Ruben S. Ayala High School
English 9

Writing Packet

2017-2018

Table of Contents

Essay Checklist

- ❑ **INTRODUCTION**
  - ❑ Does the Introduction start with a HOOK? (No questions!)
  - ❑ Do you introduce the title, author, genre & link the text to the hook?
  - ❑ Do you explain the context/background/summary so we know what the essay will be about?
  - ❑ Do you have a THESIS that introduces the topic and the 3 main points/body paragraphs?
- ❑ **3 BODY PARAGRAPH IN PROPER PARAGRAPH FORM**
  - ❑ Does each Topic Sentence introduce the topic of the paragraph and link to the thesis?
  - ❑ Is the 1st Concrete Detail a fact, example, or quote that supports the topic? With (citation).
  - ❑ Are there 2 sentences of Commentary that analyze how the CD supports the thesis?
  - ❑ Is the 2nd Concrete Detail a fact, example, or quote that supports the topic? With (citation).
  - ❑ Are there 2 sentences of Commentary that analyze how the CD supports the thesis?
  - ❑ Is the 3rd Concrete Detail a fact, example, or quote that supports the topic? With (citation).
  - ❑ Are there 2 sentences of Commentary that analyze how the CD supports the thesis?
  - ❑ Does each Concluding Sentence summarize how the theme is shown?
- ❑ **CONCLUSION**
  - ❑ Do you restate the thesis in different words?
  - ❑ Do you summarize each of their main points in one sentence each?
  - ❑ Do you end with an impactful statement that strengthens the purpose of your essay?
  - ❑ Double check that there are no quotations and that the conclusion is mostly commentary.
- ❑ **MLA FORMATTING**
  - ❑ Paper is written in Times New Roman, 12 pt font
  - ❑ Margins are 1 inch
  - ❑ Title is centered and in the same size and font as rest of essay (not bolded, not underlined)
  - ❑ Last name and page number are in the header, top right, consistent in font and size
  - ❑ Name, Teacher's Name, Class/Period, and Date (Day Month Year) are located at the top left
  - ❑ Essay is double-spaced
  - ❑ Works Cited Page is an additional page included correctly formatted and in alphabetical order
  - ❑ Check your in-text citation formatting; make sure the punctuation comes after the parenthesis (unless there is an exclamation point or question mark): "load [the] herd" (Homer 425-26).
  - ❑ In-text citations for each CD should be a signal word to the first word in your Works Cited entry
- ❑ **ALSO DOUBLE CHECK:**
  - ❑ All of your quotes are introduced and make sense in context; you may also choose to embed your quotes, but no quote should ever stand alone.
  - ❑ Check for use of transitions like "however" and "therefore" not "first" and "second"
  - ❑ ~~don't~~ do not use contractions.
  - ❑ Do not have any dead words…SAID is DEAD
  - ❑ Check your word choice and your repetition of certain words
  - ❑ Do not use first/second personal pronouns (Ex. I, you, we, us, etc.)
  - ❑ Short stories, articles, or songs are in "quotations"; Books, newspapers, or movies are in *italics*
- ❑ **GIVE YOURSELF A RUBRIC SCORE:**

	4	3	2	1
Focus	Fully sustained and consistently focused. Thesis statement correctly placed and written as provable claim, not merely statement of fact.	Adequately sustained and generally focused. Thesis statement may be brief and missing academic language or placed ineffectively.	Somewhat sustained and may have minor drift in focus. Thesis may be written as a fact rather than a claim.	Related to topic but may provide little or no focus. Thesis missing or unrecognizable as guiding claim.
Organization	Topic sentences drive body paragraphs. Effective transitions clarify relationship among ideas. Conclusion and introductions are appropriate.	Minor flaws may exist in topic sentences. Transitions adequately progress between ideas but may not reinforce claim. Conclusions and introduction may be brief or summary only.	Inconsistent or flawed organizational structure. Inconsistent use of transitions or sentence variety. Weak connection among ideas.	Little or no discernible structure. Few transitional strategies exist. Frequent extraneous ideas may intrude
Evidence	Concrete details are significant quotes and relevant to claims of essay. Quotations are integrated for flow and do not detract from the claim.	Concrete details are adequate but may be less significant compared to claim. Quotes exist but may detract from flow or missing lead in/context.	Details weakly integrated or merely summarize. Quotes "float" disconnected from flow and claim or may be too long and confusing.	Includes little or no details. Use of evidence is incorrect or irrelevant.
Commentary	Insightful analysis links concrete detail to claim and achieves substantial depth. Analysis is not merely restating of details.	Analysis is adequate but lacking depth or originality. Writer uses "this means" or is not objective. May restate quote or summarize, not analyze.	Analysis achieves little depth or serves to merely summarize. Neglects to connect to controlling idea or claim.	Analysis missing or incorrect. May refer to own opinion rather than claim of thesis.
Language	Clearly and effectively uses precise language for purpose. Few, if any, errors are present in usage and conventions.	Expresses ideas with a mix of precise and general language. Some errors in usage may exist but not systematic. Adequate use of conventions	Expresses ideas using simplistic language. A partial command of conventions. Inconsistent use of conventions and spelling.	Ideas are vague or confusing. Lack of command of conventions. Frequent and severe errors obscure meaning.

Introductions and Conclusions

Hooks

A **hook** is named for its ability to catch the reader's attention and make the reader want to read on. It is essential that stories, news articles, and especially essays begin with good hooks because a writer is often judged within the first few sentences. A writer must try to bring the reader from his or her world into the world of the essay. This is done with a few choice words at the beginning of the essay: the infamous hook. It is not easy to think of how to make someone want to read an essay. The key is to say something that the reader can relate to or causes them to think and wonder. This is also your opportunity to introduce the topic of your essay.

Types of Hooks:

Startling Statement	Anecdote/Scenario	Quote from Literature
A declarative sentence that is meant to surprise All human beings are capable of the most gruesome crimes imaginable.	*Personal story or statement* A man was in the Vietnam War and admitted that he was terrified every time he had to go into battle.	*Quote from a piece of literature* "Friendship is one of the most satisfying things in the world" wrote E.B. White, the author of *Charlotte's Web*.
Analogy	**Quote from Another Source**	**Shocking Statistic**
Comparing one thing to another. Love is to tragedy as impulsiveness is to catastrophe. Love is like chocolate covered grasshopper; it seems sweet at first but ends in shock and disgust.	*Quote from a famous person, article, or other notable source.* Mark Twain once stated that "You can find in a text whatever you bring, if you will stand between it and the mirror of your imagination."	*A fact in number form.* On a recent anonymous survey, over ninety percent of high school males admitted to secretly enjoying the music of Justin Bieber and to practicing their "hot dance moves."

Introduction:

Introduction paragraphs should provide the reader with an idea of what the essay will be about.
- Hook (1-2 sentences)
- TAG (Title, Author, Genre) and link to hook (1 sentence)
- Context/Story background (2-3 sentences)
- Thesis – Introduce the main idea of the essay and explain and introduce the 3 main points (1 sentence)

Example Intro: *Nobody likes to sacrifice their personal belongings, but sometimes it is necessary. In the short story, "The Gift of the Magi," by O. Henry, a couple sacrifices their belongings to show love. It is Christmas time and the wife, Della, wants to get her husband, James, a gift, but she does not have enough money. She decides to sell her most prized posession, her hair, to buy him a chain for his watch; however, Jim ends up selling his watch to buy combs for her hair. They both showed great love by sacrificing their most prized personal belongings. The theme, the wise sacrifice for the ones they love, transcends the story of "The Gift of the Magi" and also exists in the two real world examples of the movie, Titanic, and the song, "Grenade" by Bruno Mars.*

Conclusion:

Conclusion paragraphs should provide a summary of the main points; pretend the reader was asleep during your essay; give him/her a recap
- Restate Thesis in different words (1 sentence)
- Summarize each body paragraph in one sentence each (3 sentences)
- Overall analysis of the main point of the essay – maybe link this sentence to your original hook (1-2 sentences)

Example Conclusion: *In the "Gift of the Magi," Titanic, and "Grenade," the theme, the wise sacrifice for the ones they love is evident. In the short story "Gift of the Magi," Della and Jim prove that to truly love someone it involves sacrifice. Additionally, in the movie, Titanic, the theme is prominent when Jack sacrifices his life for Rose. Finally, in the song, "Grenade," Bruno Mars displays that true love requires sacrifice. Therefore, the theme does not only exist in literature, but it transcends into the real world through movies and songs proving that even though sacrifice is difficult, it is necessary.*

Introduction Graphic Organizer:

Hook:

TAG:

Context:

Thesis:

Conclusion Graphic Organizer:

Restatement of Thesis:

One Sentence Summary of 1st Body Paragraph:

One Sentence Summary of 2nd Body Paragraph:

One Sentence Summary of 3rd Body Paragraph:

Overall Analysis:

Body Paragraphs

1. **Topic Sentence (TS)**: This sentence should state the main point of the paragraph and be straight to the point. Shows the main idea. Something you have to prove.
   - *Example: The most predominant theme in the short story "The Necklace" by Guy de Maupassant is that relying on material objects for satisfaction can lead to misery.*
2. **Concrete Detail (CD)**: Details that prove your topic sentence. You can use facts, examples, illustrations, evidence, support, plot references, paraphrases, citations, quotations, plot summary, etc.
   - *Example: For example, the author introduces the theme when the main character, Madame Loisel, is not satisfied because "she suffered constantly" when she did not have money "feeling that all the attributes of a gracious life…should rightly have been hers" (609).*
3-4. **Commentary (CM)**: Your analysis, interpretation, explanation, or insight; explain why your CD supports your TS. There are two commentary sentences to each concrete detail. No facts!
   - *Example: This displays Madame Loisel's utter dependence on material objects to satisfy her and enrich her life emotionally. Additionally, it exhibits how desperately she felt she needed material objects, since she "suffers" to such an extent.*
5. **Concluding Sentence (CS)**: The closing sentence that summarizes and rephrases the main idea and topic sentence. It closes up the thoughts and gives insight to the next paragraph
   - *Example: Overall, Madame Loisel is discontent with her life and proves the theme that desiring material objects to satisfy oneself does not lead to happiness.*

Example <u>Proper Paragraph Form</u> Paragraph: *The most predominant theme in the short story "The Necklace" by Guy de Maupassant is that relying on material objects for satisfaction can lead to misery. For example, the author introduces the theme when the main character, Madame Loisel, is not satisfied because "she suffered constantly" when she did not have money "feeling that all the attributes of a gracious life…should rightly have been hers" (609). This displays Madame Loisel's utter dependence on material objects to satisfy her and enrich her life emotionally. Additionally, it exhibits how desperately she felt she needed material objects, since she "suffers" to such an extent. Overall, Madame Loisel is discontent with her life and proves the theme that desiring material objects to satisfy oneself does not lead to happiness.*

2-Chunk Paragraph: 1. TS 2. CD 3. CM 4. CM 5. CD 6. CM 7. CM 8. CS

Counterargument Paragraphs

1. **Concession Statement:** Find a reason given that opposes your opinion/argument and state it as an opposing reason. Begin with a phrase that lets the reader know it is an opposing point of view, ex: "Some may claim..." or "Others may believe...".
   a. *Concession example: Many school administrators think an open campus would be a temptation for students to cut classes and act irresponsibly.*
2. **Rebuttal:** Argue back. State your logical argument refuting that reason. Begin with a transition word that shows contrast. Hint: You can combine your rebuttal sentence with your concession by using a semicolon.
   a. *Rebuttal example: However, students who earn the privilege of open campus would be unlikely to jeopardize that privilege, and rules could be created to rescind the privilege after one truancy.*
3. **Concrete Detail:** Find a quote to support your rebuttal and introduce it as evidence to your rebuttal.
   a. *Example of quote defending rebuttal: According to Principal Joseph Atkins, "97% of students at Scotch Plains High School in New Jersey maintained their honor roll status after three years of open campus" (Smith).*
4. **Commentary:** Briefly interpret your quote for the reader and explain how your quote defends your rebuttal.
   a. *Example of an explanation of a quote: As the statistic explaining grade performance on an open campus shows, students would never risk lowering their grade point by cutting a class. In fact, students would want to prove their responsibility in order to maintain the privilege.*
5. **Conclusion Sentence**: The closing sentence that summarizes the opposing view and the rebuttal
   a. *Example of a conclusion sentence: So, although some may claim that open campuses promote truancy, in reality they promote responsibility.*

Example <u>Counterargument</u> Paragraph: *Many school administrators think an open campus would be a temptation for students to cut classes and act irresponsibly; however, students who earn the privilege of open campus would be unlikely to jeopardize that privilege, and rules could be created to rescind the privilege after one truancy. According to Principal Joseph Atkins, "97% of students at Scotch Plains High School in New Jersey maintained their honor roll status after three years of open campus" (Smith). As the statistic explaining grade performance on open campuses shows, students would never risk lowering their grade point by cutting a class. In fact, students would want to prove their responsibility in order to maintain the privilege. So, although some may claim that open campuses promote truancy, in reality they promote responsibility.*

11 Sentence Paragraph Graphic Organizer

Topic Sentence:

Concrete Detail:

Concrete Detail:

Concrete Detail:

Commentary:

Commentary:

Commentary:

Commentary:

Commentary:

Commentary:

Concluding Sentence:

Transitions

Key words called transitions are the signals a good writer uses to show the order in which things happened. Transitional words help the reader move from idea to idea by stating or implying the connection between ideas. Transitions keep the reader focused on the order of events or thoughts. Following are some groupings of frequently used transitional words and phrases you may wish to use.

Words That Show Sequence and Time

after	next	before	first, second, third, etc.
during	earlier	later	meanwhile
at the same time	while	last	simultaneously

Words That Compare Ideas

also	as well as	in the same way	once more
likewise	similarly	resembling	again

Words That Link Thoughts

again	also	and	additionally
so	besides	further	another
furthermore	in addition	last	as well as
likewise	moreover	next	for

Words That Contrast Ideas

after all	although	even though	but
however	nevertheless	on the contrary	nevertheless
on the other hand	yet	despite	though
in contrast	still	regardless	notwithstanding

Words That Show Cause and Effect

accordingly	due to	therefore	so
consequently	then	as a result	if follows that
since	thus	because	eventually

Words That Provide Examples

after all	certainly	indeed	of course
in fact	specifically	to be sure	for example
even	such as	to illustrate	for instance

Words That Summarize

consequently	to sum up	in conclusion	as a result
in closing	finally	ultimately	in any event

DEAD WORDS: Synonyms for SAID, GO, and MAKE

Synonyms are words that mean the same or nearly the same thing. Synonyms allow good writers to express shades of meaning, and thus their writing becomes sharper and more accurate than it otherwise might be. Among the most frequently and commonly used words in English are the verbs, *said*, *go*, and *make*. Notice the wide variety of synonyms below that you may occasionally substitute for those verbs in order to express your meaning more accurately.

SAID

acknowledged	added	admitted	advised
agreed	announced	answered	approved
argued	asked	assumed	assured
babbled	bargained	began	boasted
bragged	called	claimed	commanded
commented	complained	cried	decided
demanded	denied	described	dictated
emphasized	estimated	exclaimed	expressed
feared	giggled	grunted	indicated
insisted	laughed	lectured	lied
mentioned	moaned	mumbled	murmured
nagged	noted	notified	objected
observed	ordered	pleaded	pointed out
prayed	predicted	questioned	reassured
related	repeated	replied	requested
responded	restated	revealed	roared
ruled	scolded	screamed	shouted
shrieked	snapped	sneered	sobbed
spoke	sputtered	stammered	stated
stormed	suggested	taunted	thought
told	urged	uttered	vowed
wailed	warned	whined	whispered

Go

amble	arrive	chase	crawl
enter	fall	float	fly
glide	hope	jump	leap
leave	lurch	plunge	ride
run	skip	slide	soar
spin	stagger	stride	stroll
travel	tumble	twirl	walk

Make

blend	build	carve	color
construct	copy	cut	draw
fix	form	mix	mold
pour	repair	stir	stuff
tear	prepare		

More Non-Negotiable DEAD WORDS

Some words in the English language tend to be overused and, therefore, lose their power. These words are referred to as **DEAD WORDS**. Below is a list of dead words and some interesting alternatives.

 This list is not limited to just these words!

DEAD WORDS	ALTERNATIVES
YOU	**THERE ARE NO ALTERNATIVES! WE DO NOT WRITE IN SECOND PERSON!**
a lot, lots	Numerous, heaps, many scores, innumerable, much a great deal, many times, often
also	Too, moreover, besides, as well as, in addition to
awesome, cool, rad	fine, wonderful, marvelous, fantastic, excellent
awful	dreadful, alarming, frightful, terrible, horrid, shocking
bad	poor, inferior, substandard, unsatisfactory, inadequate, unacceptable
but	however, moreover, yet, still, nevertheless, though, although, on the other had
fun	pleasant, pleasurable, amusing, entertaining, jolly
funny	amusing, comical, laughable, jovial, strange, peculiar, unusual
got, get	received, obtained, attained, succeed in
good	excellent, exceptional, fine, marvelous, splendid, superb, wonderful
great	wonderful, outstanding, marvelous, fantastic, excellent
guy	man, person, fellow, boy, individual
have to	need to, must
kid	child, boy, girl, youngster, youth, teen, teenager, adolescent
like	such as, similar to, similarly
mad	angry, frustrated, furious, incensed, enraged, irate
nice	pleasant, charming, fascinating, captivating, delightful, pleasurable, pleasing
pretty	attractive, comely, beautiful
scared	afraid, fearful, terrified, frightened
so	this, according, therefore
stuff	possessions, objects, substance, BE SPECIFC
then	first, second, next, later, finally, afterwards, meanwhile, soon
thing	object, item, BE SPECIFIC
very/really	extremely, exceedingly, fantastically, unusually, incredibly, intensely, truly, fully, especially, shockingly, bitterly, immeasurable, infinitely, severely, surely, mightily, powerfully, chiefly

Integrating and Embedding Your Concrete Detail Effectively in Your Writing

Original Quote: "They knew very well why he hadn't: because of the enormity of the knife descending and cutting into living flesh; because of all the unbearable blood" (Golding 31).

Ineffective writing:
All three boys are actually afraid of taking the life of a living thing showing they are still civilized. We know this because the narrator said, "They knew very well why he hadn't: because of the enormity of the knife descending and cutting into living flesh; because of all the unbearable blood."

What I am asking you to do:
All three boys are actually afraid of taking the life of a living thing showing they are still civilized. Jack hesitates killing the pig the first time he had the opportunity because "of the enormity of the knife descending and cutting into living flesh" and because he is afraid of the "unbearable blood" (Golding 31).

SO HOW DO YOU INTEGRATE YOUR CONCRETE DETAIL (fact, plot summary, or quote)?

Original Quote: "Daisy and Tom were sitting opposite each other at the kitchen table, with a plate of cold fried chicken between them, and two bottles of ale. He was talking intently across the table at her, and in his earnestness his hand had fallen upon and covered her own" (Fitzgerald 144-45).

3 ways to structure Concrete Detail (CD)
In all three methods, you must "anchor" your detail by providing enough information to answer the questions "Who?" and "In What situation?" In other words, provide <u>context</u> or <u>background</u> information to help the reader understand.

1. **Paraphrase**: Always use the present verb tense
Example: After the accident, Tom talks to Daisy intently as they sit together at the kitchen table with a plate of cold chicken and two bottles of beer between them (Fitzgerald 144-45).

2. **Partial Quotations** of passage from text/partial paraphrase
Example: After the accident, "Daisy and Tom were sitting opposite each other at the kitchen table," and Tom was talking to her intently (Fitzgerald 144).

3. **Quotation of passage from the text:**
Example: After arriving home following the accident, Nick observes, "Daisy and Tom were sitting opposite each other at the kitchen table, with a plate of cold fried chicken between them, and two bottles of ale. He was talking intently across the table at her, and in his earnestness his hand had fallen upon and covered her own" (Fitzgerald 144-45).

SO HOW DO YOU INTEGRATE YOUR QUOTE?

3 ways to integrate your quotation
NEVER just drop a quotation into your paper. Always <u>introduce it</u> and <u>explain it</u> with your own writing.

1. Introduce the quotation with a complete sentence and a **COLON**.
Example: Nick observes Daisy and Tom when he arrives home after the accident: "Daisy and Tom were sitting opposite each other at the kitchen table, with a plate of cold fried chicken between them, and two bottles of ale. He was talking intently across the table at her, and in his earnestness his hand had fallen upon and covered her own" (Fitzgerald 144-45).

2. Use an introductory or explanatory phrase, separated from the quotation with a **COMMA**.
Example: After arriving home following the accident, Nick observes, "Daisy and Tom were sitting opposite each other at the kitchen table, with a plate of cold fried chicken between them, and two bottles of ale. He was talking intently across the table at her, and in his earnestness his hand had fallen upon and covered her own" (Fitzgerald 144-45).

3. Make the quotation part of your own sentence WITHOUT using any punctuation (**EMBEDDING**)
Example: After the accident, Daisy and Tom were "talking intently" while Tom's "hand had fallen upon and covered" up Daisy's (Fitzgerald 145).

Original Quote: "I ought to have shot that dog myself, George, I shouldn't ought to have let no stranger shoot my dog" (Steinbeck 27).

Snippet of quote: "I ought to have shot that dog myself" (Steinbeck 27).

4 ways to EMBED your quotation
Embedding snippets of quotes is a more effective way to use quotations in your paper. They are often shorter than the original quote, allowing you to use your own words to paraphrase or summarize. In addition, they improve sentence fluency. What is a snippet? A portion of the original quote.

1. **Embedding a quote at the beginning of a sentence using a snippet of the quote:**
Example: "I ought to have shot that dog myself" laments Candy, as he reflects on how he should have performed this task (Steinbeck 27).

2. **Embedding a quote in the middle of a sentence:**
Example: Candy confesses to George and Lennie that he "should have shot that dog" himself, and further notes that it he regrets allowing a stranger to do it (Steinbeck 27).

3. **Embedding a quote at the end of a sentence (also referred to using a lead in phrase):**
Example: Candy reveals to George his deep regret when he states, "I should have shot that dog myself" (Steinbeck 27).

4. **Embedding several snippets of the quote throughout your sentence:**
Example: Candy suffers not only from grief, but from remorse as he reveals the knowledge that he "should have shot that dog" himself and that he "shouldn't ought to let no stranger" shoot his long time companion (Steinbeck 27).

2 ways to adjust your quotations using BRACKETS and ELLIPSIS
Using brackets and ellipsis can help you embed your quotations without losing fluency. The goal is for your quotation to seamlessly flow in your writing.

BRACKETS [ ]
Allow you to do two things:

1. **Change** the author's original wording:
Example: Candy realizes that he "should have shot that dog [himself]" (Steinbeck 27).

2. **Add** words for fluency or clarity:
Example: Candy states to George, "I should have shot that dog myself, George. I shouldn't ought to of let no stranger [Carlson] shoot my dog" (Steinbeck 27).

ELLIPSIS (three dots …)
Allows you to delete a word or words from the original longer quote.

Example: Candy suffers from remorse as he reveals the knowledge that he "should have shot that dog … [he] shouldn't ought to let no stranger" shoot his long time companion (Steinbeck 27).

NOTE: You do not need them at the beginning or end of a quote, even if you eliminate words. This is a snippet.

MLA Format Quick Reference Sheet

½ "
Ramirez 1

1"

Jose Ramirez

1"

Ms. _____

English 9H, Period 1

25 October 20__

SAMPLE

Evaluating Electronic Information

1"

In today's electronic age it is difficult to determine whether or not internet sources

1"

are valid or not. Also confusing is what rules must be followed to avoid copyright

infringement of information

1"

½ "
Ramirez 3

1"

Works Cited

1"

"History of Operating Systems." *Computer History A Historical Look Back*. James Jones,

09 August 2012. Web. 10 May 2014.

Indent/Hanging

Ramirez, John. "The Amazing Computer." *YouTube*. 10 April 2014. Web. 19 May 2014.

Tips for Works Cited Pages:

1. Sources are listed in ABC order.
2. Second line of source is indented (Go to Paragraph → Special → select Hanging)
3. Double space every line – do not skip spaces between entries
4. Works cited page is on a separate piece of paper.
5. If there is no publisher, write N.P. and if there is no date published, write N.D.
6. Label the page Works Cited (do not italicize the words Works Cited or bold them

Parenthetical Citations for Internet

Because Internet sources typically have no page or paragraph numbers, cite the author's name whenever possible or use the source's title (shortened title). Article titles are in quotations.

Example:

Many early home computers were not purchased for "serious" work ("History").

Parenthetical Citation for Books

There is no punctuation between the author's name and the page number(s). The period in the sentence goes *after* the parenthesis. The only punctuation that goes inside the quote is a question mark or exclamation point.

Example Using a Direct Quote:

"The first IBM PC came onto the market in 1981. The operating system was called Disk Operating Software which was also called DOS for short" (Wells 125).

Examples of Paraphrasing:

Personal computers with DOS have been available to the public since 1981.The first one was produce by IBM (Wells 125).

According to Wells, personal computers with DOS have been available to the public since 1981.The first one was produce by IBM (125).

Works Cited Page (Books)

Format:

Author's last name, Author's first name. *Title*. City: Publisher, Year. Print.

Example:

Wells, Dolores. *Computer Concepts: BASIC*. Boston: Course Technology, 2010. Print.

Works Cited Page (Website)

Format:

Author. "Title of Article." *Name of site*. Name of Publisher (if any), Date of Posting or Revision.

Web. Date of Access.

Example:

"History of Operating Systems." *Computer History A Historical Look Back*. James Jones,

09 August 2012. Web. 10 May 2014.

Works Cited Page (Personal Interview)

Format:

Last Name, First Name. Personal interview. Date of Interview.

Example:

Smith, John. Personal interview. 19 May 2014.

Works Cited Page (Online Video)

Format:

Editor, author, or compiler name (if available). "Posting Title." *Name of Site*. Name of date of

resource creation (if available). Web. Date of access.

Example:

Ramirez, John. "The Amazing Computer." *YouTube*. 10 April 2014. Web. 19 May 2014.