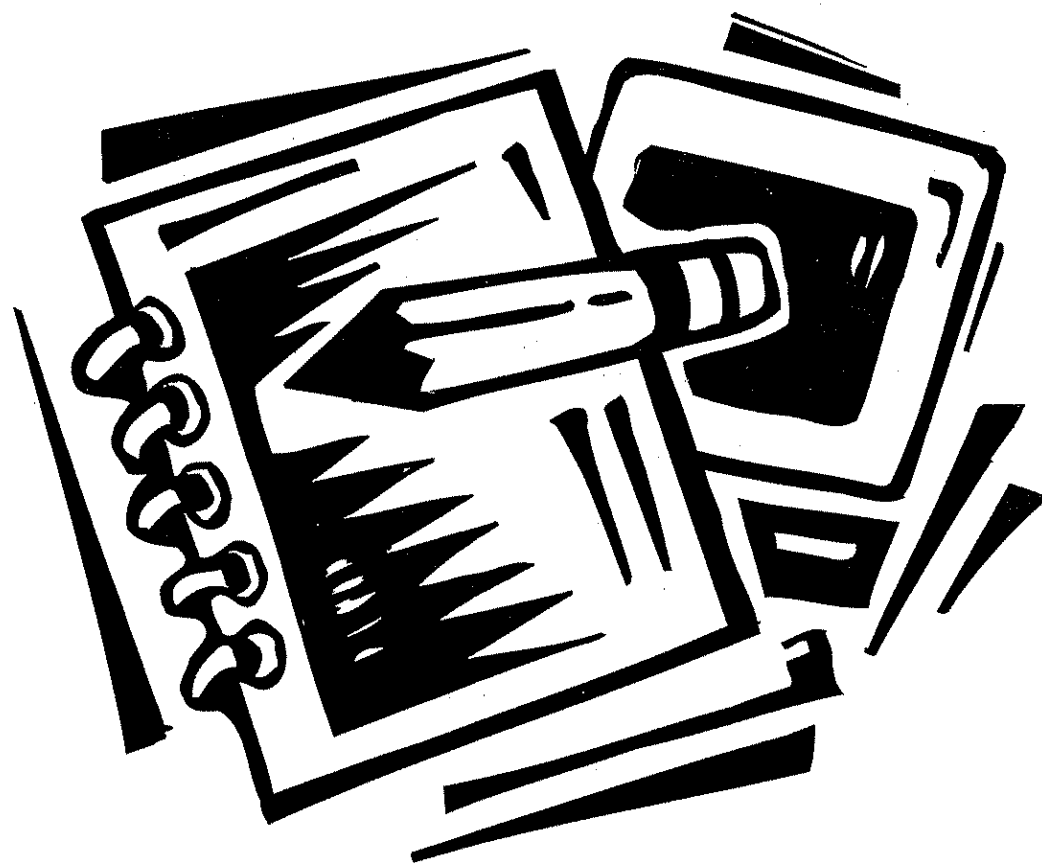


St. Anthony de Padua

Style Guide

Grades 4 - 8



St. Anthony de Padua Style Guide

The St. Anthony de Padua Style Guide is a handy reference that provides valuable information for students in grades 4 - 8. The Table of Contents gives a list of topics found in this handbook. Notice the material that will be most helpful to you. Take the time to become familiar with it and USE IT! It won't do you any good sitting in your desk or being buried in your locker.

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General Guidelines

- Use wide-lined loose-leaf paper
- Write in cursive
- Use blue or black ink pens
- Use the proper heading

Students in grades 4-5-6 should use the following format:

Subject	Student's Name
Assignment	Date
"Title" if applicable	

Students in grades 7-8 should head papers using this format:

	Name-Homeroom
	Date
	Assignment

- Use proper English
- Do not use contractions in your paper
- Use active voice when possible
- Use red ink pens when editing or making corrections
- Use proper editing marks
- Double-space on rough drafts and final drafts
- No cross-outs accepted on final drafts
- Finished work of more than one page should be stapled in the upper left-hand corner
- All short answers must be written using complete sentences
- Short answers must restate the question

Writing Purposes

Before you begin writing it is a good idea to decide a few things. You need to determine your audience first. Will you be writing for your peers, younger children, yourself? Next, decide your purpose. As an author you will write to persuade, entertain, describe, or inform. You must next determine what you will write. Will you write a letter, a poem, essay, research paper, etc.? After these decisions have been made, you are ready to begin your prewrite.

Write Source 2000: A Guide to WRITING, THINKING, and LEARNING by Patrick Sebranek, Dave Kemper, and Verne Meyer explains the following terms:

Writing to Persuade: You will write to persuade when you want to make your audience believe the way you do and believe that your point of view is right. You need to be sure you give your audience plenty of proof by using many supporting details (66). This type of writing might take the form of a persuasive paragraph, essay, book or movie review, or speech.

Writing to Entertain: When you write to entertain you want to amuse your readers and elicit some kind of an emotion from them. You want to make them laugh, cry, or feel excited about what they are reading (36). You might choose to write a realistic story, folk tale, tall tale, poem, or play.

Writing to Describe: When you write to describe, you paint a picture for your audience. Be as specific as possible using the right nouns, adjectives, verbs, and adverbs to help your audience picture exactly what it is you are talking about (46). When you want to describe something you might try writing a descriptive paragraph, essay, or character sketch.

Writing to Inform: When you write to inform you tell your audience about something you know by including interesting facts. You might write a personal narrative, informative paragraph, how-to-paragraph or essay, a paragraph of contrast and comparison, news story, or research paper.

The Writing Process

Students should follow these five steps in the writing process:

1. prewriting
2. writing
3. revising
4. editing
5. publishing

When a **prewrite** is done, it is the goal to find something to write about, learn as much as possible about the subject, complete a cluster, story web, chart, outline, etc. to organize ideas and plan your writing. Begin **writing** your paper while the ideas are fresh in your mind. Concentrate on the content at this point, not mechanics. Remember to skip lines. It will be much easier to edit. Keep looking back at your plan, but don't be afraid to make changes along the way. Next, **revise** what you have written. Cut, add, reword, and rearrange information. Include opening and closing paragraphs and be sure the details support your topic. It helps to have someone look over your paper to make suggestions for improvement. At this point, make any changes necessary. Check for errors in spelling, grammar, capitalization, and punctuation. Remember to use proper **editing** marks. Reread your entire work to be sure everything is correct. Next, write or type your final copy following the proper format. Reread your finished paper at least once before handing it in to be sure everything is correct.

6+1 Traits Writing Model

Ideas

The ideas are the main thoughts in the message you want to convey. They form the content of the piece together with the details that develop your topic. When the main ideas are strong, the piece is easy to understand. The details make the writing more interesting and informative. The details should be those that the reader would not normally expect or predict.

Organization

Organization is the formal structure of the piece. This can be based on contrast-comparison, logic, point-by-point, time or space order, or any number of other patterns. When the organization is strong, the written work has more meaning for the readers bridging one idea to the other. The conclusion acts to bring about a resolution to readers' questions.

Voice

The voice is the actual sparkle the writer puts into what has been written. This is the magic, the feeling the writer puts in the piece. It is the writer's own personal tone in the piece that makes it his or her own.

Word Choice

Word choice is the use of language that communicates just exactly what you want to say in the piece you have written. Using good descriptive words gives the reader a clear picture of what you are trying to show. Careful word choice gives the reader a new vision of things.

Sentence Fluency

Sentence fluency is the rhythm and flow of the written work. It is the sound of words and phrases and the smooth movement of the piece. Sentence patterns do not slow the reader down but move the reader through the piece. Sentences should vary in length and style.

Conventions

Conventions include spelling, grammar and usage, correct use of capitals and punctuation and neatness. This takes careful editing and proofreading.

Presentation

Presentation is the format of the piece and the look of the finished work.

6 + 1 User-Friendly Scoring Guide

	<u>Score of 5</u>	<u>Score of 3</u>	<u>Score of 1</u>
IDEAS and CONTENT	Focused and full of really great details	Some good parts-some not so good yet	I'm still figuring out what to say and how to say it
ORGANIZATION	The order works-all the ideas are in the right places and things fits together	Makes sense most of the time, but some ideas come out of left-field	Just a jumble of ideas-pretty confusing!
VOICE	The reader feels exactly the way they should because of my strong style	Just on the edge-but not quite there-the reader doesn't feel the way I did	I don't really know how I feel and my reader doesn't either
WORD CHOICE	Just the right words to get the message across-terrific!	Some good words but they just don't do the trick	Same words over, and over, and over, and over (yawn!)
SENTENCE FLUENCY	Sentences vary from long to short and really make the paper flow smoothly	Some sentences are too choppy and some go on and on-awkward reading	Can't quite figure out the sense of the whole thing-awfully ho-hum
CONVENTIONS	Pretty close to being publisher ready	Some things are fixed but other mistakes need to be cleaned up	Oh my! Needs to get under control-not much time spent on editing

Writing Format

Be sure to follow these specific guidelines, unless your teacher tells you otherwise. Failure to do so could result in possible consequences. All papers must be typed, but they may be typed by anyone. It is your responsibility to be sure the following standards are followed.

font - Use a font similar to Helvetica or Geneva in either a 12 or 14 point size.

margins - Use one inch margins on all sides of pages. Do not justify (align) the right side.

spacing - All work is to be double-spaced.

page numbers - Put last name followed by the page number in the upper right-hand corner of each page (except title page) and place it 1/2 inch below the top of the paper.

title page - Center the title about 1/3 of the way down the page. Place your name, date, and the name of the assignment in the lower right-hand corner.

topic outline - Prepare a topic outline to guide you when taking notes. Before you take notes in an organized way, you have to have some idea of what you want to say in your paper. Write down a few key words or phrases to help you in note taking.

bibliography cards - Prepare a working bibliography on 3 x 5 note cards. Follow proper MLA format for the sources. These cards will include a listing of sources you have read but not necessarily used in your paper. If you are required to include annotations, you may choose to do this on the back of the bibliography card. (See p. 7)

note cards - Read and take notes on 3 x 5 note cards. Be sure to use a separate note card for each note you take. In the upper left-hand corner of your cards you will write a topic the note deals with. The notes you take will fall under one of the topics in your topic outline. As you gather more information from your sources, you will find new topics or sub-topics you will want to use. Always take notes in your own words. Either paraphrase the information or use direct quotes. Failure to do so could result in a charge of plagiarism.

annotation - This includes explanatory notes about your sources which should answer three questions-

1. What kind of a reference is it? Is it concise, detailed, a broad overview?
2. How did you use this source in researching and preparing your entry? Be specific! Did you use this for your report, board, slides, introduction, etc.?
3. How did this reference help you in understanding the topic? Did it relate well, not at all, very helpful?

Bibliography Card Front

call number	933.7 Jd	1	source number
Refer to the Style Guide for the proper MLA format for writing the bibliography.			

Annotation on Card Back

student's name
This illustrated book contains historical, descriptive, and biographical information about South Bend and Mishawaka. As a reference tool the book is easy to use and gives an overview of the location.

Note Card (you may use as many cards as necessary)-

topic	physical characteristics	1	source number
Write one note per card. This may take more than one sentence however.			
		83	page number

plagiarism - Plagiarism is when you use someone else's work without giving them proper credit and claiming it as your own. It is a good idea to always identify your source within the text of your paper. (refer to "In-text Citations" on pp. 10-11)

outlines - When you have finished taking notes, put them together to form your final outline. Arrange them in the order in which you will use them. Decide the order of the topics and sub-topics. Putting them in order like this will help you determine whether you have enough information or if you need more material. You will probably end up changing this outline while writing your paper. This formal outline may be written as a phrase or sentence outline. Both must follow a special numbering system:

- I. _____
 - A. _____
 - 1. _____
 - 2. _____
 - a. _____
 - b. _____
 - (1) _____
 - (2) _____
 - (a) _____
 - (b) _____
 - B. _____
- II. _____

If you have a "I" you must have a "II"; if you have an "A" you must have a "B"; if you have a "1" you must have a "2", etc.

in-text citations - You must cite your sources in the text each time you borrow an idea or exact words of someone else. Each citation must match an entry on your final Bibliography page.

Editing Marks

Symbol	Meaning	Example	Corrected Example
≡	capitalize	Charles Dickens wrote Tale of two Cities.	Charles Dickens wrote Tale of Two Cities.
/	lowercase	It is a very good Book .	It is a very good book.
g	delete	I lost my my pencil.	I lost my pencil.
^	insert	This style guide is a ^{handy} reference.	This style guide is a handy reference
“ ”	insert quotation marks	“ Good morning, he said.	"Good morning," he said.
’	insert an apostrophe	Its a beautiful day.	It's a beautiful day.
sp	spelling error	My favorite color is purpel ^{sp} .	My favorite color is purple.
¶	indent	¶ The best way to keep a paper organized is to use an outline.	The best way to keep a paper organized is to use an outline.
#	add a space	Tomorrow isMonday.	Tomorrow is Monday.
○	close the gap	I like music ○ class.	I like music class.
⊙	add a period	The books are on the counter.	The books are on the counter.
r.o.	run-on	r.o. Put your name on your paper put the date under it.	Put your name on your paper. Put the date under it.
frag.	fragment	frag. The paper on the floor.	Please pick up the paper that is on the floor.
↔	transpose	Aname nouns a person, place, thing, or idea.	A noun names a person, place, thing, or idea.

In-text Citations

You must cite your sources in parentheses in the text each time you borrow an idea or exact words of someone else. Each citation must match an entry on your Bibliography page.

AUTHOR STATED IN THE TEXT

Introduce the borrowed material with a phrase that includes the author's name and then end with the page number/s.

Herbert Norfleet states that the use of video games by children improves their hand and eye coordination (45) .

AUTHOR NOT STATED IN TEXT

Put the author's name and page number at end of the borrowed material.

One source explains that Santa really does live at the North Pole (Barnes 118).

TWO OR THREE AUTHORS

Put the authors' names at the end of the borrowed material.

Harriet Tubman was influential in the success of the Underground Railroad (Davis, Anton, and Rice 65).

FOUR OR MORE AUTHORS

You can name all authors or include only the first author's name followed by "et al."

The study was completed after two years and showed a 16% drop in population (Johnson et al. 143).

AUTHORS WITH SAME LAST NAME

Include the first initial of the authors' names.

Evidence collected showed a major growth pattern over the four years the study was done (D. Fitzpatrick 17).

AUTHORS WHO HAVE WRITTEN ON THE SAME TOPIC

Include the authors' last names and a page number separated from the other authors by semicolons.

Global warming is a problem that faces everyone on the face of this earth (Smith 13; Barnes 87; Jones 121).

AUTHOR UNKNOWN

Place a short form of the title in parentheses followed by the page number. Underline titles of books and put quotation marks around titles of articles and other short works.

As of 2001, at least three hundred towns had participated in the program ("Lawmakers" 2).

VOLUMES

Use the title, volume, and page number when citing the source.

In a letter to his Tennessee Volunteers, General Jackson praised the men for doing such good work (Papers 2: 315-318).

SPEECH, INTERVIEW, or LECTURE

Include the person's name in your paragraph and use no citations.

NON PRINT SOURCES - TELEVISION, RADIO, LYRICS, ETC.

Introduce the source in the text and use no citations.

A SOURCE ANOTHER AUTHOR HAS QUOTED

When a writer's or speaker's quoted words appear in a source written by someone else, begin the citation with the abbreviation "qtd. in." If you use a source that someone else has paraphrased, use the word *cited* instead of qtd.

According to Richard Retting, "As the comforts of home and the efficiency of the office creep into the automobile, it is becoming increasingly attractive as a work space" (qtd. in Kilgannon 23).

QUOTED MATERIAL LESS THAN FOUR LINES

Begin with the author's name and end with a page number.

Benjamin states, "The mental gymnastics of video games are important to young children" (45).

QUOTED MATERIAL LONGER THAN FOUR LINES

Indent the quote ten spaces from the left margin and omit the quotation marks.

Dr. Remus states in her letter to parents and students:

In classrooms across Indiana, academic standards are being raised. This means that for students, parents and teachers, the greatest workout of a lifetime has begun getting a child's mind in top academic shape preparing the child for a successful future.

Introduction to MLA Bibliography Forms

BOOK WITH ONE AUTHOR

O'Connor, Jr., Thomas H. The Disunited States. New York: Dodd, Mead, and Co., 1972.

BOOK WITH TWO OR THREE AUTHORS

Howell, Michael and Peter Ford. The True Story of the Elephant Man. New York: Dodd, Mead, and Co., 1981.

BOOK WITH MORE THAN THREE AUTHORS OR EDITORS

Busser, Anne, et al. Book of Insects. San Francisco: Time-Life Books, 1994.

BOOK THAT IS EDITED

Klagsburn, Francis, and David Whitney. ed. Assassination: Robert F. Kennedy. New York: Cowels Educational Corp., 1968.

BOOK WITH AN AUTHOR AND EDITOR

Plath, Sylvia. The Book. Ed. Karen V. Kukil. New York: Anchor-Doubleday, 2000.

BOOK THAT HAS BEEN TRANSLATED

Martin, Franklin. The Titanic. Trans. B.D. Sutton. New York: Random House 1975.

BOOK WITH NO AUTHOR'S NAME GIVEN

Dictionary of Education. New York: MacGraw-Hill Co., 1945.

ANTHOLOGY

Mack, Mary. "Attitudes." The Noble Anthology of Works. Ed. David Doyle. New York: Norton and Co., 1986. 161-172.

ESSAY IN A COLLECTION

Agee, James. "Analysis." Reading for Rhetoric. Caroline Schrodos, Clifford Johnson, and James R. Wilson. ed. New York: MacMillan, 1967.

SIGNED ENCYCLOPEDIA ARTICLE

"St. Louis." Encyclopedia Britannica. 1975: Vol. 21, p. 201.

UNSIGNED ENCYCLOPEDIA ARTICLE

Schooler, B. D. "South Coloma City." Taylor's Encyclopedia. 1984:
Vol. 2, 367.

SIGNED MAGAZINE ARTICLE

Rosenbaum, Daniel. "The Strange Case of Dr. Nance." Time 10 December
1994: 89-91.

UNSIGNED MAGAZINE ARTICLE

"An Ultimate Fitness Program." Esquire May 1965: 175.

SIGNED NEWSPAPER ARTICLE

Cozer, Tom. "Curtain Going Up." The Fort Worth Journal 24 June 1988:
1D-2D.

UNSIGNED NEWSPAPER ARTICLE

"Frances Signs the Peace Pact." Los Angeles Times 20 Jan. 1984: p.1, c.3.

SIGNED PAMPHLET

Rothwell, C. Easton. The Importance of Teaching. New Haven, CT:
The Hazen Foundation. 1968.

UNSIGNED PAMPHLET

American Lung Association. 10 Ways to Quit Smoking. Washington D.C.:
1985.

GOVERNMENT PUBLICATION

United States. Congressional Quarterly Service. Congress and the Nation:
A Review of Government. Washington: GPO, 1985.

INTERVIEW

Hickey, MaryLouise. Personal interview. 13 Oct. 1999.

PERSONAL LETTER

Clinton, Willoiam Jefferso, Pesident of the United States. Letter to the
author. 28 Jan. 1998.

LECTURE OR ADDRESS

McClain, John D. "Can You Count to Ten?" OCEA Convention. Cleveland,
8 Oct. 1999.

RECORDING

Daher, Kurt. My Kind of Town. Atlantis Records, 1996.

FILM

Schindler's List. Dir. Steven Spielberg. Perf. Liam Neeson, Ben Kinsley.
Videocassette. Universal Pictures, 1993.

TELEVISION or RADIO

"Mysteries of the Pyramids." The History of Egypt. Dir. Mark Spenser.
Discovery Channel. 7 Feb. 2001.

VIDEO, SLIDE, OR FILMSTRIP

You and Me and Baby Makes Three. Perf. Richard Geere and Julia Roberts.
Dir. Jack Jones. Videocassette. Paramount Pictures, 2000.

MAP OR CHART

(site like a book but add the word "map" or "chart" after the title.)
Indiana. Map. Chicago: Rand McNally, 2001.

PHOTOGRAPH

Means, Janet. Views War. By Ben Mills. New York: Time-Life, 2001. 113.

COMPUTER SOFTWARE

Wordstar. Vers. 3. Computer software. MicroPro, 1987. IBM PC-DOS 2.0,
256KB, disk.

REFERENCE BOOK ON CD-ROM

(complete as original source but name the medium before the publication
information.)

Triangel Tool Works Multimedia Encyclopedia. CD-ROM. Novato, CA:
Triangle Software Works, 1991.

ON-LINE SOURCES

Internet sources are hard to cite because of all the different types found on
the Web. Here is a basic pattern to follow, but sometimes all of the
information cannot be found. Place as much information about your source
in the entry as you have available to you.

1. author of the item
2. title of the item (in quotes)
3. name of the complete work or website (underlined)
4. Name of the sites editor with "Ed."
5. Date the item was put online or last updated
6. Name of the organization responsible for the site
7. Date you accessed the information
8. Full Internet address (in angle brackets)

INTERNET TEXT SOURCE

Luther, Ashton. "Nuclear Material Provisions." 14 March 2001. Worldart. May 9, 2002 <www.iae.or.at/info.com>.

INTERNET PICTURE, IMAGE OR GRAPHIC

Smith,, Paul. "Fantasy Flight." Online image. Art Classics. 8 Sept. 2003. <<http://artworld/classics/mcas/info~art.htm>>.

UNSIGNED INTERNET BOOKS AND ARTICLES

"Nuclear Material Provision." Worldart. 1993. 14 May 1998. <<http://www.iae.or.at/worldart.infocirc/part9.html>>.

Sometime the address can really be long and you may need to break at the end of the line. If you do, make sure not add hyphens when you break at the end of the line. The reader might try to type the hyphen in as part of the address which will cause a problem in accessing the site.

If the source you are using was in print first, in a book or magazine, etc., list the title of the original publication and give the publication information just like you would if you had found it that way first.

E-MAIL

(do not include the author's e-mail address)

Hemmerlein, Donna. "Tips for Writing Research Papers." E-mail to the author. 14 Jan. 1999.

Here is a source you might want to check out if you need extra help...
<www.dianahacker.com/resdoc/humanities/manuscript.html>

Bibliography Page Format

When you were gathering your material, you may have used a “working bibliography,” a list of sources that you read but didn’t necessarily use when writing your paper. However, now that you have actually written your paper and have seen which sources you did use, you have to include the final bibliography page at the end of your paper.

1. Begin your final bibliography on a new page but continue numbering.
2. Center the word “Bibliography” on the page.
3. Be sure to list only the sources you referred to in your paper.
4. Separate your primary and secondary sources.
5. List the entire source, not just a page number.
6. Put your list of sources in alphabetical order by the author’s last name. If there is no author, use the first main word in the title.

Do this to both the primary and secondary lists.

7. When citing more than one book by the same author, place three dashes in place of the author’s name, then continue on as you normally would in your entry.
8. Follow the same format as the MLA bibliography entries. Be sure to indent the second and subsequent lines of each entry and double-space the entire page.
9. If annotations are required, indent the first line five spaces and follow the normal page margins for the remainder of it.

BIBLIOGRAPHY

Primary Sources

Clinton, William Jefferson, President of the United States, to the author.

28 Jan. 1998.

“St. Louis.” Encyclopedia Britannica. 1975: Vol. 21, p. 201.

United States. Congressional Quarterly Service. Congress and the Nation:

A Review of Government. Washington: GPO, 1985.

Secondary Sources

Busser, Andrea, et al. Book of Aviation. San Francisco: Time-Life Books,

1994.

Howell, Michael and Peter Ford. The True Story of the Elephant Man. New

York: Dodd, Mead, and Co., 1981.

---. Understanding and Accepting. New York: Finster Press and Co., 1976.

“Nuclear Power Makers.” Newsworld. 1984. 8 Oct. 1998. <[http://](http://power_nuke/make/infoat~465/index.org)

power_nuke/make/infoat~465/index.org>.

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BIBLIOGRAPHY

Primary Sources

Anderson and Cooley. South Bend and the Men Who Have Made It. South Ben, IN: The Tribune Printing Company. 1901.

This illustrated book contains historical, descriptive, and biographical information about South Bend and Mishawaka. As a reference tool, the book is easy to use and gives an overview of the people and locations of the time.

Baker, George A. The St. Joseph-Kankakee Portage. South Bend, IN: Northern Indiana Historical Society, 1985.

This publication tells the location and use of the St. Joseph-Kankakee Portage by Marquette, Lasalle, and the French Voyageurs. It was very useful for background information.

Secondary Source

Carmony, Donald F. A Brief History of Indiana. Indianapolis, IN: Indiana Historical Bureau, 1966.

This historical booklet contains information about Indiana from 1679 to 1966. The appendix gives information about the populations, environment, industries, and agriculture of Indiana during that time period. It was helpful in putting together charts and graphs for comparison by year.

Glossary of Terms

character sketch - description of a person including how the subject looks, sounds, and acts

comparison paper - shows how two things are alike or related

contrast paper - shows how two things are different even though the subjects may have something in common

descriptive paragraph - tells about one specific topic. The topic should be narrow enough to describe in a handful of sentences

descriptive essay - each paragraph in a descriptive essay focuses on one part of the whole picture

folk tale - includes elements of magic and often teaches a lesson, too. Most folk tales are meant to be shared.

how-to paper - gives quick set of directions or some helpful advice

how-to essay - tells the reader how to follow a series of directions

informative paper - tells the reader about one specific topic. The paragraph may include opinions if supported by facts.

news story - includes a headline, a lead paragraph, and a body. The lead paragraph introduces the topic. The body gives the rest of the information about the current event.

personal narrative - a story of events that really happened to you; tell the beginning, middle, and end of your story.

persuasive paragraph - presents a short, clear argument which tries to convince an audience that an opinion is correct; facts and reasons are used to support the argument.

persuasive essay - used when you have a major point to make. Begin with a clear thesis statement and have each paragraph offer a different reason to support your opinion.

play - written to be acted out. Dialogue tells the story. Stage directions are written in parenthesis.

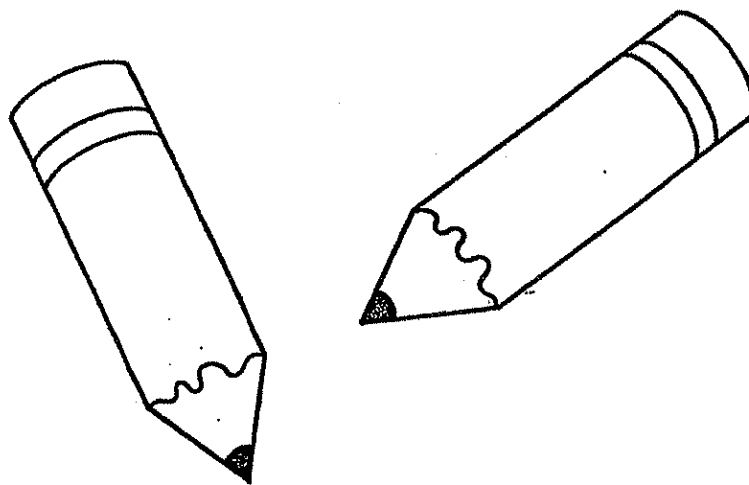
poem - in a rhymed poem, sounds are repeated at the ends of some lines. Unrhymed poems create feelings using rhythm, figurative language, and imagery. The way the words look on the page is important, too.

research report - gives information about a topic. A variety of primary and secondary sources will be used

story - stories can be fiction or nonfiction. Stories include a setting, characters, problem, rising action, climax, falling action, and resolution.

summary - short piece of writing that restates the main idea of a reading selection

tall tale - uses exaggeration and humor to tell unbelievable stories



References

Lester Sr., James D. and James D. Lester, Jr. The Research Paper Handbook. Illinois: Good Year Books, 1992.

Levin, Gerald. The Macmillan College Handbook, 2nd ed. New York: Macmillan Publishing Co., 1991.

Marian High School Style Guide. Mishawaka, IN, 1997.

Sebranek, patrick, Dave Kemper, and Verne Meyer. Write Source 2000: A Guide to Writing, thinking, and Learning. Massachusetts: Houghton Mifflin Co., 1999.

---. Writers Inc.: A Guide to Writing, Thinking, and Learning. Wisconsin: Write Source Educational Publishing, 1992.

Treasury of Literature Language Handbook. New York: Harcourt Brace and Col., 1997.

