect”** is a noun
He still feels the effects of the injury.
“affect” is a verb
The alcohol is affecting his judgment.
- C. **“who”** is a subject
Who is that new teacher?
“whom” is a direct object
For whom is that gift?

Note: Remember this simple rule: if the who/whom makes sense when substituted for he/she, use **“who;”** but, when the who/whom makes sense when substituted for him/her, use **“whom.”**

- D. **“there”** refers to existence or location
I heard that there is a new boss. He is standing there by the desk.
“their” refers to possession
We returned their books.
“they’re” is the contraction of **“they are”**
They’re unhappy about the results.

Common Misspellings and Misusages (continued)

- E. “lose” means to fail to win or to retain possession
We always lose to that team. I always lose my keys.
- “loose” means free from tightness, attachment, restriction, or constraint
I used the pliers; the bolt is now loose. We set our dog loose in the park.

SECTION 12
CREDITING THE WORK OF OTHERS

- 12-01: The Definition and Importance of Attribution
- 12-02: Whether or Not to Attribute
- 12-03: Methods of Attribution
- 12-04: Methods of Attribution for English Language and Literature
- 12-05: Methods of Attribution for Social Studies

SECTION 12-01
DEFINITION AND IMPORTANCE OF ATTRIBUTION

Attribution acknowledges that you are not the original source of an idea, statement, or document. The practice of attributing work is critical. Your reputation can be undermined by the failure to give credit where credit is due. Claiming someone else’s writings or ideas as your own, even accidentally, may be considered improper, unethical, or criminal by the actual authors, by schools, by employers, and by society. Learning to properly attribute work enables writers and thinkers to legitimately use, combine, and expand upon the creative and intellectual efforts of others. Attribution is a skill that is employed in every academic and professional discipline, ranging from medicine and law to business and scientific research.

SECTION 12-02
WHETHER OR NOT ATTRIBUTION IS NECESSARY

In deciding whether or not to attribute a writing or an idea, always err on the side of caution. When in doubt, always attribute. The only exception to this rule may be facts or ideas that are generally familiar to the public and that can be found in numerous sources. Such material is considered “common knowledge” and does not need to be attributed. Facts or ideas that are discovered through research, that can only be found in a few sources, or that are not generally known to the public are not considered common knowledge.

(Students sometimes believe that they do not need to attribute work that is “in the public domain.” Do not get confused by that term. The public domain is a legal concept that only applies to copyright law. Works in the public domain are no longer under an active copyright, meaning that neither permission nor compensation is required for their use; however, even for “public domain” works, attribution is still required.)

Keep in mind that changing some or even most of the words of someone else’s writing does not lift the obligation to attribute because, though the words have been changed, the ideas still belong to the original author.

Finally, remember that the amount of material does not matter. Attribution is just as necessary for a three-word phrase as for a paragraph-long quotation.

SECTION 12-03
METHODS OF ATTRIBUTION

There are several classic style manuals that list various formats for citing works. Heschel subscribes to a blend of the Chicago Manual of Style, MLA (Modern Language Association) Style, and its own Guide. The following are methods of citing sources depending upon the assignment, the number of sources, and the particular type of source. Of course, adhere to these guidelines only in the absence of specific instructions by the teacher.

SECTION 12-04
METHODS OF ATTRIBUTION FOR ENGLISH LANGUAGE AND LITERATURE

In ELL, most writing assignments will be based upon either a single work of literature or a small number of works. Thus, **in-paragraph** citations are most efficient.

When a citation is needed for a quotation or an idea, include the necessary information in parentheses before the period at the end of the sentence.

- i. If only **one** work is involved, and the work is a **novel**, parenthesize only the page number.

Lord Henry offered philosophies of life to Dorian Gray, at one point opining that “there is only one thing in the world worse than being talked about, and that is not being talked about” (162).

- ii. If only **one** work is involved, and the work is a **poem**, parenthesize only the line number.

For the title of his novel, Chinua Achebe borrowed a phrase from William Butler Yeats’s poem “The Second Coming,” which observed that “Things fall apart / the centre cannot hold / Mere anarchy is loosed upon the world” (3-4).

- iii. If only **one** work is involved, and the work is a **play**, parenthesize the Act-Scene-Line numbers. For example, the citation “II.iii.25-26” would refer to a quotation from the twenty-fifth and twenty-sixth lines of the third scene of the second act.

Lady Macbeth, while sleepwalking, expresses her unconscious guilt by lamenting “the old man” who “had so much blood in him” (V.i.36-37).

- iv. If **multiple** works by **different** authors are involved, follow the same rules, but include the last name of the author of the cited work in each parenthetical citation.

The two novels differ as to their conception of sin. For example, Lord Henry cynically observes that “[h]umanity tak[ing] itself too seriously . . . is the world’s original sin” (Wilde 27). In contrast to this lighthearted tone, Utterson gravely conjectures that Hyde’s apparent power over Jekyll may derive from “the ghost of some old sin” from Jekyll’s past (Stevenson 13).

In-Paragraph Citations (continued)

- v. If **multiple** works by the **same** author are involved, follow the same rules, but include a short version of the title of the cited work in each parenthetical citation.

Lysander showed his wisdom, remarking that “[t]he course of true love never did run smooth” (Midsummer I.i.134). And Juliet recognized this unfortunately reality when she learned that the handsome boy she had spied was a Montague, expressing, “My only love sprung from my only hate” (Romeo I.v.38).

SECTION 12-05 METHODS OF ATTRIBUTION FOR SOCIAL STUDIES

In Social Studies, many writing assignments involve numerous sources. There are three main types of attribution: citations of specific information used in the text of the paper; citations of those sources from which information was taken for the paper; and citations of any sources consulted while writing the paper, including those sources from which no information was taken.

Information used in the text of the paper must be attributed. The particular manner in which that information is presented, whether by quotation, paraphrase, summary, or some other manner, is irrelevant. Credit must be given appropriately. There are two methods for such attribution: footnotes and endnotes. Your teacher may have a preference, so be sure to inquire.

i. Footnotes and Endnotes

Both footnotes and endnotes are represented by superscripted numbers in the text, generally placed at the end of the sentences that contain the information taken from the source. For footnotes, the superscripted numbers correspond to numbered notes listed at the bottom of the same page. For endnotes, the superscripted numbers correspond to numbered notes listed at the end of the paper, usually on a separate page entitled “Endnotes” or “Notes.”

Footnotes and endnotes follow the same format. When mentioning a source for the first time, all the relevant information must be given. When mentioning that source subsequently, shortened versions may be used. The following are citation examples for the most common types of sources.

A. **Book With One Author / Editor**

^{Note} Author or Editor’s Full Name, Title (Publication Location: Publisher, Year) Pages.

³ James Lauder, Rome’s Final Years, (Boston: Harvard University Press, 1989) 211.

²⁵ Felicia Ringold, ed. Journals of the Plague, (London: Shenker & Son, 2007) 45-48.

B. **Books With Two Authors / Editors**

³ James Lauder and Paul Tesh, Rome’s Final Years, (Boston: Harvard University Press, 1989) 211.

²⁵ Felicia Ringold and Thea Green, eds. Journals of the Plague, (London: Shenker & Son, 2007) 45-48.

C. **Books With Three Or More Authors / Editors**

³James Lauder, et al., Rome's Final Years, (Boston: Harvard University Press, 1989) 211.

²⁵ Felicia Ringold et al., eds. Journals of the Plague, (London: Shenker & Son, 2007) 45-48.

D. **Books Without Authors / Editors**

³Rome's Final Years, (Boston: Harvard University Press, 1989) 211.

E. **Books With Translators**

³James Lauder, Rome's Final Years, trans. Maya Bond (Boston: Harvard University Press, 1989) 211.

F. **Article From A Magazine, Journal, or Newspaper With One Or More Authors**

^{Note} Author's Full Name, "Article Title," Publication Title Day Month Year: Pages.

³Wilma Jackson and Lauren Voll, "Surviving the Internet," Newsweek 17 Sept. 2005: 29-31.

³¹Howard Magione, et al. "Woodstock Turned Us Into Men," New York Times 22 Jan. 1985: B4.

G. **Article From A Magazine, Journal, or Newspaper Without An Author**

³"Surviving the Internet," Newsweek 17 Sept. 2005: 29-31.

H. **Government Document**

^{Note} Government, Authorial Body, Title, (Publication Location: Publishing Body, Year) Pages.

¹⁵United States, Department of Justice, Identity Theft Statistics: 2007, (Washington: GPO, 2008) 9-11.

⁶Detroit, Family Planning Council, Life Decisions, (Detroit: Community Education Office, 1999) 5.

I. **Film or Video**

^{Note} Title, dir. Director's Name, writ. Writer's Name, perf. Performer's Name, Format, Studio, Year.

²⁷Susquehanna, dir. Phyllis Jenkins, writ. Phyllis Jenkins, perf. Molly Trent, DVD, Paramount, 2000.

J. **Television or Radio**

^{Note} Title, Broadcasting Station, Location of Broadcast, Day Month Year.

⁹Politics Today, CNN, Washington, DC, 11 Mar. 2006.

¹⁵The Paul and Stacey Morning Roadshow, WROK, New Haven, CT, 19 June 2002.

K. Internet Page

^{Note} Author, "Page Title," Publication/Site, Page Creation/Modification Date, Access Date <URL>.

³¹ Michael Poghan and Alex Kavner, "The 1920s," America's Decades, 31 Jan. 2001, 17 May 2001 <<http://www.ushistory.com/bydecade/1920-1929.html>>.

³⁹ Minnesota, Office of the State Attorney General, "Bad Medicine: Eleven Doctors Arrested for Health Insurance Fraud," Minnesota Attorney General's Office, 18 July 2007, 18 July 2007 <<http://www.state.mn.us/attgen/pressreleases/2007/july.html>>.

L. Subsequent Citations: Shortened Versions of Notes Used After the Initial, Full Note

^{Note} Author Pages.

³ Lauder 211.

²⁵ Ringold and Green 45-48.

¹⁵ Department of Justice 9-11.

⁶ Family Planning Council 5.

Note: (If two or more materials by the same author are used, or two or more authors of different materials have the same last name, or the source has no author, include the title or, if the title is lengthy, a shortened version of the title.)

^{Note} Author, Shortened Title Pages.

³ Lauder, Rome's Final Years 211.

²⁵ Ringold and Green, Journals 45-48.

¹⁵ Department of Justice, Identity Theft 9-11.

⁶ Family Planning Council, Life Decisions 5.

³ "Surviving the Internet" 29-31.

ii. Works Cited, References, and Bibliographies

Works Cited, sometimes known as References, is a list of all of the sources from which information was taken and used in the work. This list must include all such sources regardless of the form of the information used in the work, such as quotations, paraphrasings, or summaries.

A Bibliography is a list of all of the sources that were consulted in the writing of a work. The main difference between a Bibliography and a Works Cited is that a Bibliography includes those sources that were consulted but from which no information was taken or used in the work.

Both types of lists are ordered alphabetically by the last names of the authors, editors, translators, or other preparers of the material; sources are listed alphabetically by the first words of titles if no author or preparer is clear.

A. Book With One Author / Editor

Lauder, James. Rome's Final Years. Boston: Harvard University Press, 1989.

Ringold, Felicia, ed. Journals of the Plague. London: Shenker & Son, 2007.

B. Books With Two Authors / Editors

Note: The second author is listed first name – last name.

Lauder, James, and Paul Tesh. Rome's Final Years. Boston: Harvard University Press, 1989.

Ringold, Felicia, and Thea Green, eds. Journals of the Plague. London: Shenker & Son, 2007.

C. Books With Three Or More Authors / Editors

Note: If the book has three authors, all must be listed but, if more than three, may use “et al.”

Lauder, James, Paul Tesh, and Ko Yi. Rome's Final Years. Boston: Harvard University Press, 1989.

Ringold, Felicia, Thea Green, et al., eds. Journals of the Plague. London: Shenker & Son, 2007.

D. Books Without Authors / Editors

Rome's Final Years. Boston: Harvard University Press, 1989.

E. Books With Translators

Lauder, James. Rome's Final Years. Trans. Maya Bond. Boston: Harvard University Press, 1989.

F. Article From A Magazine, Journal, or Newspaper With One Or More Authors

Note: If the article has three authors, all must be listed but, if more than three, may use “et al.”)

Jackson, Wilma, and Lauren Voll. “Surviving the Internet.” Newsweek 17 Sept. 2005: 29-31.

Magione, et al. “Woodstock Turned Us Into Men.” New York Times 22 Jan. 1985: B4.

G. Article From A Magazine, Journal, or Newspaper Without An Author

“Surviving the Internet.” Newsweek 17 Sept. 2005: 29-31.

H. Government Document

United States. Department of Justice. Identity Theft Statistics: 2007. Washington: GPO, 2008.

Detroit. Family Planning Council. Life Decisions. Detroit: Community Education Office, 1999.

I. Film or Video

Note: These sources may be listed by either title, director, writer, producer, or performer.

Susquehanna. Dir. Phyllis Jenkins. Writ. Phyllis Jenkins. Perf. Molly Trent. Paramount, 2000.

Phyllis Jenkins, dir. Susquehanna. Writ. Phyllis Jenkins. Perf. Molly Trent. Paramount, 2000.

J. Television or Radio

Politics Today. CNN. Washington, DC. 11 Mar. 2006.

The Paul and Stacey Morning Roadshow. WROK. New Haven, CT. 19 June 2002.

K. Internet Page

Poghan, Michael, and Alex Kavner. "The 1920s." America's Decades. 31 Jan. 2001. 17 May 2001
<<http://www.ushistory.com/bydecade/1920-1929.html>>.

Minnesota. Office of the State Attorney General. "Bad Medicine: Eleven Doctors Arrested for Health Insurance Fraud." Minnesota Attorney General's Office. 18 July 2007. 18 July 2007
<<http://www.state.mn.us/attgen/pressreleases/2007/july.html>>.

SECTION 13
QUOTING THE WORK OF OTHERS

13-01: Embedding (and Not Embedding) Quotations

13-02: Quotations and Sentence Punctuation

13-03: Altering Quotations

13-04: Block Quotations

13-05: Quotations Within Quotations

SECTION 13-01
EMBEDDING (AND NOT EMBEDDING) QUOTATIONS

When a quotation is **embedded** in a sentence, the words of that quotation are incorporated into the larger structure of the sentence.

There is **no comma** between the main text and the quotation. In addition, because the quotation is considered to be a part of the larger sentence, there is **no capital letter** at the beginning.

Jamie said that she would “love to go to the movies.”

She mumbled that she “just thought the report wasn’t due until tomorrow.”

In the 18th century, Benjamin Franklin wrote that you should “[r]esolve to perform what you ought” and “perform without fail what you resolve.”

Lady Macbeth told her husband that he should “look like the innocent flower / But be the serpent under’t.”

When a quotation is **not embedded** in a sentence, the words of that quotation are not incorporated into the larger structure of the sentence.

There must be a **comma** between the main text and the quotation, which may be quoted words or a portion of dialogue. In addition, because the quotation is not considered to be a part of the larger sentence, there must be a **capital letter** at the beginning.

Jamie said, “I would love to go to the movies.”

“I just thought,” she mumbled, “that the report wasn’t due until tomorrow.”

In the 18th century, Benjamin Franklin wrote, “Resolve to perform what you ought; perform without fail what you resolve.”

Lady Macbeth cautioned her husband, “[L]ook like the innocent flower / But be the serpent under’t.”

Note: When introducing a lengthy quotation, a full colon may be used instead of a comma.

In the 18th century, Benjamin Franklin wrote: “Resolve to perform what you ought; perform without fail what you resolve. Make no expense but to do good to others or yourself. Waste nothing. Lose no time. Be always employed in something useful. Cut off all unnecessary actions. Use no hurtful deceit. Think innocently and justly; and, if you speak, speak accordingly.”

SECTION 13-02 QUOTATIONS AND SENTENCE PUNCTUATION

For punctuation that is part of the larger sentence but is not part of the quotation itself, periods and commas are placed within the end-quotation mark. Semi-colons and question marks are placed outside of the end-quotation mark.

I told him that he should “make like a banana and split.”

I told him that he should “make like a banana and split,” but he ignored my advice.

I told him that he should “make like a banana and split”; but he ignored my advice.

Do you think he should “make like a banana and split”?

SECTION 13-03 ALTERING QUOTATIONS

Use brackets to replace the original text with your words, but the other language **must** have the same meaning. Use an ellipsis (three periods) to indicate where words from the original text have been removed.

Original: *Then Thomas Johnston suffers the slings and arrows of misfortune in his textiles business during the 1890s.*

Yours: *According to the historian Oliver Miller, Johnston’s business earned record profits during the 1880s, but “[be] suffer[ed] the slings and arrows of misfortune . . . during the 1890s.”*

Note: Brackets must be used even when only changing the capitalization of a single letter within a quotation. (Keep in mind that capitalization is usually altered when embedding a quotation within a sentence.)

Original: *“True love,” Sir Francis said, “is a sacred thing. And, like all sacred things, it, too, can be desecrated.”*

Yours: *Immediately prior to the climax of the tale, Sir Francis told his son that “[t]rue love is a sacred thing [that] can be desecrated.”*

In using brackets and ellipses, be careful **NOT** to **change the meaning!**

Original: *In last night's televised speech to the nation, President Obama stated, "The U.S. economy, according to experts, will recover within five years."*

Incorrect: *In last night's televised speech to the nation, President Obama stated, "The U.S. economy [has] recover[ed]."*

Original: *President Obama said, "I love pizza, but Hillary Clinton hates pizza."*

Incorrect: *President Obama said, "I love . . . Hillary Clinton"*

Original: *In his review of the movie Saw 19, Roger Ebert stated, "The story was so indecipherable and the acting so poor that it is astounding the movie was ever made."*

Incorrect: *Roger Ebert calls Saw 19 "astounding"!*

SECTION 13-04 BLOCK QUOTATIONS

When quoting a large portion of text, **block quote** using double indents on both sides, as well as full justification, single spacing, without quotation marks. The following is an example of a page from an essay that employs a block quotation.

Johnston's business earned record profits during the 1880s. However, after a workers' strike, he lost revenue at an alarming rate.

Then Thomas Johnston suffer[ed] the slings and arrows of misfortune in his textiles business during the 1890s. First, his managers endure[d] a lengthy strike by one of the most powerful unions of the time. Second, his source materials increase[d] drastically in price as shipping routes c[a]me under governmental regulation. And, third, Johnston personally los[t] significant amounts of money in the stock market as a result of several ill-considered investments (Miller, The Rise and Fall of Thomas Johnston).

Overall, the 1890s would prove to be the downfall of Johnston & Mitchell Textiles, Incorporated. By 1903, the company was bankrupt, and the factory and equipment were sold at fractions of their original cost.

SECTION 13-05
QUOTATIONS WITHIN QUOTATIONS

When quoting within another quotation, use **single quotation** marks.

“Tom,” she said, “told me that he didn’t do his English homework because he was ‘too tired from doing his Math homework.’”

Franklin stated in his autobiography that he “was ever so grateful for George Washington’s assessment of the burgeoning nation as a ‘child of infinite complexity, but infinite potential.’”

SECTION 14
ADDITIONAL REFERENCES

For additional rules, exceptions, and explanations on grammar and mechanics, consult one of the following online guides.

The Guide to Grammar and Writing: <http://grammar.ccc.commnet.edu/grammar/>

The Blue Book of Grammar and Punctuation: <http://www.grammarbook.com/>

The Online Writing Lab at Purdue University: <http://owl.english.purdue.edu/owl/>

The Elements of Style: <http://www.bartleby.com/141/>

Grammar Slammer: <http://englishplus.com/grammar/>

Grammar Bytes: <http://www.chompchomp.com/>

For additional guidance on methods of formal citation and formatting, consult one of these two popularly accepted sources.

Modern Language Association: <http://owl.english.purdue.edu/owl/resource/557/01/>

Chicago Manual of Style: <http://www.chicagomanualofstyle.org/home.html>

Good luck, and good writing!