



Basic

Writing

Aids

Advice for clearer writing
and other supplementary
materials to accompany the
MVL STYLE BOOK

Jlf 8-23-2015

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I. BE CONCISE

In order to keep clarity in your writing, consider the KISS method: Keep It Short & Simple.

Point 1: Avoid Wordiness

Do not use several words when one will do. Wordy phrases are like junk food; they add only fat, not muscle. Many people make the mistake of writing phrases such as *at the present time* or *at this point in time* instead of the simpler **now**, or *take into consideration* instead of simply **consider**, in an attempt to make their prose seem more scholarly or more formal. It does not work. Instead, their prose end up seeming inflated and pretentious. Do not waste your words or your time.

Point 2: Don't Be Redundant

Redundancy means that the writer needlessly repeats an idea. It is redundant to speak of “a beginner lacking experience.” The word beginner implies lack of experience. You can eliminate redundant words or phrases without changing the meaning of the sentence. Watch out for words that add nothing to the sense of the sentence. Redundancy often results from carelessness, but you can easily train yourself to eliminate these elements when you proofread.

Common redundancies:	refer back	Concise term:	refer
	few in number		few
	small-sized		small
	grouped together		grouped
	end result		result

Point 3: Avoid Needless Qualification

Because the object of your essay is to convince your reader, you will want to adopt a reasonable tone. There will likely be no single, clear-cut “answer” to the essay topic, so do not overstate your case. Occasional use of such qualifiers as *fairly*, *rather somewhat*, and *relatively* and of expressions *as seems to be*, *a little*, and *a certain amount of* will let the reader know you are reasonable, but overusing these modifiers weakens your argument. Excessive qualification makes you sound hesitant.

Like wordy phrases, qualifiers can add bulk without adding substance. Just as bad is the overuse of the word *very*. Some writers use this intensifying adverb before almost every adjective in an attempt to be more forceful. If you need to add emphasis, look for a stronger adjective or verb. Also, do not try to qualify words that are already absolute such as using *more unique*, *the very worst*, or *completely full* when *unique*, *the worst*, or *full* will do.

Point 4: Avoid Unnecessary Sentences

Work hard to follow these rules: (1) Don't write a sentence that gets you nowhere; (2) Don't ask a question only to answer it; (3) Don't merely copy the essay's directions; and (4) Don't write a whole sentence only to announce that you are changing the subject.

If you have something to say, say it without preamble. If you need to smooth over a change of subject, do so with a transitional word or phrase rather than with a meaningless sentence. If proofreading reveals unintentional wasted sentences, neatly cross them out. Remember to get to the point quickly and stay there. Simplicity and clarity will gain points.

Transitions function to connect words, phrases, and clauses. Therefore some conjunctions could be used as transition terms. In addition, transitional words or phrases help your essay to flow from one point to another.

Some transition word choices:

Again	In addition	Notwithstanding
Although	In comparison	On the other hand
At last	In contrast	Otherwise
At length	In general,	Regardless
At that time	In retrospect	Second
At the same time	In spite of	Secondly
Before	In the same way	Similarly
But	Instead	So Far
Despite that	Last	Soon
Despite that	Lastly	Still
Even so,	Lately	Then
Finally	Likewise	Third
First	Meanwhile	Thirdly
Firstly	Moreover	To illustrate
For instance,	Nevertheless	Until now
Furthermore	Next	Yet

II. BE FORCEFUL

The aim of this section is to make your writing convincing.

Point 5: Avoid Needless Self-Reference

Avoid such unnecessary phrases as “I believe,” “I feel,” and “in my opinion.” There is no need to remind your reader that what you are writing is your opinion. They already know this. Self-reference is another form of qualifying what you say—a very obvious form. One or two self-references in an essay might be appropriate, just as the use of qualifiers like probably and perhaps can be effective if you practice using them sparingly and practice is the only sure way to improve your writing.

Point 6: Use the Active Voice

Using the passive voice is a way to avoid accountability. Put verbs in the active voice whenever possible. In the active voice, the subject performs the action (e.g., *we write essays*). In the passive voice, the subject is the receiver of the action and the performer of the action often only implied (e.g., *essays are written*).

Avoid the passive voice EXCEPT in the following cases:

1. When you do not know who performed the action: *The letter was opened before I received it.*
2. When you prefer not to refer directly to the person who performs the action: *An error has been made in computing this data.*

Point 7: Avoid Weak Openings

Make an effort NOT to begin a sentence with various forms of *there is*, *there are*, or *it is*. These roundabout expressions usually indicate that you are trying to distance yourself from the position you are taking. NEVER begin your essay with “In this paper I plan to...”

THESE ARE LISTS OF ELEMENTS FROM WHICH YOU MIGHT CHOOSE TO BEGIN OR END YOUR ESSAY.

Types of Introductions--Hooks

1. Making a startling statement
2. Presenting a description
3. Drawing an analogy
4. Asking a question (overused-avoid)
5. Relating an anecdote (it must connect to the essay)
6. Including a quotation
7. Stating the main idea directly
8. Promising the reader a benefit
9. Taking a stand
10. Addressing the reader directly

Types of Conclusions

1. Restating the main idea
2. Summarizing the ideas from the body paragraphs
3. Making a prediction
4. Presenting a quotation
5. Issuing a call to action
6. Generalizing about the information presented
7. Asking a question (overused)
8. Relating an anecdote (needs to connect to essay)

Did you notice that none of the introductions includes a dictionary definition of a word? That is because dictionary definitions do not usually make good starts to essays. You can include a definition later in the paragraph if it is necessary. Otherwise, avoid dictionary definitions.

Point 8: Avoid Needlessly Vague Language

Do not ramble on when you are writing. Choose specific, descriptive words. Vague language weakens your writing because it forces the reader to guess what you mean instead of concentrating fully on your ideas and style. Sometimes, to be more specific and concrete, you will have to use more words than you might with vague language. This point is not in conflict with the general objective of being concise. Being concise may mean eliminating unnecessary words. Avoiding vagueness may mean adding necessary words for clarity.

See ***The Cain Project on the next two pages***. Graduate students at Rice University generated the following list of verbs. Read through them for choices that could help make your own writing more precise and persuasive. Using some of these words may help your writing tighten rather than sprawl, which is a good thing. They help you to learn to be more concise. Instead of saying, “This approach is an improvement on Smith’s design,” write, “This approach improves Smith’s design.”

The Cain Project Part 1

accelerate	augment	connect	deviate	establish
accept	avoid	consider	differ	estimate
accomplish	become	constitute	differentiate	evaluate
account for	begin	constrain	diffuse	evaporate
accumulate	behave	construct	disagree	evidence
achieve	believe	continue	discard	evolve
acknowledge	benefit	contradict	discover	exacerbate
acquire	bound	contrast	discuss	examine
activate	branch	contribute	dismiss	except
adapt	break	control	disprove	exclude
add	bring	converge	dissociate	exemplify
address	broaden	convey	dissolve	exhibit
adjust	build	convince	distinguish	expand
admit	calculate	coordinate	distribute	expect (NOT hope)
affect	calibrate	correct	diverge	expel
agree	capitalize	correlate	dominate	experience
aid	capture	corroborate	draw on	explain
align	cause	create	drive	exploit
alleviate	center	critique	drive	explore
allow	challenge	crystallize	duplicate	express
alter	characterize	decide	edit	extend
amplify	choose	declare	effect (change)	extract
analyze	claim	decode	elaborate	extrapolate
answer	clarify	decrease	eliminate	feature
anticipate	collect	deduce	emerge	finalize
appear	combine	defend	emit	find
apply	compare	deflect	emphasize	fine tune
appreciate	compile	delineate	employ	finish
approach	complete	deliver	enable	fit
approximate	complicate	demonstrate	encapsulate	flow
argue	compress	deny	encompass	focus
arise	compete	depict	end	follow
ascertain	compute	deploy	engage	forecast
assess	conceive	deposit	engender	formulate
assert	concentrate	describe	enhance	formulate
associate	conclude	design	enlarge	fracture
assume	concur	destroy	ensure	fulfill
attain	conduct	detect	entail	gain
attract	confine	determine	equip	galvanize
attribute	conjecture	develop	err	generalize

The Cain Project Part 2

generate	loosen	promote	reproduce	sustain
give rise (to)	lose	propose	require	synthesize
group	maintain	possess	research	tailor
grow	make	precipitate	resemble	taint
guide	manifest	prefer	resolve	take place
hamper	manipulate	prepare	respond	target
handle	maximize	present (evidence)	result in	terminate
hypothesize	mean	probe	retrieve	test
identify	measure	proceed	reveal	testify
ignore	meet (requirements)	produce	review	theorize
illuminate	merge	profit	revise	transform
illustrate	minimize	promise	sample	translate
imagine	model	prove (only if true)	satisfy	transmit
immobilize	necessitate	provide	search	transport
impair	need	qualify	seek (to understand)	treat
implement	negate	quantify	select	trigger
implicate	note	question	send	underline
imply	nullify	range	separate	undermine
induce	obscure	reach	serve shape	underscore
interact (with)	observe	realize	shape	understand
infer	obtain	reciprocate	show	understate
influence	occur	recognize	signal	unify
initialize	offer (an opportunity)	recommend	signify	update
initiate	omit	reconstruct	simulate	use
input	open up (choices)	redefine	situate	utilize
inquire	operate	reduce	solidify	validate
instigate	optimize	refer	solve	vary
integrate	organize	reference	span	verify
interpret	outline	refine	specify	view
interrogate	overcome	reflect	stabilize	vindicate
intervene	overstate	refute	subject	visualize
introduce	perceive	regard	submit	withstand
invert	perform	remediate	substantiate	yield
investigate	permeate	remove	succeed	
involve	persist	repair	suggest	
isolate	pioneer	repeat	summarize	
justify	place	replace	support	
limit	play (a role)	replicate	surmise	
localize	plot	report	survey	
locate	point out	represent	suspend	

DEAD WORDS—these words are overused and have lost meaning; AVOID THEM!

A lot Bad Cool Fine Fun Get Got Good Like Lots Many Nice Really
 So Stuff Thing Very Well You Your

The following words may be used as substitutes for “Very” although avoiding “very” altogether is a good idea.

Bitterly Chiefly Especially Exceedingly Infinitely Intensely
 Mightily Powerfully Shockingly Severely Surely Truly

Instead of saying, “There are very many reasons for this statement,” one might say, “There are infinite reasons for this statement.”

Point 9: Avoid Clichés

Clichés are overused expressions that may once have seemed colorful and powerful but are now dull and worn out. Time pressure and anxiety may make you lose focus; that’s when clichés slip into your writing. A reliance on clichés will suggest you are a lazy thinker. Keep them out of your essay.

Point 10: Avoid Jargon

Jargon includes two categories of words that you should avoid. First is the specialize vocabulary of a group, such as that used by doctors, lawyers, or baseball coaches. Second is the overly inflated and complex language that burdens many students’ essays. You will not impress anyone with big words that do not fit the tone or context of your essay, especially if you misuse them! If you are not certain of a word’s meaning or appropriateness, leave it out. An appropriate word, even a simple one, will add impact to your argument.

WEAK: The international banks are cognizant of the new law’s significance.

FORCEFUL: The international banks are aware of the new law’s significance.

WRONG: The new law would negatively impact each of the nations involved.

CORRECT: The new law would hurt each of the nations involved.
(The word impact is also used to mean affect or benefit.)

Try to avoid using these commonly used jargon words: *prioritize, optimize, utilize, finalize, designate, bottom line, parameter, time frame, input/output, maximize, facilitate.*

III. BE CORRECT

Correctness is perhaps the most difficult objective for writers to achieve. The complex rules of standard English usage can leave you feeling unsure of your writing and more than a bit confused. Just think of this section as helping you to improve the details of good writing.

Point 11: Avoid Slang and Colloquialisms

Slang terms and colloquialisms can be confusing to the reader, because these expressions are not universally understood. Even worse, such informal writing may give readers the impression that you are poorly educated or arrogant.

NO:

He is really into gardening.

She plays a wicked game of tennis.

YES:

He enjoys gardening.

She excels in tennis.

Point 12: Use Commas Correctly

When using the comma, follow these rules.

1. Use a **comma** to separate three or more elements in a series. The series may consist of words, phrases, or clauses.
 - a. **Series of words** -- *The wall paper is dirty, torn, and peeling.*
 - b. **Series of phrases** -- *The Todd family walked their collie in the park, on the beach, and around the neighborhood.*
 - c. **Series of clauses** -- *Simone felt that her dance class gave her discipline, that it strengthened her body, and that it improved her coordination.*
2. Do not use commas when all of the elements are joined by and's, or's, or nor's.

You may not go to the game or to the movies or to the meeting.
3. Use commas after numerical words when they introduce elements in a series.

In order to do well in school you must do the following: first, listen; second, do your work; and third, think for yourself.
4. Use commas between coordinate adjectives, or adjectives of equal rank, that modify the same noun. To determine if adjectives are coordinate, place "and" between them. If "and" sounds natural and if you can reverse the order of the adjectives without changing the meaning, then a comma should be placed between the adjectives.

His informative, dynamic speech held everyone's attention.
5. Use a comma after an introductory word, a mild interjection, or an adverb at the beginning of a sentence.
 - a. *Yes, I'd like to take a ride. Oh, your bike is in the garage.*
 - b. *Truthfully, no one likes the proposal from that company.*
6. Use a comma after a series of prepositional phrases at the beginning of a sentence, after an introductory adverbial clause, and after a participial or infinitive phrase that begins a sentence.
 - a. **Prepositional Phrases** -- *In the opinion of two local experts, the election is lost.*
 - b. **Adverbial Clause** -- *When I answered the phone, the caller hung up.*
 - c. **Participial Phrase** -- *Having run hard, he won the race.*

7. Use a comma after words or phrases that have been moved to the beginning of a sentence from their normal position.
 - a. **Normal order** – The band marched flawlessly on Fifth Avenue.
 - b. **Transposed order** – On Fifth Avenue, the band marched flawlessly.
8. Use commas to set off nonessential appositives, words of direct address, and parenthetical expressions.
 - a. **Nonessential appositive** – Mr. Teng, **my principal**, retires this June.
 - b. **Direct address**—I can't believe, **Frank**, that you missed that movie.
 - c. **Parenthetical expression** – The teacher, **I suppose**, was detained.
9. Use commas to set off a direct quotation from the rest of the sentence.
“I can't dive,” said Molly, “but I can swim.”
10. Use a comma before the conjunction that joins two independent clauses of a compound sentence.
I am a junior, and I will graduate next year.
11. Use commas to set off nonessential, or nonrestrictive, clauses and participial phrases. A nonessential clause or phrase adds extra information to a sentence whose meaning would be complete without it.
 - a. **Nonessential clause** – The United Nations, **which is in New York City**, is now in session.
 - b. **Nonessential participial phrase** – The defendant, **looking frightened**, took the stand.
12. In dates, use a comma to separate the day of the month and the year. When only the month and the year are given, no comma is needed. Use a comma after the year when the date falls in the middle of the sentence.
13. Use a comma between the name of a city or town and that of its state or country. When an address or place name falls in the middle of a sentence, use a comma after the names of the street, city, and state or country. If a ZIP code is included, place a comma after the ZIP code but not after the name of the state.
14. Use a comma to separate words that might be misread.
 - a. Unclear – Above the trail became steeper.
 - b. Clear -- Above, the trail became steeper.
15. A title following a personal name is set off with commas; the abbreviations Inc. and Ltd. are also set off with commas.
16. In numbers of more than three digits, use commas between groups of three digits counting from the right, with the exception of ZIP codes, phone numbers, years, and house numbers.
17. Use a comma to indicate words left out of parallel word groups.
Our team tasted victory; our opponents, defeat.

Point 13: Use Semicolons Correctly

When using a semicolon, follow these rules.

1. Use a semicolon instead of a coordinate conjunction such as *and*, *or*, or *but* to link two closely related independent clauses.
Wrong: Whooping cranes are an endangered species; and they are unlikely to survive if we continue to pollute.
Correct: Whooping cranes are an endangered species; only 50 whooping cranes reside in New Jersey today.
Correct: Whooping cranes are an endangered species, and they are unlikely to survive if we continue to pollute.

5. Capitalize the first word of every sentence, of every line of most poetry, and of a direct quotation.
6. Capitalize the first, last, and all important words in titles; do not capitalize conjunctions, articles, or prepositions with fewer than five letters unless they are the first word.

To Be Young, Gifted and Black
 Wall Street Journal
 Personal Computing
The Importance of Being Earnest
The African Queen

Nova
West Side Story
 "Chapter 2: The Study of Drama"
 "Ozymandias"
 "The Story of an Hour"

Point 18: Use Quotation Marks Correctly

When using quotation marks, follow these rules.

1. Quotation marks are used to set off **direct quotations** and certain titles.
 - a. **A question mark or an exclamation point goes inside the closing quotation mark when it applies only to the quoted material.**
 Her first question was, "How long have you worked here?" (67).
 Garland still ends every sales meeting by shouting, Go get 'em!" (402).
 - b. **A question mark or an exclamation point goes outside the closing quotation mark when it applies to the entire sentence.**
 When will she say, for a change, "You did a nice job on that"? (42).
 Stop saying "Don't worry"! (9).
 - c. **When quoting only a word or two, use a lowercase letter if the quoted words do not begin the sentence.** (This would be used for embedded quotes in AP test essays).
 T.S. Eliot referred to W. B. Yeats as "the greatest poet."
 - d. **If the sentence ends in a period there is no punctuation inside the closing quotation mark.**
 Jan Harold Brunvand, in an essay on urban legends, states, "some individuals [who retell urban legends] make a point of learning every rumor or tale" (78).
 - e. **Do not use a comma or colon and generally do not use a capital letter before a quotation that you introduce with the word *that*.**
 The proverb says that "all good things must come to an end."
 - f. **If you omit a word or words from a quotation, you should indicate the deleted word or words by using ellipsis marks**
 "During the past thirty-five years . . . we have been witnessing a change in buying habits" (71).
 - g. **If one or more words are omitted at the end of a quoted sentence, use three spaced periods followed by the necessary terminal punctuation for the sentence as a whole.**
 "Can anyone explain why . . . ?" (62).
 The original sentence in this case was "Can anyone explain why this is so?" (62).
 - h. **Usually an ellipsis is not used to begin a quote, although there may be instances where it is justified. Generally rewording of your own sentence is encouraged so the ellipsis is not necessary as the sentence begins.**
 - i. **Titles that need quotation marks include titles of articles, essays, stories and poems published within larger works, chapters of books, pages in Web sites, individual episodes of TV and radio broadcast, and short musical compositions (e.g., songs). Also use for unpublished works, such as lectures and speeches.**
 - j. **Underline the titles of books, magazines, newspapers, movies, television series, plays, paintings, epic poems, and long musical compositions.** (Instead of underlining these items, when you are word processing you may italicize them. Whichever way you do it, you must

- be consistent throughout your essay.) *At MVL, we would expect Italics when you word process.*
2. Use quotation marks to enclose a direct quotation but NOT an indirect quotation. Capitalize the first word of a direct quotation.
 - a. DIRECT My teacher asked, "Did you read the assignment?"
 - b. INDIRECT My teacher asked if I had read the assignment.
 3. When quoting only a word or two, use a lowercase letter if the quoted words do not begin the sentence. (This would be used for embedded quotes in AP test essays).

T.S. Eliot referred to W. B. Yeats as "the greatest poet."
 4. Commas and periods are placed inside quotation marks. Question marks and exclamation marks are included inside quotation marks only if they are part of the quotation. Put semicolons and colons outside quotation marks.
 - a. "Be home by 11:00," Mother said as I ran out the door.
 - b. The doctor directed, "Take all of the medication."
 - c. Can you believe she said, "I never read the book"?
 - d. Gerianne called the movie "touching"; Dean called it "sappy."
 5. Use single quotation marks for a quotation or title within a quotation.
 - a. Ricardo said, "Then she told me, 'I like classical music.'"
 - b. Brenda asked, "Have you read T. S. Eliot's poem 'Gerontion'?"
 6. Use quotation marks to enclose titles of chapters, short stories, poems, essays, articles, television episodes, songs, and short musical compositions.
 - a. Chapter 14: "The Respiratory System"
 - b. "The Necklace" by Guy de Maupassant
 7. Use quotation marks to show emphasis or irony or to set off words classified as slang.
 - a. FOR EMPHASIS OR IRONY We missed our flight because the "short" ride to the airport took more than two hours.
 - b. TO SET OFF SLANG I didn't know what Mom meant when she said I looked "groovy."
 8. Underline foreign words and words referred to as words to indicate *italics*. Also underline letters and figures referred to as such.
 - a. Wearing formal attire is de rigueur for state dinners at the White House.
 - b. "You obviously used obviously too much in your essay," joked my teacher.
 - c. What you say is a 9 looks more like a 4 to me.

Point 19: Use End Marks Correctly

When writing, follow these rules concerning end marks.

1. Use a **PERIOD** at the end of all declarative sentences and at the end of most imperative sentences. A period is also used at the end of an indirect question.

Please bring in the mail. Bill asked what was for dinner. Sit down.
2. Place a period after initials and after every part of an abbreviation.

T. S. Eliot Ave. N.Y. Mr. P.M.
3. Exceptions to the rule are acronyms, abbreviations of metric measurements, the initials of company or organization names, and the two-letter postal abbreviations of state names.

NATO ml RCA NH FL
4. Place a **QUESTION MARK** after an interrogative sentence or fragment.

Who sent the flowers? Do you know?When? Why?
5. Place an **EXCLAMATION POINT** after an exclamatory sentence or after a strong interjection.

Oh, boy!What a mess! Help! Fantastic!

Italics or Quotation Marks?

This question often is asked when students write. *Italics* is used for large works, names of vehicles, and movie and television show titles. Quotation marks are reserved for sections of works, like the titles of chapters, magazine articles, poems, and short stories.

Italics and quotation marks are used to set the title of books, plays, and other works of art apart from the text surrounding it. For example, if you were writing a sentence that said “I read *The Cat in the Hat*,” it would not necessarily be clear what the title was or even if there was a title at all.

As such, italics would make it stand out from the rest since now it looks like this. “I read *The Cat in the Hat*.” Since you are stating the title of a book, it should be put in italics. Today this is so easy to do with computers. But what about if you are handwriting something? How do you make a title of a book stand out from the rest of your text? Underlining is still used and has the same use as italics. However, you should not use both. **If word processing, use italics; If handwriting, underline.**

The following list tells you when to use Italics in word processing for a title (or underlining when handwriting an essay):

<i>Books</i>	<i>Full-length plays</i>	<i>Long poems</i>	<i>Music albums</i>
<i>Newspapers</i>	<i>Magazines</i>	<i>Movies</i>	<i>Television shows</i>
<i>Radio shows</i>	<i>Airplanes</i>	<i>Spacecrafts</i>	<i>Trains</i>
<i>Some scientific names</i>	<i>Court cases</i>	<i>Works of art</i>	<i>Musical works (operas, musicals)</i>
<i>Computer games</i>	<i>Video games</i>	<i>Ships (but the USS or HMS is not italicized)</i>	
<i>Anything that has sections, like anthologies (i.e. your literature book) or collections</i>			

So, when are quotation marks used???

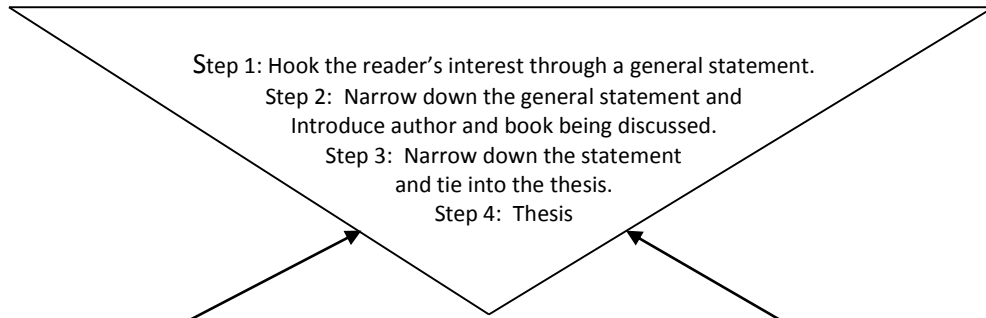
Quotation marks enclose the titles of:

- Short works
- Selections of long works including chapters, articles, songs, short stories, essays, poems, short films, and any other time a long work is included in an anthology or collection – “*The Crucible*” is included in the anthology for American Literature
- Technically, television shows and movies are to be italicized because individual scenes or episodes would be put in quotation marks. However, many times these titles are put in quotation marks, especially in reviews.

On occasion there are titles of things that should not be in italics nor in quotation marks. Such titles are as follows:

- Scriptures of major religions (The title of the published version would be italicized but not the passage or reference) – Example: I, even I, am the Lord, and beside me there is no Savior. (Isaiah 43:11 *KJV*) For your information *KJV* stands for *King James Version*.
- Constitutional documents
- Legal documents
- Traditional games (such as tag or leapfrog)
- Software
- Commercial products (such as Cocoa Puffs)

By practicing these rules you will find it easier to determine what you should use. Pay attention to how names and titles are presented in books and articles as you read. This, too, will help to familiarize you with proper use of italics or quotation marks.



The thesis sentence names the topics that are in the body of the essay. The thesis must **predict** what you will write, **control** about what and in what order you will write, and **obligate** you to write it because the reader will expect it. It should have at least three major points to discuss (or as many as the prompt needs).

BODY

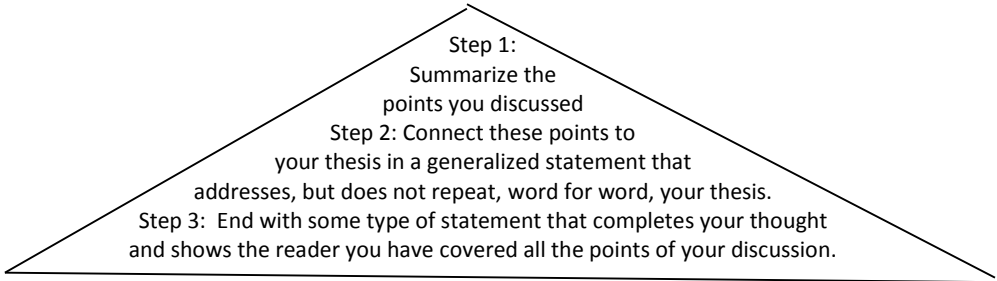
Step 1: Transition into Topic One
 Step 2: Three supporting sentences
 Don't forget the quotes!
 Step 3: Concluding Sentence

Step 1: Transition into Topic Two
 Step 2: Three supporting sentences
 Don't forget the quotes!
 Step 3: Concluding Sentence

Step 1: Transition into Topic Three
 Step 2: Three supporting sentences
 Don't forget the quotes!
 Step 3: Concluding Sentence

Step 1: Transition into Topic Four
 Step 2: Three supporting sentences
 Don't forget the quotes!
 Step 3: Concluding Sentence

Or as many paragraphs as it takes to complete your thesis proof. It may take more than one paragraph to prove a point.



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