STYLE SHEET

FOR ESSAYS IN ENGLISH CLASSES

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Layout

Present your paper nicely printed on several sheets of standard 8.5 x 11 inch paper stapled together. Do not use folders or report covers. Do not include illustrations. If your paper involves a journal article, include a copy of the article after your works cited page.

Style

In general, put your paper in MLA style. Follow the MLA forms for citation and the treatment of sources. You may use italics rather than underlining to indicate italic type, but do not mix the two conventions.

Word Processing

Use a standard word processor. Use 12 pt. type and a standard typeface such as Courier or Times. Format your papers as simply as you can, without specialty fonts or headline fonts. Always run spell check.

Print

Print with a laser printer or a good ink jet printer so that the print quality of your paper is uniform and black. If your personal printer does not deliver good print quality, print your paper in one of the general access computer labs on campus.

Margins

Leave a margin of at least one inch on all sides of your text, notes, and works cited pages. If you use the default margins built into your word processor, that will usually be fine.

Spacing

Double space your paper throughout, including title page, text, block quotations, any notes you may include, and references. Indent block quotations one inch from the left margin.

Page Numbers

Number your pages consecutively beginning with your title page as page one. Use your last name as a running head with each page number (e.g. Jones 2). Place the page number and running head in the upper right hand corner of each page, one half inch from the top edge of the sheet.

Title Page

Head the title page of your paper with your name, your professor’s name, the course name and section number, and the date double spaced flush left at the top margin.
of your page. Center the title of your paper a double space after the heading, in headline style (important words capitalized). Begin your text a double space after your title.

Paragraph Form

Break your text into paragraphs as needed for organization and clarity. Indent the first and all subsequent paragraphs of your essay one half inch. In general keep your paragraphs under a half page long. Do not write one sentence paragraphs.

Headings

Since your papers are short, you will probably not use headings to designate sections. If you do use headings, place them in the center of the page in headline style (important words capitalized), with no more than a double space before and after each heading. Do not put headings in italics or boldface type. Do not underline them. Do not use a URL as a heading.

Notes

Use parenthetical citation for ordinary source citations, but if you need notes for explanatory purposes or long citations, use endnotes. Endnotes should follow your text on a page bearing the heading Notes.

Works Cited Page

The works cited page is the last page of your paper. Head the page with the heading Works Cited. On this page, list all sources you have consulted in writing your paper. Put your works cited entries in MLA style.

examples:


Remember to cite all your sources, including any audiovisual and Internet sources you may have used, as well as any summaries, encyclopedia articles, critical references, and/or ponies. Refer as needed to the *MLA Handbook* for additional information and
further examples of citation form. Remember that most of your citation should be
parenthetical and should occur in your text.

Parenthetical Citations

Citations may occur in your text or in parentheses. Parenthetical Citations refer to
entries in your list of works cited and immediately follow language to which they refer in
your text. Note that page numbers follow the author or title identification with no
punctuation. (Some World Wide Web pages will not have page numbers).

examples:

(A Room with a View)
(Boswell), (Boswell 35)
(Hallin) (Hallin 6)
(Heise)

For more help with citation as well as extensive models see The MLA Handbook.

Names

Refer to authors, critics, and scholars by their last names. Literary characters may
be referred to by their first names if that is the convention used.

Acronyms

Clarify acronyms with the first use.

example: The Modern Language Association of America (MLA) . . .

Numbers

Write out numbers that begin sentences. Write out whole numbers less than ten. Refer as needed to the The MLA Handbook for other conventions regarding numbers.

Capitalization

Capitalize proper names, acronyms, important words of titles in headline style, and
the first words of sentences and direct quotations. Lowercase generic names, names of
seasons, and most usages with north, south, east, and west. Refer as needed to the The MLA
Handbook for other conventions of capitalization.

Titles

Use italics or underlining for titles of books, movies, magazines and journals, and
worldwide web pages. Use quotation marks for titles of songs, poems, short stories, essays,
and sections of larger discourses. Refer as needed to the The MLA Handbook for other
conventions involved in the treatment of titles.
Dates

Use the American form for dates (April 19, 1993 rather than 19 April 1993). Observe the following conventions as well.

December 1998
1990s (no apostrophe)
1992-93
the nineties

Spelling

Use American spelling for words like color, theater, recognize, and other words whose American and British spellings may differ.

Form the singular possessive with 's and the plural possessive with s’. Refer as may be required to The MLA Handbook for other conventions regarding possessives.

Form the plurals of numbers and letters with s, not ‘s.

Remember to observe spelling and usage conventions for word pairs such as there/their, your/you’re, and its/it’s. If you don’t know the conventions for these usages, look them up.

Punctuation

End sentences with periods.

Use a comma before the conjunction that precedes the last item in a series (e.g. red, white, and blue; lies, damn lies, and statistics).

Use a comma before the coordinating conjunction in a compound sentence. Do not run two sentences together with no punctuation or a comma.

Use a semicolon before a conjunctive adverb such as however, moreover, or nevertheless unless you use it parenthetically or at the beginning of a sentence.

Remember to close parentheses and quotation marks.

Remember that American usage regularly places commas and periods inside quotation marks, and semicolons and colons outside. Placement of question marks and exclamation points depends upon context. Consult The MLA Handbook for specific cases.

Italics

Underlining is a manuscript convention used to indicate italics. You may use underlining to indicate italics in your essays, or you may use italic type, but you may not
mix the two usages. Choose one usage or the other and follow it consistently throughout your text.

Use italics for some titles, for statistical and mathematical symbols, for linguistic examples and first use of special terms, and for words used as words. Avoid the use of italics and quotation marks for emphasis or as indicators of tone.

Usage and Style

Avoid expressions such as “In this paper I will show.” Make your intention clear as you discuss your subject.

Write complete sentences. Avoid unintentional sentence fragments absolutely, and avoid fragments generally unless you have a special need for the emphasis that a fragment can sometimes give.

If you use a participial phrase at the beginning of a sentence, remember that the phrase must refer to the grammatical subject. Generally, put modifiers close to words they modify.

examples:

On arriving in Chicago, his friends met him at the airport. (Who arrived in Chicago?)
The investigator tested the subjects using this procedure. (Who used the procedure?)
The data only provide a partial answer. (Only modifies a partial answer.)

Make your subjects and verbs agree.

Always use pronouns in precise reference to other words and phrases that are close by. Avoid loose or broad pronoun reference, reference across paragraph breaks, reference to words in the possessive, and unclear or ambiguous pronoun reference.

Generally avoid passive voice.

Write mostly with nouns and active verbs. It is always best to use one word rather than two when one word will do the job.

Keep to one verb tense for the major part of your discourse. In most expository writing present tense is best. Use other tenses only when logic dictates. Maintain logical tense sequences when you are using several tenses in close proximity to each other.
Treat collectives as singular or plural depending upon context.

*Examples:*

The class has voted to support . . .
The class were unable to agree . . .
Of thirty-five members, none were present. (*None=not any.*)
Of thirty-five members, none was brave enough to support the proposal. (*None=not one.*)

Treat the word *data* as a plural unless you use it as a synonym for *information*, in which case you might consider taking the plunge and using *information*, instead.

Quote sparingly. A short paper should contain few quotations. Avoid dropped quotations without adequate introductions. Remember that a quotation plus its introduction must make a complete sentence.

When you paraphrase from a source, be sure to use your own language.

Make the organization of your essay clear. Arrange the elements of your essay in a rational order that gives appropriate emphasis to your ideas and assigns important ideas to important positions in the discourse.

Avoid gratuitous and biased cultural distinctions in your language.
Common Reader’s Marks

Here is a list of marks you may find in the margins of your essays together with translations. Any good college handbook will have chapters concerning the matters to which these marks allude. The APA, MLA, and Scott Foresman handbooks contain useful and somewhat more comprehensive lists of reader’s marks.

ab - faulty abbreviation
ad - adjective, adverb
agr - agreement (subject/verb; pronoun/antecedent)
ap - apostrophe
k, awk - awkward
cs, cf - comma splice, run-on sentence
c - case
cap - capital letter (also three lines under a lowercase letter)
coh - coherence
d - diction, idiom, word choice
dm, mm - dangling modifier, misplaced modifier
frag - sentence fragment
hyph - hyphenation
ital - italics needed
lc - lowercase (also a vertical line through a capital letter)
log - logic
p - punctuation
quot - quotation error
ref - pronoun reference
sp - spelling, word division
ss - sentence structure, sentence sense, mixed construction
vb - verb form, tense, tense sequence
w, wdy - wordiness
ww - wrong word
¶ - make a new paragraph
\ - insert something
// - parallelism needed
Laura Smith
Professor Long
English 2210
November 11, 1998

Dignissim qui Blandit Praesent Luptatum

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Notes

1Duis autem vel eum iriure dolor in hendrerit in vulputate velit esse molestie consequat, vel illum dolore eu feugiat nulla facilisis at vero eros et accumsan et iusto odio dignissim qui blandit praesent luptatum zzril delenit augue duis dolore te feugait nulla facilisi. Lorem ipsum dolor sit amet, consectetuer adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat. Ut wisi enim ad minim veniam, quis nostrud exerci tation ullamcorper suscipit lobortis nisl ut aliquip ex ea commodo consequat.
Works Cited


*The Chicago Manual of Style.* 14th ed. Chicago: U of Chicago P, 1993. [This manual is the oldest and most comprehensive of the American style manuals. It is also regarded as the most authoritative of style manuals by many scholars. Any question other style manuals do not answer will likely find an answer here.]


Li, Xia and Nancy Crane. *Electronic Styles: A Handbook for Citing Electronic Information.* Rev. ed. Medford, NJ: Information Today, 1996. [No generally accepted set of citation conventions has yet evolved for electronic sources. This book is an attempt to create a reasonable set of conventions for the purpose. Most guidelines for electronic citation contained in other manuals are based on this source.]

**Merriam Webster’s Collegiate Dictionary.** 10th ed. Springfield, MA: Merriam-Webster, 1998. [Updated each year, the current year’s publication of this collegiate dictionary will be the most timely of collegiate dictionaries as regards current usage and style with respect to neologisms, new conventions, and phenomena related to language change. Also available on CD-ROM.]

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 6th ed. Chicago: U of Chicago P, 1996. [A popular, inexpensive, and widely respected style manual whose title explains its purpose, the Turabian manual is the most widely-used manual of scholarly style. Based on *The Chicago Manual*, Turabian is probably the best general manual for students as well.]

*St. Louis University. *Student Handbook*. St. Louis, MO: SLU Student Government Association. [This little publication contains a useful section on student responsibilities in regard to academic honesty.]

*Starred items are texts you might wish to own. Other listed sources can be consulted in the information science library.*
Should schools move to having online classes in high school? What is the best way to take notes in classes? Is teaching suicide prevention in school helpful? Should schools switch to e-books? What do you think of the topic, "What career can I do when I grow up?" as an English essay topic? Answer: Here are some other versions of this question: 1. What should I do to prepare for a career? 2. What is the best career for someone like me? The kindergarten class I was in has 20 students, 7 girls and 13 boys. There are two students who the teacher believes to have attention. In this Intro to Diversity class I learned about the world around me and a lot about myself. I was able to see things in a different light and really think about my views on others. Some of the views that I had going in to the class were changed slightly and some were strengthened. With all I learned there are things that I want to work on and improve in myself. Before you can work on changing the world you have to start with yourself.