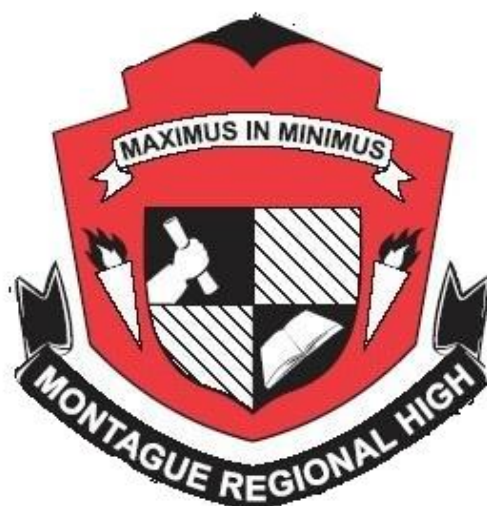


Keep It Simple, Students



The Montague Regional High School
Guide to Writing

2011-2012

Why you want a KISS...

This document will allow you to keep the MRHS teachers happy if you just follow the directions! Open this book and learn what you need to know about:

- Writing an outline
- Creating a title page
- Creating a first page
- Plagiarism
- Short and long quotations
- Paraphrases
- Visual acknowledgement
- Citing sources
- Writing a cover letter
- Writing a resume
- The symbols your English teachers will use while editing your work
- Completing a formal science laboratory report
- Creating biological drawings

Guideline for Writing an Outline

- I. Choose a good title (1 ½" from top of page)
 - skip one line
- II. Thesis
 - followed by colon (:)
 - must be a sentence (only one)
 - skip one line
- III. Body of the outline follows (single-space from here on in)
 - choose topic or sentence format; do not mix both
 - all headings must be parallel (equal in grammatical weight)
 - topic style is quick, but sentence style is easier
- IV. Use proper enumeration
 - Capital Roman numerals (I, V, X, etc.) for main headings
 - Capital letters (A, B, C, etc.) for sub-headings
 - Arabic numerals (1, 2, 3, etc.) for second sub-headings
 - Lower case letters (a, b, c, etc.) for third sub-headings
 - Lower case Roman numerals (i, v, x, etc.) for fourth sub-headings

Example:

- I. Main heading
 - A. First sub
 - 1. Second sub
 - 2. Second sub
 - a. Third sub
 - b. Third sub
 - i. Fourth sub
 - ii. Fourth sub
 - B. First sub
- II. Main heading

Note: Make sure that your outline starts at your margin (approximately 1 ½" from the edge of the page) and that columns are symmetrical.

You should have four to five main headings.

You must also have no fewer than two divisions.

- V. Capitals
 - on the first letter of first word
 - on proper nouns
 - on important words in titles (not prepositions, unless at start or end of title)
 - VI. No lines or quotation marks, unless a published title is involved
 - VII. Make sure your margins are in order
 - top and left 1 ½"
 - bottom and right 1"
 - VIII. Don't start with a verb unless it is a command.
- Note: Outlines may vary from teacher to teacher.

Sample Topic Outline

An Insightful Guide to Literature

Thesis: A study of short stories and essays is essential to a total understanding of the inner workings of the mind and human nature.

I. The theme of horror

A. Essays on crime

1. Mass murderers
2. Lunatics

a. Ms. Malone

b. Mrs. MacLeod

i. Bagel bludgeonings

ii. Coffee killings

c. Mrs. Beaton

B. Short stories of irony

1. "A Rose for Emily"

a. Dead people

b. Grotesque setting

2. "The Masque of the Red Death"

a. Time personification

b. Human allegories

II. Theme of honour

III. The theme of justice

A. Essays on the law

1. "The Killing of Baby Fae"

2. "The History of Hangings"

B. Short stories on the law

1. "The Day I Stole Nicholson's Height"

2. "The Ransom of Mr. Munn"

3. "How Mr. Trainor Stole Christmas"

IV. The theme of distress

Sample Title Page

Leave 12-15 lines below the 1" margin at the top of the page
(7 lines handwritten)

The Life and Times of Brittany's Hair

Leave 12-15 lines
(8 lines handwritten)

By

Leave 1 line

Sham Poo

Leave 12-15 lines
(8 lines handwritten)

English 421
Mr. Robert Nicholson
January 15, 2008

Sample First Page

Start 1/3 down from the top and repeat your title.

Skip three lines after title.

This counts as page #1, but is not numbered.

The Life and Times of Brittany's Hair

It does not happen over night or even in an hour. Hair like that needs to be teased, taunted, and beaten into submission. It is a work of art constantly in the stages of creativity. Anyone who has never seen this honey comb of activity knows the distinctive outlining features. It has evoked terror in the insect community. Many have taken up residence here, but none have found greater sanctuary than those Japanese who have hidden here since the beginning of WW II. Surely, given the enormity of scoop, Brittany's hair should be a valued national treasure.

Gmdueij khjwe9n.iueknbmd jdjjweer. skjeury sджk kjdkfm vcljcih sdkhji. J erhiuyedmc jhcv cvkh sjheuhnc,jdiwnc. ksduiwedfncdsnfdmsc ldiwudk. Hernihdfnbmkdf Kdjkd3ei lkdfjweirwerijh dkjasd qwioqweiqw sdlkj qwpejqwopkeqwl;mkas cvv;sdfjasdf dasd asdfkj asdjas sa asd sdfsdfsdfsdf asdlkjasdl qwe qwe;jkl;l axckj x xcv zsl;k asd asdm;asd asd asgfhsdfj asdnkl asd sad w as asasdas a;lasdl;kasdl;kasd asdk kffr weer e,d,zxop dfsdfc dfkdv sefksffc sdvksdflls cvjawd;asfklmv asdfjkl;a sd;l asd asd;m dsf;l;sd;slfk ;lkf iop [p [pwk l;dk ; ; alskdj jkhf sdfkjh sdfkjh asljk ajfriwwefnsdl nmc asdl;jk l;dks l;kasd l;dask sadkl;d jer r q qwel;ke qw;lq we qw;lekqwekl;eqkl;w;elkqwekl;

Plagiarism

Our school handbook defines plagiarism in the following manner:

The unacknowledged use of the information, ideas, or phrasing of other writers is an offense comparable with theft and fraud. Literary offenses of this kind are known as plagiarism.

One is responsible for plagiarism when: The exact words of another writer are used without using quotation marks and indicating the source of the words; the words of another are summarized or paraphrased without giving the credit that is due; the ideas from another writer are borrowed without properly documenting their source.

<http://www.public.iastate.edu/~catalog/2005-07/geninfo/dishonesty.html>

Colorado State University further explains plagiarism.

Most students are aware of the general definition of plagiarism: intentionally representing another person's ideas, findings, statistics, language, sentence structure, etc. as their own.

There is more to it, however, than handing in a roommate's composition or pulling a paper off the Internet. In fact, many incidences of plagiarism are unintentional and quite often the result of carelessness or simple ignorance regarding academic rules.

Deliberate or not, plagiarism is academic dishonesty. The consequences are significant: failure or expulsion from an academic institution for students; loss of credibility and severely damaged reputations for professionals.

The importance of understanding and avoiding plagiarism cannot be overstated.

<http://writing.colostate.edu/guides/researchsources/documentation/avoiding.cfm>

Quotations and Paraphrases

Any material that you borrow for use in an essay or project must be acknowledged. This includes information that you put into your own words, details that are taken word-for-word, or even visuals which you have not designed yourself.

The following are examples for acknowledgement:

Short Quotations

These are passages of fewer than four lines of your own writing or typing.

They are blended into your text and are indicated with quotation marks “ ”.

The acknowledgement usually follows the passage; this format may vary according to style.

The passage will look as if it is part of your original text.

Sample:

John realizes that he is little more than a “working appendage to the greater arm of the eternal body of man.” (Milton, 33)

Note: The quoted material is marked and is accurate. The part in parentheses indicates author and page references.

Long Quotations

These are more than four lines of your own writing or typing.

The quotation should blend naturally with your text, but the set up will look different.

While it may be important to express individualism, Blake writes that

the common man has neither the capacity for advanced thinking nor the ability to go beyond simple gratification; women know how to use individualism to enhance their better qualities. This clearly sets up women for the success that men will never achieve. Men could certainly learn these essential lessons from women. Unfortunately men do not always listen to women. (Blake, 98)

Perhaps one day a woman will lead a major nation in government.

Paraphrases

When you borrow any ideas, you must acknowledge the source.

Putting ideas into your own words does not mean that you do not acknowledge the original source. This is cheating.

No quotation marks are used.

Sample:

Ants are embarrassing because like humans they wage war, they use chemicals to destroy, and they fight on a social level. (Godfrey, 37)

Visual Acknowledgement

Be sure to acknowledge any visuals that are borrowed. This includes Google searches that yield many visuals.

Sample:



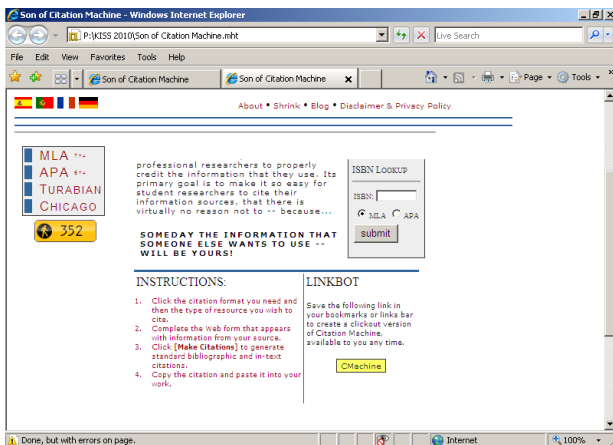
www.examiner.com/.../theatre_masks_mattlx.jpg

Citing Sources

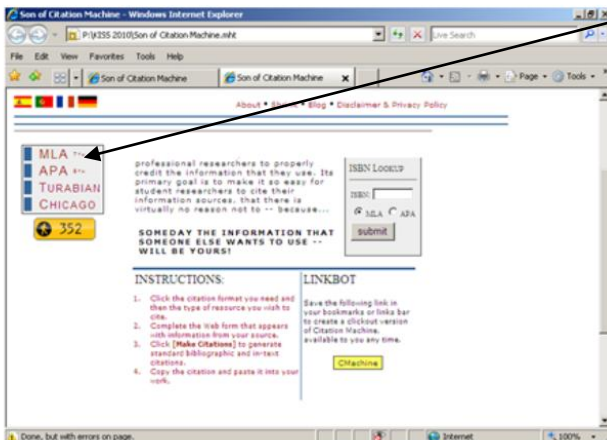
After you have selected your sources, you need to document them in a works cited or bibliography. You can type up your bibliography or works cited page yourself or you can use “Citation Machine,” an online bibliography/works cited generator, or Microsoft Word reference tab.

Citation Machine

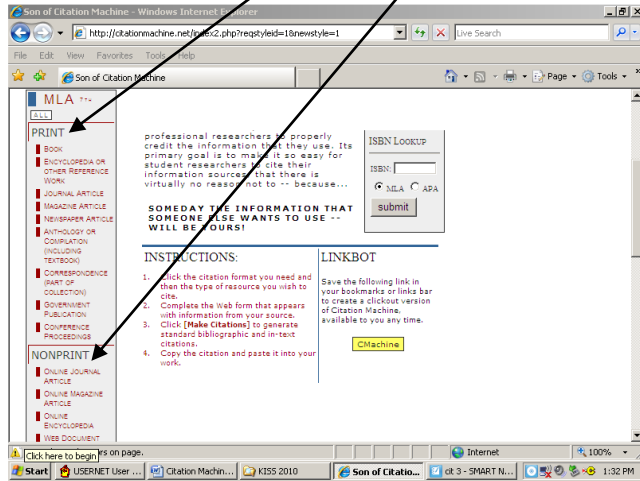
To use “Citation Machine,” open the url <http://citationmachine.net> .



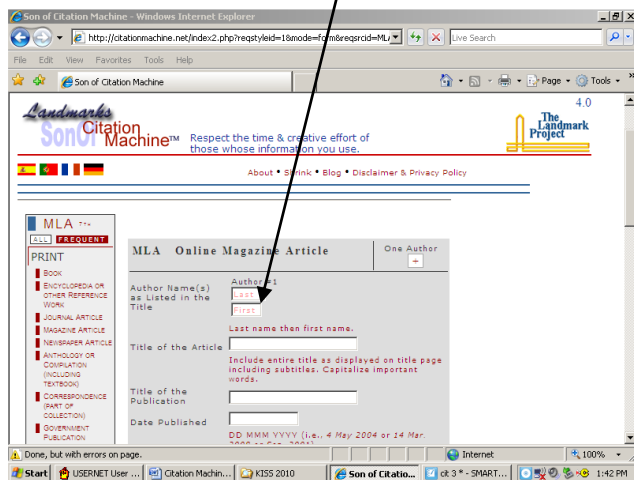
Choose the appropriate style of citation (MLA or APA). Discuss with your teacher which style is required for the subject area.



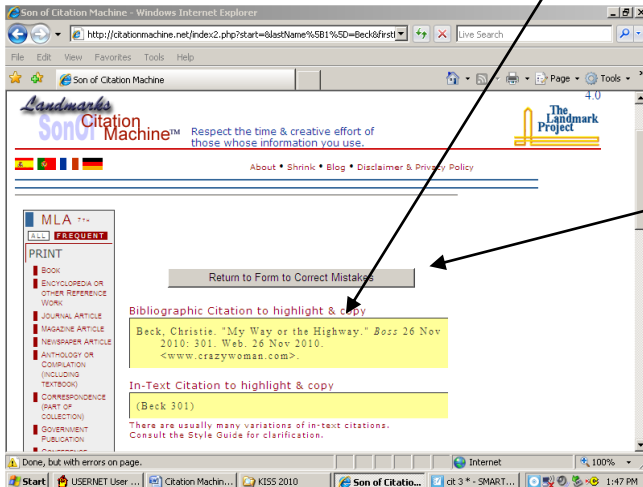
Choose the appropriate print or non-print source.



Fill in the appropriate fields.



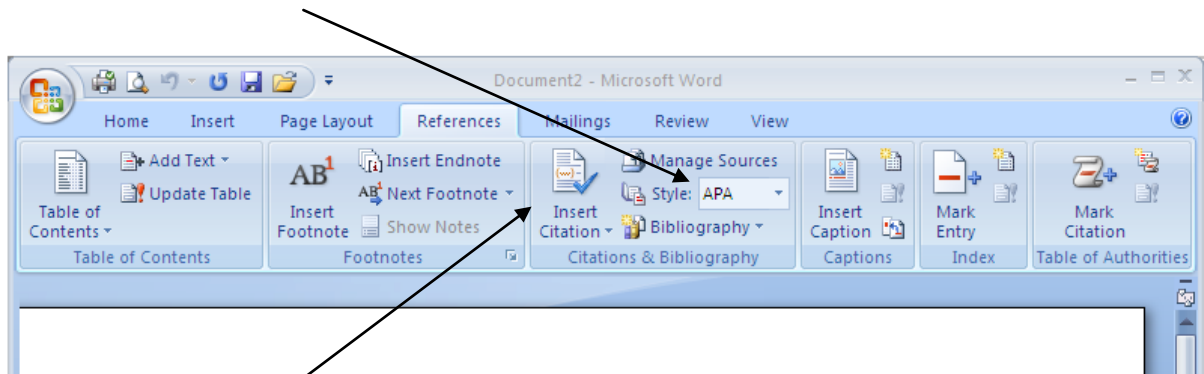
The information will be converted to bibliography or works cited format for you.



If you notice any mistakes, you can return to the form to correct them.

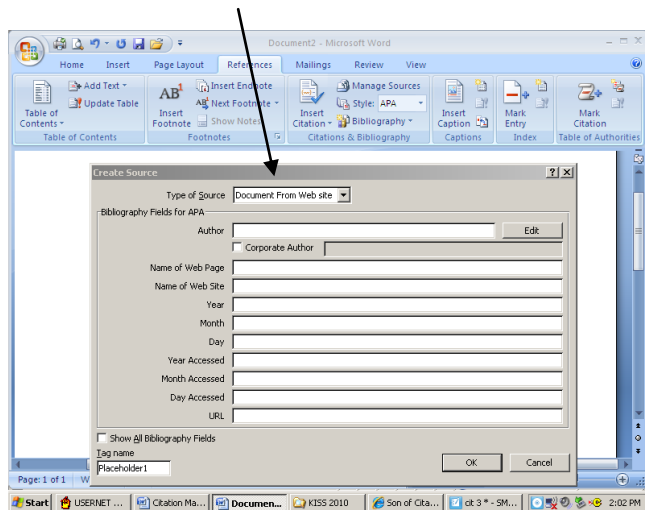
Microsoft Word Reference Tab

To use the Microsoft Word reference tab, click on the reference tab and select the appropriate “style” (eg. MLA, APA, etc.)

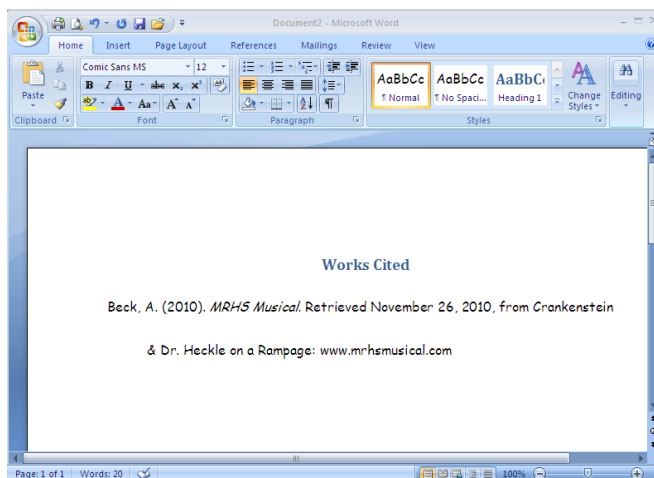


Click on “insert citation.” Select “add new source.”

Select “type of source” and complete the table.



This will generate your in-text citation, as well as your bibliography/works cited page.



★ Regardless of which of these generators you may choose to use, please proofread your copy carefully.

MLA Bibliography Checklist

Basic Format for a Book

Harper, Randy. *Physics Are Phun*. New York: Inner Tube Press, 1999.

Two or Three Authors

MacDonald, Maureen, and Sharon Anderson. *Into My Office*. Toronto: Jail House Publishers, 2008.

Four or More Authors

MacKinnon, Anne, et al. *Get Your Gym Gear*. Halifax: Sneakers Press, 2000.

Editor(s)

MacDonald, Phillip, and Ron Munn, eds. *Paint Ball Strategies*. Montreal: Bruises Publishers, 2007.

Author with an Editor

Beck, Christie. *The Grey Monstrosity*. Ed. Bob Nicholson. Albuquerque: High School Musical Inc., 2007.

Translation

Stravinski, Antoine. *Fiddling to a New Tune*. Trans. Herman Horse. Toronto: Maple Leaf Losers Inc., 1967.

Corporate Author

Procrastinator's Club of Canada. *1908 Annual Report*. Charlottetown: Laurier and Son, Co., 2008.

Unknown Author

Canadian Historic Sites. Vancouver: 1988.

Edition Other than the First

Lowther, Mary Ellen, ed. *Modern Math*. 2nd ed. Edmonton: Waterside Publishers, 1999.

Multi-volume Work

Great Montreal Canadiens. Vol. 18. Toronto: ACC Publishers, 1993.

Encyclopaedia or Dictionary

Garland, Lianne. "Computer Input This." *World Book*, 2007, XIV, 87-89.

The Bible

New Word Bible. Los Angeles: Hindu Inc., 1933.

Work in an Anthology

MacDonald, Margaret. "The Valium Butterfly." In *The Modern Canadian Reader*. Ed. Andrew Henderson. Montreal: Go Leafs Again Co., 2008.

Foreward, Introduction, Preface, and Afterwords

MacInnis, Glenda. Afterword. *Math Is for a Select Few*. By Glenda MacInnis. Charlottetown: It's All about Me Press, 2007.

Book with a Title within Its Title

McLane, Kristina. *Modern Interpretation of "My Dog Skip."* London: Paws Awhile Publishers, 1976.

Article in a Monthly Magazine

Ward, Heidi. "Iona Abigga Housa." *Home and Garden*. February 2009: 21+.

Article in a Weekly Magazine

Flynn, Peg. "Mia Too." *Home and Garden*. March 2009; 33-38.

Newspaper

McKinnon, Bill. "The Leafs Win the Cup: Major Junior Champs." *Eastern Graphic* 23 July 2009: D11.

Editorial in a Newspaper

"Do We Need Gas?" Editorial. *Guardian* [Vancouver] 12 May 2005: A11.

Letter to the Editor

Whiner, Wendy. Letter. *Star* [Toronto] 3 January 2000: A5.

Article in an Online Periodical

Lea, Tim. "Right, I Write." *Life on the Web* 14 June 2004
<<http://www.ebscohostess.com/mrhs@ds.98>>

Cover Letters

One should always attach a cover letter when submitting a resume to a business or school. Cover letters should be individually written and specific to the position as well. Be sure to include your skills which will be most relevant to the position applied for.

212 Kilmuir Cross Road
R.R. #3, Montague
PE C0A 1R0
March 3, 2010

Ms. Judy Wilson
Personnel Manager
Bruce R. Duncan Ltd.
415 Main Street
Toronto, ON
N9J 6J5

Dear Ms. Wilson:

Please consider this letter my application for the position of clerk-typist advertised in the Toronto *Star* on Friday, February 28, 2010.

In June of this year, I will receive my secondary school graduation diploma from Montague Regional High School with business and commerce options. I have achieved a typing speed of sixty-seven words per minute which enables me to accomplish work efficiently. My study of accounting and work with computers would be, I believe, a real asset for the company. My attendance record has been excellent, and I have maintained an honours standing throughout high school. I am enthusiastic and quite adaptable to new situations. I am enclosing a personal data sheet outlining my experience and qualifications more fully.

It would be a pleasure to have an opportunity to meet you and talk to you about my qualifications for this position. I can be reached at the above address, by telephone at (902) 838-5555 or (902) 969-5577, or by e-mail at niceguy@isn.ca.

Sincerely,

Alice Cooper

Alice Cooper

Enclosure

Writing Resumes

Provided below is a sample resume. This is a working model and there are many different styles of resumes. Whatever style you choose, be sure to include all of your relevant current personal information. Update this document often. Check with your references ahead of time, to be sure that they have approved your use of their names and information.

Personal Data Sheet of Sara Cynthia Sylvia Stout

Personal Information

Address: 587 Point Pleasant Road
P.O. Box 121
Murray River, PE
C0A 1L3

Telephone: (902) 962-4444 or (902) 969-3333

Fax: (902) 962-5454

e-mail: garbageout@hotmail.ca

Education

1997-2001 University of Prince Edward Island
521 University Avenue
Charlottetown, PE
C1A 4N2
(902) 566-5787
(Second year arts programme)

1995 - 1997 Montague Regional High School
12 Fraser Street
Montague, PE
C0A 1R0
(902) 838-0835

Work Experience

June 1998 to present Municipality of Halifax County -- Public Library Assistant
P.O. Box 890, Armadale Post Office
Halifax, NS
B0R 1Q5
Telephone: (902) 488-6363
Fax : (902) 747-5612
Branch Supervisor -- Mr. Frank Boplaw
I worked as a library assistant, performing regular clerical duties, as well as assisting the Children's Librarian (Mrs. Nancy Dey) with the children's programming. I resigned after my husband was transferred to Toronto.

January 1994
to June 1998

Prince Edward Island School Board -- Library Assistant
188 Linden Lane
Charlottetown, PE
C1N 3E7
Telephone: (902) 942-8874

Library Services Supervisor -- Mrs. Maggie Cross
The job consisted of occasional substituting in elementary
and junior high school libraries. I sorted books, maintained
record accounts, placed orders, and kept inventory logs.
I discontinued in order to complete my B.A. degree.

Personal Interests:

- MVP for minor hockey in Midget AAA for PEI
- Drivers' Education
- Teach piano and guitar
- St. John Ambulance First Aid
- Kings County Memorial Hospital volunteer
- Students' Council President
- Member of AA Volleyball Championship team on PEI
- Winter Carnival Committee

References:

Professional:

Mr. Ned Henry
127 Oak Street
Charlottetown, PE
C1A 5T4
Telephone: (902) 656-7490

Academic:

Ms. Thelma Louise
1212 Bear River Road
P.O. Box 23
Souris, PE
C0H 2M8
Telephone: (902) 678-0785

Personal:

Dr. Karen Jolly
872 Upton Road
R.R. #5, Montague
PE C0A 1R0
Telephone: (902) 838-6211

Resume Tips

- Use verbs that indicate action and continued growth. For example, use words such as achieved, developed, enriched, demonstrated, and gained when describing job responsibilities and skills.
- Use adjectives such as creative, motivated, enthusiastic, and self-motivated when writing about your personal traits.
- Spell out words in full; for example, use “Street” not “St.” and “Telephone” not “Phone.”
- Avoid using the word “I” where possible.
- Include enough relevant information to clearly demonstrate your skills and abilities without being wordy.
- Present yourself in the best possible way. For example, a job description for a sales clerk might include the following: “Developed an ability to effectively serve the public in a courteous manner.”
- Ensure there are no spelling, grammar, or punctuation errors.
- Create a page with a professional, “clean” appearance. Neat margins, adequate “white space” between sections, and indentations make reading easier.
- Avoid highlighting, underlining, and italics as they are distracting. For electronic formats, these may not translate if the receiver stores them on his or her computer or sends them to another person via email.
- Make sure that your address and phone number is clear and prominently placed.

English Symbols Editing Sheet

As teachers assess your writing, they will use certain symbols to indicate changes which you must make. Here is a list of editing symbols which will be used at Montague Regional High School.

SF - sentence fragment - This is an incomplete sentence. eg. Although a good boy.

CS - comma splice - This is two sentences joined by a comma. eg. I like hamburgers, you like hotdogs.

RO - run on - This is two sentences joined without punctuation. eg. I went walking you went running.

TR - transition - This is a lack of connection between your text and your quotations. These must be blended. You must also use connecting words (eg. *hence, likewise*, etc) to link ideas. eg. Scout is a brat. "I will drown myself in the river."

SP - spelling - This is a spelling error. eg. *Their* are five dogs.

MM - misplaced modifier - This is a word or phrase used in the wrong position. eg. *Coming over the mountain*, the sun set.

PA - pronoun agreement - Pronouns must agree in number and case. eg. Everyone brought *their* books.

SV - subject-verb agreement - The subject needs to agree with the verb. eg. He *are* at home.

AWK - awkward - This is mass confusion. eg. The *ten* points in the poem *are* iambic pentameter.

Wordy - wordiness - Don't use baggage or filler. eg. *In this essay I am going to discuss....*

|| - parallelism - Give equal weight to lists of ideas. eg. There are carrots, potatoes, beans, *some people like radishes*, and peas.

¶ - new paragraph - A new bank of ideas warrants a new paragraph (usually 5-6 sentences).

D - dialogue - This is for speech and it is not the same as quotations so be careful and *know your rules* on these.

Q - quotations - Be sure to blend text and quotations. eg. Atticus tells Jem to "step into Boo's skin and walk around in it."

cap ≡ - capitals - Learn your rules. eg. I asked *ron* to give me a book.

Poss / pl. poss - possessives and plural possessives - Possessives and plural possessives must be used properly. eg. *Bob's* dog /*women's* dresses

Vague pr. ref. - vague pronoun references - Vague pronoun references occur when the reader no longer can understand who the pronoun references. eg. He gave *him* *his* only son because *he* deserved *him*.

Num - numbers - Spell out numbers of one or two words. eg. I have *ten* fingers.

^ - insert - Insert missing words or ideas.

MRHS Formal Laboratory Report

Prelab Before coming to the lab each student must be prepared. It is expected that each student has completed all pre-lab activities such as reading the lab handout and/or relevant material in the textbook or answering assigned questions. **This is absolutely crucial to perform the lab.** The following list is required to be completed and brought to the lab the day of the experiment:

- rough draft of the *objective, introduction including the hypothesis and materials* for the experiment
- pre-lab calculations/questions if applicable
-

Paper 8½" x 11" (21.5 cm x 27.5 cm) white unlined paper. The report should be double spaced with a 12 pt Times New Roman font. The report **must be typed.**

Title Page The title page should include the following 2 components: (a) a title centred 1/3 from the top of the page and (b) identification containing your name, lab partner's name(s), course number, due date, and teacher's name centered in the middle of the page.

The body of the lab report must contain the following sections. The section headings should be in bold print on a separate line.

Objective The objective is a concise statement outlining the purpose of the experiment.
e.g. The objective of this experiment is to determine the boiling point of water.

Introduction The introduction should contain any prior knowledge on which the experiment is based, including an explanation of principles, definitions, experimental techniques, theories, laws and hypothesis (expected results) that permit you to meet the objective of the experiment.

Materials The materials section is a list of all equipment and materials (place value of all measuring devices must be indicated), including computer programs that were used to complete the experiment.

Procedure The procedure is a detailed account, written in paragraph form or point form (complete sentences), of how the experiment was performed such that the experiment could be repeated using your report. Safety precautions which were followed must be stated. Drawings of the apparatus setup are included in this section and must be properly referenced, if applicable. (Hand drawn sketches are acceptable.) The procedure must be written in the past, impersonal (3rd person) tense.

e.g. We are taking the temperature every 2 minutes. X
The temperature was taken every 2 minutes. ✓

Drawings When appropriate a drawing will be required according to the teacher's specifications. For biology labs refer to the rules for biological drawings.

Results This section may consist of qualitative and/or quantitative observations of the experiment.

Qualitative Results (Observations)

This is a qualitative description of what was observed during the experiment. This may include tables, sketches, and/or written paragraphs in past, impersonal tense.

Quantitative Results

Graphs and Tables

When graphs are required, special attention should be paid to the following items: the type of graph expected (straight line or curve), utilizing the entire graph paper, plotted point size, title of the graph, and axis labels including appropriate units. The data should be placed in a data table when numerous measurements or trials have occurred. Figure headings are placed below the figure and should give a short description of the figure. The figure number should be in bold print. Table headings are found above the table and should also have a brief description. The table number is also in bold print.

Calculations

One example of each type of calculation should be included. Results from numerous calculations of the same type should be placed in a data table with the proper number of significant figures and correct units.

% yield and % error calculations should be included when applicable

$$\% \text{ yield} = \frac{\text{actual yield}}{\text{theoretical yield}} \times 100$$

$$\% \text{ error} = \frac{|\text{theoretical value} - \text{experimental value}|}{\text{theoretical value}} \times 100$$

Discussion The discussion should compare the experimental results to known or expected results. The results should be explained using the theories and principles mentioned in the introduction. The results should be discussed in the context of the stated hypothesis where by the hypothesis can be proven or disproven. Questions associated with the lab should be used to direct the writing of the discussion. A significant portion of the discussion should be dedicated to error analysis which discusses any possible sources of error that may have contributed to the percent error or yield. Whenever possible, you should attempt to explain how various sources of error (eg. friction) affected your results.

Conclusion The conclusion is a concise statement that answers the objective. When possible, you should including the percent error and/or percent yield. The conclusion must be written in the past, impersonal tense.

e.g. The boiling point of water was found to be 99.0°C. This is a 1.0 % error from the accepted value of 100°C.

References Any information borrowed from another source which is not common knowledge must be referenced within the text of the report. The referencing format that we will use is APA.

Good resources for APA formatting can be found at the following URLs:

Purdue Owl (provides APA formatting rules and rule descriptions)
<http://owl.english.purdue.edu/owl/resource/560/01/>

Citation Machine (Web-based tool used to create the reference for the reference list)
<http://citationmachine.net/>

Important Reminders for a Lab Report

- 1) Spelling
- 2) Significant figures and units regarding measurements and calculations
- 3) Avoid personal pronouns
- 4) Headings should be in bold print on a separate line
- 5) Neatness counts **6** use rulers when needed (especially when using tables and graphs)

Rules for Biological Drawings

1. Draw what you see, not what you think should be there.
2. A lead pencil, preferably a 2H, is to be used for drawings, titles, and labels.
3. Drawings (or diagrams) should be as simple as possible with clean cut lines (do not sketch) showing what has been observed. All drawings should be done on unlined (blank) paper and should be also neatly labeled.
4. Drawings must be large enough to show all parts without crowding. The greater the number of parts to be included, the larger the drawing should be. Drawings must be about half a page in size.
5. Keep your drawing to the left of the centre of the page. (Save the right-hand side of the page for labels)
6. All labels should be in a column to the right of the drawing and printed. Lines to the labeled parts should be drawn with a ruler and parallel to each other (see diagram below). The lettering of the words should be horizontal.
7. Use a ruler for label lines.
8. Do not shade your drawing. If you wish to indicate a darker area use dots (stipple).
9. Indicate the thickness of a plant cell wall by using 2 lines.
10. Most plant and animal tissues are made up of individual cells. When one representative cell of such a tissue is to be drawn, make sure you include the cell boundaries of the other cells that border it. This will indicate the general appearance of the tissue without the necessity of drawing every cell.
11. All drawings are titled. The printed and underlined title appears immediately above the drawing, against the left-hand margin. The magnification of the object drawn follows the title and is in parentheses. Example: Blood Cell (300X).
12. Name and date are printed in the top right hand corner.

Bibliography

Butler, Judi Misener and Susan. *Horizons 2000+*. Toronto: McGraw-Hill Ryerson Ltd., 2000.

Colorado State University. *Writing@CSU*. 1993 - 2011. 2011 <<http://writing.colostate.edu/>>.

David Warlick & The Landmark Project . 2000 - 2010. 2011 <<http://citationmachine.net/>>.

Greek Theatre Masks. 2011

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