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### Writing Center Resources

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# **Writing Center Resources**

## ***The Collection***

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Bridgewater College

Honors Project

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# Writing Process

## *Prewriting*

Understanding the Assignment

Brainstorming

Writing Thesis Statements

Organizing/Outlining

Finding Sources

## Understanding the Assignment

It's important to understand your assignment before starting to write. Here are some strategies:

### Read

Read through the assignment description. Read it again. Highlight the following important pieces of information:

- **Type of assignment** (analysis, research paper, persuasive essay, speech outline, etc.)
- **Purpose of the assignment**
- **Final due date** (this helps you map out when you will complete the assignment)
- **Other due dates** (such as for topics, outlines, bibliographies, and/or drafts)
- **Assignment guidelines** (length, format, citation style, required sections, etc.)
- **Special requirements** (for example, meeting with the professor or taking a draft to the Writing Center)
- **Sources** (the professor may provide sources or expect you to find sources)

### Ask Questions

If you don't understand all or part of the assignment, ask your professor. It's often a good idea to visit your professor's office hours early in the process to discuss your ideas and see if you're on the right track. Don't be afraid to ask your professor or take your assignment to the Writing Center if you have questions or issues at any point in the process.

### Keywords

Look for common keywords that give you clues about what the professor is looking for:

- **Explain:** Use your own words to explain a concept or argument.
- **Analyze:** Examine a topic by breaking down each part individually and exploring how each aspect relates to the others.
- **Synthesize:** Analyze several different sources and then organize the information together to make a new point or relate it to your paper.
- **Compare & Contrast:** Compare two things by presenting the similarities between them. Contrast them by presenting the differences.
- **Evaluate:** Compare something against a list of criteria and determine how it measures up and whether it should be accepted.
- **Argue/Persuade:** Present a viewpoint and defend that position with evidence.
- **Reflect:** Consider the implications of an idea or event. Describe how it has impacted you in the past and how it will affect you in the future.

**Additional Resources on Understanding the Assignment:**

- [Purdue OWL: \*Writing Task Resource List\*](#)
- [The Writing Center, UNC: \*Understanding Assignments\*](#)

**References:**

- [Purdue OWL: \*Invention: Starting the Writing Process\*](#)
- Some content adapted from “Verbs Used In Writing Assignments” handout by Dr. Alice Trupe

## Brainstorming

Having trouble starting an assignment or deciding what to write about? Consider these tips:

### List

Make a list of everything you know about the topic or prompt. If you're writing a compare and contrast essay, make a list of similarities and differences. If you're writing an argument, make a list of pros and cons for each side.

### Ask Questions

Write out questions related to the topic. These could be questions you have about the topic or questions your audience might have about the topic. Use *Who*, *What*, *When*, *Where*, *Why*, and *How* to get you started. Purdue OWL has a [list of additional questions](#).

### Read

Start researching the topic and reading different sources. You may read something that inspires you or shows you a new angle of the topic.

### Discuss

Talk with others. Sometimes talking through topics out loud can spark new ideas or reveal connections between ideas. Other people might also have good questions or suggestions about the topic.

### Freewrite

Set a timer for five to fifteen minutes and write as much as you can about the topic. Take it a step further by choosing one point from what you wrote and then writing about that one point for another several minutes. Repeat the exercise as needed to narrow down your topic or explore a variety of ideas related to the topic.

### Concept Mapping

Concept mapping is a method for thinking visually. This is a good option for when you have many ideas related to a topic but aren't sure how to translate those into a coherent essay. Creating visual connections can help you understand how different ideas are related. Concept maps can also be used to work towards a more formal outline. There are many different ways to create concept maps; they can be simple arrows drawn between keywords on a sheet of paper, or they might be highly-organized flowcharts created with a computer software.

[View some examples of concept mapping here.](#)

### Take a Break

Start your assignment well before it's due so you have time to take breaks. Work on something else for a little while, or step away from your computer completely and go for a walk or other activity to give your mind some rest. When you come back you may find you have new ideas or can think more clearly.

### Additional Resources on Brainstorming Techniques:

- [The Writing Center, UNC: \*Brainstorming\*](#)

### References:

- [Purdue OWL: \*Invention: Starting the Writing Process\*](#)
- Some content adapted from "Getting Started on a Writing Project: Organizing Your Ideas & Drafting" handout by Dr. Alice Trupe



## Writing Thesis Statements

A thesis statement is the main idea of a paper, speech, or other written work. Thesis statements are often included in introductions, though they can be placed elsewhere as appropriate for the audience and purpose. They let the audience know what argument you will make and what type of information they can expect to find in the paper to support the claim.

Thesis statements should...

- **represent a position, not a fact.** The goal of the statement is to convince the audience that a certain viewpoint is true or worth considering, not just present them with facts they already know.
- **be provable.** The claim of a thesis statement should be based on evidence found through research.
- **answer the “So what?” question.** The audience needs to see the relevance, timeliness, and importance of your topic.
- **be specific.** Avoid broad statements and vague words like “good.” For example, “Nature is good for you” is too vague. “Spending time outdoors increases one’s happiness” is a more specific statement.
- **be supported by the rest of your paper.** Each main point and every section of your paper should relate to the thesis statement and help convince the audience of your argument.

### How to Write a Thesis Statement

Although it is helpful to have a working thesis statement when writing a paper, writing a thesis statement is not the first step in the writing process. With a topic and perhaps a working thesis in mind, start by researching the topic. If you need help choosing a topic, narrowing a topic, or making sense of the research you have found, try some brainstorming techniques, which can help you find connections that may lead you to a thesis statement.

Once you know what your main argument will be, write out the argument in a sentence (or two). This is your thesis statement. Check to see if it meets the following criteria:

- Does it state an opinion (not a fact)?
- Could someone disagree with the statement?
- Can it be proven with evidence?
- Does it answer the “So what?” question?
- Does it make the reader want to keep reading?
- Is it specific?

## How to Use a Thesis Statement

Use your thesis statement to guide your writing. Your thesis statement may change while you write your paper, and that's ok. That's part of the process. If you do change your thesis, though, make sure to revise the rest of your paper to reflect the change. In some instances, a progression of ideas from one position to another within a piece of writing may be appropriate, but typically the thesis at the beginning of your paper should be reflected at the end of the paper.

After finishing your paper, check to see if the content matches the thesis statement. If it doesn't, you need to adjust your thesis statement or adjust the body of your writing so that it aligns with the thesis.

### Additional Resources on Thesis Statements:

- [Let's Get Writing!: What is a Thesis Statement?](#)
- [The Writing Center, UNC: Thesis Statements](#)

## Organizing/Outlining

However a piece of writing is organized, the following principles usually apply:

1. The first paragraph should be the introduction. In many cases your thesis statement should be the last sentence(s) of your introduction, but in some situations a delayed or evolving thesis works better for the audience and purpose.
2. The middle part of the paper should be the main points supporting the thesis.
  - a. Each main point should represent one major section of your paper.
  - b. Depending on the length of the paper and the number of main points, each main point may be one paragraph, multiple paragraphs, or multiple pages.
3. The last paragraph should be the conclusion.

### Types of Organization

There are many ways to order your main points. Here are a few common examples:

- **Chronological:** Appropriate for papers about historical periods or any topic that deals with a series of events
- **Spatial:** Useful for breaking down a large or complicated object, such as describing the smaller conflicts that took place during a larger battle
- **Process:** Helpful for describing the different steps of a process  
In this case, arrange the main points in the order that the steps are completed.
- **Importance:** Effective when structuring an argument  
Main points can be ordered from least to most important or from most to least important.

### Types of Outlines

- **Formal Outline:** A traditional outline uses Roman numerals, capital letters, numbers, and lowercase letters to show the different levels of information. Some outlines include information about sources that will be used. ([Example](#))
- **Bullet Points:** For a more informal outline, use bullet points to list the main sections and subsections of your paper. ([Example](#))
- **Sentence Outline:** A sentence outline can be the same format as a formal outline or bullet point outline, but every point is a full sentence. ([Example](#))

- **Concept Mapping:** A concept map can be used to help you move from abstract ideas to a more formal outline. Alternatively, you could use a concept map to guide your writing and then create a reverse outline to check your work. ([Example](#))

### Reverse Outlining

If you prefer to jump right into writing, reverse outlining can be used to evaluate the organization of your paper. Read through what you've written and take notes on the different sections, creating an outline of your writing. Use this reverse outline to evaluate your paper. Do you have a clear introduction, main points, and conclusion? Do your main points all relate to your thesis and have logical order? If you determine changes need to be made, rearrange those sections of your paper.

### Additional Resources on Outlining/Organizing:

- [Let's Get Writing!: How to Organize and Arrange?](#)
- [The Writing Center, UNC: Reverse Outlining \[Video\]](#)

### References:

- Some content adapted from "Getting Started on a Writing Project: Organizing Your Ideas & Drafting" handout by Dr. Alice Trupe

# Finding Sources

## How to Find Sources

- [Databases](#)
  - Types of sources
    - Academic journals
    - Newspapers
    - Magazines
    - Government documents
  - Guides
    - [Navigating the Library's Databases](#)
    - [Using Advanced Search Techniques](#)
    - [Finding the Full Text of Articles](#)
    - [Reading a Scholarly Article](#)
  
- [Library](#)
  - Types of Sources
    - Books
    - Academic journals
    - Magazines
    - Audio/Visual sources (videos, recordings, DVDs, CDs, etc.)
    - Archival material
  - Guides
    - [Using Discovery](#)
    - [Finding the Full Text of Articles](#)
  
- [Google Scholar](#)
  - Types of Sources
    - Books
    - Scholarly articles
  
- [Google](#)
  - Types of Sources
    - News sources
    - Videos (YouTube, etc.)
    - Social media
    - Government websites

- Educational websites
- Organization websites (nonprofits, businesses, etc.)

### How to Handle Sources

- [Evaluate for Credibility](#)
- [Incorporate Into Your Writing](#)
- [Cite](#)

Check out the [John Kenny Forrer Learning Commons's website](#) for more research guides, as well as subject matter guides and class guides for certain majors and courses at Bridgewater.

### Additional Resources on Finding Sources:

- [Let's Get Writing! Chapter 6: Finding and Using Outside Sources](#)

# Writing Process

## *Drafting*

Introductions

Paragraphs

Conclusions

Transitions

Developing Ideas

Integrating Sources

## Introductions

Introductions should catch a reader's attention and make them want to keep reading. They should let the reader know what the topic of the paper is or lead the reader up to the topic mentioned later.

Introductions are the first section of a paper and are typically one paragraph long. The thesis statement is often the last sentence(s) of the introduction, though some rhetorical situations require the thesis to be placed later in the paper.

### How to Write an Introduction

Start by thinking about what aspect of the topic the audience might be most interested in. What information is going to make the audience want to keep reading? There are many strategies for how to start an introduction. Choose a method that fits the type of paper being written.

Here are some suggestions to get you started:

- **General Observation:** Start with some general comments on a broad topic with which the reader may be familiar. Then start narrowing to the specific topic and end the introduction with the thesis statement.
- **Overview of the Text:** Describe the text that the paper is about. This could mean explaining the plot of a movie or book, describing the lyrics and music of a song, or describing a work of art. This makes sure the reader understands the topic before they read your argument.
- **Set the Scene:** Describe a scene to help the reader understand the setting of the paper. This may be helpful for a historical or biographical essay.
- **Anecdote:** Tell a short story that gives the reader context or demonstrates the significance of the topic.
- **Question:** Start by asking a question or a series of questions. This invites the reader to start thinking about the topic and gets them interested in what you have to say about the topic.
- **Quote or Fact:** Share a quote or a startling fact that clearly relates to the topic. The purpose of this approach is to catch the reader's attention and make them want to keep reading.
- **Counterargument/Negative Statement:** Begin by addressing a counterargument to your thesis or making a statement about what your topic is *not*. This can help address any misconceptions or hesitancy readers may feel towards the topic.



Once you've caught the reader's attention, use a few sentences to narrow the topic from the general opening to your specific argument. Then, state your thesis.

**Additional Resources on Introductions:**

- [Excelsior Online Writing Lab: \*Introductions Purpose\*](#)
- [Introductions Handout](#)
- [The Writing Center, UNC: \*Introductions\*](#)

**References:**

- Some content adapted from "Writing Introductions: Some Techniques Used by Professional Writers" handout by Dr. Alice Trupe

# Paragraphs

## General Principles

Follow these guidelines for organizing paragraphs:

- **Start a new paragraph for a new topic.** Each paragraph should develop one main point, idea, or topic.
- **Give each paragraph a topic sentence.** Include at least one sentence that provides an overview of the paragraph's focus. See below for more information about topic sentences.
- **Develop ideas in the body of each paragraph.** Use explanation, evidence, and analysis to support the topic sentence. See "Developing Ideas" for more information.
- **End each paragraph with a concluding sentence.** The last sentence may summarize the paragraph or set up a transition to the next paragraph. It may also be the topic sentence of the paragraph.
- **Consider paragraph length.** Appropriate paragraphs length will vary based on the rhetorical situation. However, many paragraphs are at least a few sentences but not more than a page in length.

## Topic Sentences

Every paragraph should have a topic sentence. A topic sentence may describe the main idea of a paragraph, or it may introduce a new section of the paper, such as stating the next main point.

A topic sentence may come at the beginning, middle, or end of a paragraph. Topic sentences often signal to the audience what the paragraph or section will be about. In this situation, a topic sentence may serve as a transition between two sections. Topic sentences may also sum up what has just been said in a section.

Every topic sentence should directly relate to and support the thesis statement and the overall argument being made. Similarly, every sentence in a paragraph or section should support the topic sentence.

### Additional Resources on Developing Ideas:

- [Excelsior Online Writing Lab: Topic Sentences](#)
- [Purdue OWL: On Paragraphs](#)
- [The Writing Center, UNC: Paragraphs](#)

## Conclusions

Conclusions should tie together a piece of writing and leave the reader with something to think about. They can be only a couple of sentences or much longer, depending on the situation.

### How to Write an Conclusion

There are a variety of ways to write a conclusion, depending on the intended audience, the topic, and the purpose of the assignment. Start by considering the main point of a piece of writing—not just the topic, but also the purpose. Then consider what you want your audience to think or do in response to this point.

One traditional format for conclusions is to reiterate the thesis, review the main points, and end with a concluding thought. If using this format, avoid repeating too much exact wording, especially for a relatively short piece of writing. Another common strategy is to discuss implications or outside applications of the topic. As a general rule, conclusions should not introduce new information to support an argument.

Here are some suggestions to get you started:

- **Application.** Discuss how the topic affects or will affect the audience or discuss other implications of the argument.
- **Strong Statement.** An assertive or provocative statement can be an effective way to end a conclusion. However, avoid outrageous statements that may distract the audience from the main idea.
- **Question.** Leaving the audience with a question to consider can be very effective. However, this isn't always a helpful way to conclude an argument. If you've just finished making an argument, it might be better to use a strong closing statement that supports your argument, rather than leaving your audience with an open-ended question.
- **Quote.** Sometimes a significant quotation can be effective. However, don't include a quotation just because you're not sure what else to do. Try other methods first, and only use a quote if it conveys the idea you want to end with in a particularly creative or forceful way.
- **Call to Action.** Sometimes a piece of writing should lead the audience to take action. For example, if you've just explained the factors leading to an animal species going extinct, then you could end by urging the audience to use less plastic or to donate to a particular organization.

These are just a few possibilities for ending a conclusion. If you're not sure what method is most effective, talk to your professor about how to create an appropriate conclusion.

**Additional Resources on Conclusions:**

- [The Writing Center, UNC: \*Conclusions\*](#)

**References:**

- Some content adapted from "Writing Conclusions" handout by Dr. Alice Trupe

## Transitions

Transitions move your writing from one topic to another. They help the reader understand the organization of the paper and how what they just read connects to what they are about to read.

Transitions can be as short as one word or as long as a paragraph, and they can be used between sentences, between paragraphs, or between major sections of a paper.

Here are some words and phrases commonly used as transitions:

### Common Transitions

<p><b><i>To show addition:</i></b></p> <ul style="list-style-type: none"> <li>● and</li> <li>● also</li> <li>● in addition</li> <li>● furthermore</li> </ul>	<p><b><i>To show example:</i></b></p> <ul style="list-style-type: none"> <li>● for example</li> <li>● for instance</li> <li>● to illustrate</li> <li>● specifically</li> <li>● a case in point</li> </ul>	<p><b><i>To show cause:</i></b></p> <ul style="list-style-type: none"> <li>● since</li> <li>● because</li> <li>● so</li> <li>● therefore</li> <li>● consequently</li> <li>● as a result</li> </ul>
<p><b><i>To show similarity:</i></b></p> <ul style="list-style-type: none"> <li>● similarly</li> <li>● likewise</li> </ul>	<p><b><i>To enumerate points:</i></b></p> <ul style="list-style-type: none"> <li>● first, second/secondly, etc.</li> </ul>	<p><b><i>To extend:</i></b></p> <ul style="list-style-type: none"> <li>● by extension</li> <li>● ultimately</li> </ul>
<p><b><i>To show difference:</i></b></p> <ul style="list-style-type: none"> <li>● but</li> <li>● however</li> <li>● although</li> <li>● even though</li> <li>● despite</li> <li>● nevertheless</li> <li>● in contrast</li> <li>● on the contrary</li> <li>● on the other hand</li> </ul>	<p><b><i>To show chronology:</i></b></p> <ul style="list-style-type: none"> <li>● first</li> <li>● next</li> <li>● then</li> <li>● finally</li> <li>● meanwhile</li> <li>● at the same time</li> <li>● earlier</li> <li>● later</li> </ul>	<p><b><i>To concede a point:</i></b></p> <ul style="list-style-type: none"> <li>● granted</li> <li>● admittedly</li> <li>● of course</li> <li>● to be sure</li> </ul>
<p><b><i>To clarify:</i></b></p> <ul style="list-style-type: none"> <li>● that is</li> <li>● in other words</li> <li>● to put it another way</li> <li>● to put it succinctly</li> </ul>	<p><b><i>To summarize:</i></b></p> <ul style="list-style-type: none"> <li>● in short</li> <li>● to summarize</li> </ul>	<p><b><i>To conclude:</i></b></p> <ul style="list-style-type: none"> <li>● in conclusion</li> <li>● therefore</li> <li>● to sum up</li> <li>● it follows, then</li> </ul>

**Additional Resources on Transitions:**

- [The Writing Center, UNC: \*Transitions\*](#)

**References:**

- Some content adapted from “Transitional Wording” handout by Dr. Alice Trupe

## Developing Ideas

Making an argument requires more than stating opinions. A strong argument develops those ideas by presenting evidence and demonstrating connections between ideas.

### How to Develop Ideas

- **Provide evidence.** Evidence that supports a point may come from outside sources, although using class materials or personal experience may be appropriate, depending on the context of the assignment. Make sure to explain how the evidence relates to your argument.
- **Analyze or synthesize evidence.** Some assignments may ask you to evaluate evidence or synthesize evidence into a coherent argument. To do this, first explain the evidence and then draw connections between and conclusions about the evidence.
- **Use a variety of support.** Use a mix of source types and sources by different authors (using three journal articles by the same author may provide good evidence but is less effective than using two articles and one book, each by a different author).
- **Provide examples.** Similar to the last point, examples may come from outside sources, class materials, or personal experiences. Make sure to explain how examples relate to your argument.
- **Provide personal reflection or opinion.** Some assignments may ask you to reflect on a personal experience or explain your opinion on a topic.
- **Present counterarguments.** Providing alternative points of view can be very effective when making an argument. Explain the counterargument and then critique the strengths and weaknesses of the argument or provide a rebuttal (explain why the counterargument is invalid/incorrect and your argument is valid/more correct).

### Additional Resources on Developing Ideas:

- [Purdue OWL: Using Rhetorical Strategies for Persuasion](#)
- [The Writing Center, UNC: Argument & Counterargument](#)
- [The Writing Center, UNC: Evidence](#)
- [The Writing Center, UNC: Fallacies](#)

# Integrating Sources

## How to Use Sources

Sources can be used to:

- support the argument
- provide evidence
- provide an example or illustrate a point
- pose a question or introduce a topic
- illustrate a counterargument

There are a few ways to incorporate sources into your writing: quoting, paraphrasing, and summarizing.

## Quoting

A direct quote uses an author's exact words.

- Use quotation marks (“ ”) around a direct quote.
- If you want to delete words in the middle of a quote, use an ellipsis (...) to show where the missing words are.
- If there are quotation marks within your quote, use single quotation marks around that part of the quote.
- If the quote is long (MLA: more than 4 lines; APA: more than 40 words), indent the whole quote one half-inch and do not use quotation marks.
- Include an in-text citation after a direct quote.
- ([Examples](#))

## Paraphrasing and Summarizing

Paraphrase material by presenting someone else's ideas in your own words, making sure to give credit to the original author. A paraphrase is usually about the same length as the original source, but it is written completely in your own words.

Summarize material by providing a brief overview of someone else's ideas. Use this option when you want to quickly convey the main point of a source.

- To avoid plagiarism when paraphrasing or summarizing, it's not enough to change the wording. You also need to change the sentence structure and order of ideas so that the writing is completely your own.



- If you use a small portion of the original material, or if you repeat a new or unusual word or phrase that the author uses, use quotation marks around those words.
- Include an in-text citation after a paraphrase or summary.
- ([Examples](#))

## Incorporating Sources

No matter how you choose to use a source, always follow these guidelines:

- **Introduce the information.** Whether quoting, paraphrasing, or summarizing, introduce the information by providing background, such as the author or context of the source.
- **Explain the information.** Use your own words to explain what the quote or paraphrased information means. Don't assume the meaning is obvious to your audience.
- **Relate the evidence to your argument.** After you explain what the information means, describe how it relates to your argument.

Make sure to cite your sources appropriately to avoid plagiarism. Review [BC's Plagiarism Policy](#) and refer to the [Learning Commons' guides on plagiarism](#). Use the Writing Center's citation style guides to cite your sources correctly.

### Additional Resources on Integrating Sources:

- [BC FLC: Incorporating Sources Into Your Research Project](#)
- [Harvard University: Summarizing, Paraphrasing, and Quoting](#)
- [Purdue OWL: How to Use Quotation Marks](#)
- [The Writing Center, UNC: Plagiarism](#)
- [The Writing Center, UNC: Quotations](#)

### References:

- Some content adapted from "Quoting Tips," "Paraphrasing Tips," and "Summarizing Tips" handouts by Dr. Alice Trupe

# Writing Process

## *Reviewing*

Revising/Editing

Proofreading

## Revising/Editing

The first step of the revision process is to look at big-picture issues.

Here are some questions to ask yourself when revising.

### Focus and Organization

- Is there a clear thesis statement?
- Are there clear main points?
- Do the main points support the thesis?
- Is the organization logical and fluid, and does it support the thesis?

### Paragraph Structure

- Does each paragraph have a clear focus?
- Does each paragraph support a main point and/or the thesis?
- Does each paragraph have a topic sentence?
- Does each sentence support the topic sentence?
- Are there effective transitions between paragraphs?
- Are there transitions between ideas?

### Development and Evidence

- Are the main points developed with explanation and analysis?
- Are the main points supported by credible evidence?
- Is the evidence analyzed and connected to the argument?

### Citations

- Are sources appropriately introduced?
- Are sources cited correctly?

### Additional Resources on Revising/Editing:

- [Excelsior Online Writing Lab: Seeing the Big Picture](#)
- [Excelsior Online Writing Lab: Mid-View](#)
- [Let's Get Writing!: What is Revising?](#)
- [Purdue OWL: Steps for Revising](#)
- [The Writing Center, UNC: Editing and Proofreading](#)

## Proofreading

The last step of the revision process is to proofread for sentence-level errors such as spelling, grammar, and word choice.

### Tips for Proofreading

- **Read your writing out loud.** Sometimes your brain will automatically correct errors when reading silently. Reading aloud can help you catch those errors.
- **Read your writing several times.** Try looking for a different type of error during each read-through.
- **Print off your writing and circle errors.** Reading your work in a different format (paper versus laptop screen) can help you catch errors you might have missed.
- **Read your writing backwards, sentence by sentence.** This unusual approach may help you recognize grammatical and logical errors that aren't apparent when reading sentences in order.
- **Have someone else read your work.** Other people may catch errors you missed, especially if you've been working with the same writing for an extended period of time.

### Issues to Look For

- **Spelling.** Watch out for words that sound the same but are spelled differently ([homophones](#)).
- **Capitalization.** Double-check titles and proper nouns for correct [capitalization](#).
- **Punctuation.** Review rules for [apostrophes](#); [commas](#); [colons, semicolons, and dashes](#); and [quotation marks](#).
- **Grammar.** Watch out for issues such as [pronouns](#) without a clear antecedent.
- **Word Choice.** Use a [thesaurus](#) if you aren't sure how to use a word or want to find a different word with a similar meaning.

### Additional Resources on Proofreading:

- [Excelsior Online Writing Lab: Editing Up Close](#)
- [Let's Get Writing!: What is Done During Editing & Proofreading?](#)
- [Purdue OWL: Proofreading for Errors](#)
- [The Writing Center, UNC: Editing and Proofreading](#)

# Grammar, Punctuation, and Style

Apostrophes

Avoiding Wordiness

Capitalization

Colons, Semicolons, and Dashes

Commas

Quotation Marks

Sentence Variety

Tone

Verbs

## Apostrophes

The main uses of an apostrophe ( ' ) are to show possession and to represent missing letters or numbers, such as in a contraction.

### Possession

How the apostrophe is used depends on whether the possessive noun or pronoun is singular or plural.

#### *Singular*

Add an apostrophe ( ' ) + “s” to the end of the word.

*Example:* John's headphones

#### *Plural*

If the plural word ends in “s,” add an apostrophe ( ' ) to the end of the word.

*Example:* The students' presentation was too short.

If the plural word does not end in “s,” add an apostrophe ( ' ) + “s” to the end of the word.

*Example:* The children's books are on the second floor.

### Contractions

A contraction is formed when two words are combined. An apostrophe shows where letters are omitted from one or both words.

*Examples:*

Is + not = isn't. *The apostrophe replaces the “o” in “not.”*

They + are = they're. *The apostrophe replaces the “a” in “are.”*

Some contractions don't follow the usual rules, but the same apostrophe principle applies.

*Example:*

Will + not = won't. *Even though the word "will" is changed when it becomes a contraction, the apostrophe still replaces the missing "o" in "not."*

The words *its* and *it's* are often misused. Remember, *its* is a possessive pronoun (its wings). *It's* is a contraction between two words (*it + is*). If you're not sure which one to use, try using "it is" in the sentence. If the sentence makes sense, use *it's*.

### Other Uses

Apostrophes can be used to show missing numbers, such as in a year.

*Example:* The class of '71 celebrated their 50-year reunion.

**Do not** use an apostrophe to describe a decade.

*Incorrect:* The early 1940's were overshadowed by World War II.

*Correct:* The early 1940s were overshadowed by World War II.

**Do not** use an apostrophe to make a word plural. An apostrophe should only be added to a word to show that the word possesses something else.

*Incorrect:* The chair's belong in the study room.

*Correct:* The chairs belong in the study room.

*Correct:* The chairs' legs were uneven.

The one exception to this rule is the plural of lowercase letters.

*Example:* There are four i's in the word "Mississippi."

### Additional Resources on Apostrophes:

- [Let's Get Writing!: Punctuation](#)
- [Purdue OWL: Apostrophe Introduction](#)

## Avoiding Wordiness

Effective writing communicates information clearly and succinctly. Unnecessary words can confuse the meaning of a piece of writing. Avoid the temptation to add extra words to increase the word count.

Here are some tips for avoiding wordiness.

- **Eliminate clichés.** Phrases such as “by the same token” and “calm before the storm” are used so often that they are usually not effective. Consider replacing a cliché with a strong verb or with a descriptive adjective or adverb.
  - *Example:* “by the same token” → “similarly”
- **Eliminate stock phrases.** Similar to clichés, stock phrases are used frequently but do not always contribute much to a sentence. They can usually be replaced with a simpler word or phrase.
  - *Example:* “in order to” → “to”
  - *Example:* “there is a possibility that” → “possibly” or “may”
- **Eliminate unnecessary qualifiers.** Qualifiers such as “very” and “basically” are usually unnecessary. Strong verbs are usually more effective.
  - *Example:* They talked very loudly.
  - *Better:* They yelled.
- **Avoid using two words to say the same thing.** Choose one word that is most appropriate.
  - *Example:* She was happy and excited about the news.
  - *Better:* She was thrilled about the news.
- **Eliminate unnecessary prepositional phrases.** Short phrases beginning with prepositions such as “in,” “at,” and “on” are sometimes necessary, but when used too often they can confuse the meaning of a sentence. Rearrange the sentence to eliminate these phrases when possible.
  - *Example:* The purpose of the construction of the FLC was to provide the students of Bridgewater College with a location in which they could study with tools that would increase the quality of the education in which they were engaged.
  - *Better:* The FLC was built to increase the quality of students’ education.



**Additional Resources on Avoiding Wordiness:**

- [Excelsior Online Writing Lab: \*Prepositions\*](#)
- [Purdue OWL: \*Prepositions\*](#)

**References:**

- [The Writing Center, UNC: \*Style\*](#)

## Capitalization

Not sure whether something should be capitalized? Follow these guidelines.

### Sentences

Capitalize the first word of every sentence and every direct quote, if the quote is a sentence.

*Example:* Nietzsche said, "What does not kill me makes me stronger."

### Proper Nouns

Names of specific people, places, and things should be capitalized.

*Example:* college, Bridgewater College, daughter, Katie, car, Chevrolet

### Titles of People

Capitalize titles, such as a job title, leadership position, or family relationship, when they come immediately before a person's name. In most cases, do not capitalize a title when on its own.

*Example:* The Photography Club elected Sarah Jones as the next president.

*Example:* Photography Club President Sarah Jones held her first meeting yesterday.

### Time and Dates

Capitalize months, days of the week, and holidays.

*Example:* Graduation is typically held at the end of April.

*Example:* Registration will open on Monday.

*Example:* Black Friday, the day after Thanksgiving, starts the Christmas shopping season.

**Do not** capitalize names of seasons, unless they are used to refer to academic semesters.

*Example:* The Cherry Blossom Festival is held in Washington D.C. every spring.

*Example:* That course will not be offered in Spring 2022.

## Titles of Works

For titles of works such as movies, books, academic articles, and songs, capitalize every word except for short prepositions (such as “in”) and the articles (“a,” “an,” and “the”). While these rules usually apply, the author or artist may purposely choose to break the rules, so pay attention to how the source is capitalized.

Some citation styles have additional guidelines. For example, APA citations only capitalize the first word of a source’s title and the first word after a colon in a source title. Make sure to check the style you are using to see if there are any special rules.

This [website](#) can help with title capitalization. As with any tool, make sure to check the title capitalization yourself.

## Other Capitalization

Countries, languages, and nationalities should be capitalized.

*Examples:* Madagascar, Ecuador, Spanish, Japanese

Religions should be capitalized, as well as their derivative words.

*Examples:* Christianity, Christians, Islam, Muslims

### Additional Resources on Capitalization:

- [Excelsior Online Writing Lab: Formatting Titles](#)
- [Let’s Get Writing! Capitalization](#)
- [Purdue OWL: Capitals: Help With Capitals](#)
- [University of Richmond Writing Center: Titles: Underline, Italics, or Quotations?](#)

## Colons, Semicolons, and Dashes

### Colons

Use a colon (:) after an independent clause (a complete sentence) to introduce a list, a quotation, or an appositive.

*Example:* Please pick up the following items at the grocery store: milk, eggs, and bread.

*Example:* Julius Caesar's comment on his quick victory has become a well-known phrase: "Veni, vidi, vici."

*Example:* Allow me to introduce you to my friend: Ernie the Eagle.

Use a colon (:) to combine two sentences, providing emphasis to the second sentence, which often explains or illustrates the first sentence.

*Example:* Katie was stressed: she still had not started the paper that was due tomorrow.

### Semicolon

Use a semicolon to combine two sentences.

*Example:* The Learning Commons is a great place to study; students enjoy the comfortable chairs.

Use a semicolon to separate items in a list if commas are used within the listed items.

*Example:* My three favorite desserts are brownies, especially the kind with chocolate chips baked in; chocolate chip cookies, which I usually make when I go home for break; and ice cream of any flavor, though anything with chocolate is best.

### Dashes

There are three types of dashes: hyphens (-), en dashes (–), and em dashes (—). An *en dash* is slightly longer than a hyphen, and an *em dash* (—) is the longest of the three.

Use a *hyphen* (-) to combine two words, such as a compound adjective.

*Example:* The award-winning film is available on most streaming services.

Use an *en dash* to show a range of numbers or time.

*Example:* Daylight savings time lasts from March–November.

*Example:* The Eagles won the football game 31–14.

Use an *en dash* to form a compound adjective when one of the elements is already a compound.

*Example:* The Golden Globe–winning actress will headline her own film next year.

*Example:* This is a one-way–only street.

Use an *em dash* to separate parts of a sentence. This provides more emphasis than using parentheses. An em dash can also be used to show an abrupt change in thought. Do not leave spaces around an em dash.

*Example:* The John Kenny Forrer Learning Commons—the newest building on campus—houses Smitty’s cafe.

*Example:* I love walking around campus—except when it rains and the sidewalks flood.

**Note:**

The hyphen key is next to the 0 on your keyboard.

To insert en dashes and em dashes in Word, select “Insert” > “Symbol” > “More Symbols” > “Special Characters” > “Em dash” or “En Dash.” You can also insert an em dash in Word by typing two hyphens next to each other.

In Google Docs, select “Insert” > “Special characters” > search for “en dash” or “em dash.”

On a Mac, use the shortcut Option+Hyphen (-) to insert an en dash or Shift+Option+Hyphen (-) to insert an em dash.

On a PC, type Windows+period (.) to open the emoji menu. Choose the Symbol icon in the upper left to find the en dash and em dash. Alternatively, use a numeric keyboard to type Alt+0150 for an en dash or Alt+0151 for an em dash.

**Additional Resources on Colons, Semicolons, and Dashes::**

- [Let's Get Writing!: Punctuation](#)
- [Purdue OWL: Punctuation Overview](#)
- [The Punctuation Guide: En Dash](#)
- [The Writing Center, UNC: Semicolons, colons, and dashes](#)

## Commas

Commas are one of the most frequently used types of punctuation, but they are often used incorrectly. Here are some guidelines for comma use.

### How to Use Commas

Use to separate items in a series. The comma before the “and” (the Oxford comma) is often used but not necessary. Check with your professor if you aren’t sure whether to use it.

*Example (Oxford comma):* The turf field is used for football, lacrosse, and field hockey.

*Example (no Oxford comma):* The turf field is used for football, lacrosse and field hockey.

Use with a coordinating conjunction can combine two sentences/independent clauses. The coordinating conjunctions are *for, and, nor, but, or, yet, and so* (FANBOYS).

*Example:* It is snowing today, and classes are canceled.

Use to set off a clause from the rest of the sentence.

*Example:* Although it is snowing today, classes have not been canceled.

*Example:* The snow, which began last night, has made the roads dangerous for travel.

Use after an introductory word or phrase.

*Example:* Unfortunately, the dining hall was out of chocolate ice cream.

*Example:* As a result, we will eat vanilla ice cream.

Use to set off part of a sentence, such as a noun of direct address, an appositive, or an interrupting word or phrase.

*Example:* Do you have any suggestions, Sarah, for when we should hold the meeting?

*Example:* The assignment, a narrative essay, is due next Friday.

*Example:* The email, however, did not specify the location.

Use between adjectives if each adjective describes the noun separately. Do not use a comma if the adjectives work together to describe the noun.

*Example:* The sleek, silver airplane rolled down the runway.

*Example:* He built the best paper airplane.

## Common Mistakes

**Do not** use a comma by itself to combine two sentences. This is called a comma splice. Also avoid run-on sentences, where two or more sentences are combined without any punctuation.

*Incorrect:* The team had a winning record they lost their last game.

*Incorrect:* The team had a winning record, they lost their last game.

*Correct:* The team had a winning record, but they lost their last game.

**Do not** use a single comma to separate the subject and verb.

*Incorrect:* The assignment description that the professor handed out, asked students to use MLA format.

*Correct:* The assignment description that the professor handed out asked students to use MLA format.

## Additional Resources on Commas:

- [Excelsior Online Writing Lab: Commas](#)
- [JMU Writing Center: Comma Dos](#)
- [JMU Writing Center: Comma Don'ts](#)
- [Let's Get Writing!: Commas](#)
- [Purdue OWL: Extended Rules for Using Commas](#)
- [The Writing Center, UNC: Commas](#)



## Quotation Marks

### Double Quotation Marks

Use double quotation marks around a direct quote. Quotation marks should go outside commas and periods, but inside colons and semicolons.

*Example:* Mr. Smith said, "Construction will begin next week."

*Example:* "Construction will begin next week," said Mr. Smith.

*Example:* "Construction will begin next week"; that's what Mr. Smith said yesterday.

If a question mark is part of a direct quote, put the quotation marks after the question mark. If a question mark is not part of a direct quote, but instead refers to the sentence as a whole, then put the quotation marks before the question mark.

*Example:* He replied, "Why not?"

*Example:* Why did she say "Not now"?

Double quotation marks may also be used when quoting a particular word or phrase.

*Example:* Her review stated that the film was "inspiring."

Depending on the citation style, quotation marks may be used around the title of a short work, such as a poem, song, or short story.

*Example:* Taylor Swift's debut single, "Tim McGraw," was released in 2006.

### Single Quotation Marks

Single quotation marks are used when quoting material that contains a quote.

*Example:* According to yesterday's article, "The club president said, 'We were happy with the turnout.'"

**Additional Resources on Quotation Marks:**

- [Let's Get Writing!: Quotes](#)
- [Purdue OWL: Using Quotation Marks](#)
- [The Writing Center, UNC: Quotations](#)

## Sentence Variety

One way to improve your writing is to develop sentence variety. A series of sentences that are all written the same way can become boring and seem repetitive, even if the information they convey is different. Although it may not affect the content of your writing, sentence variety makes your writing more interesting to read and can increase your credibility as a writer.

For example, look at the previous paragraph. The first sentence is very short and the next two are longer. The second sentence has an independent clause followed by a dependent clause, and the third sentence switches the order of the clauses. This is more interesting to read than the next paragraph:

*One way to improve your writing is to develop sentence variety. Sentences written the same way can become boring and seem repetitive. This can happen even if the information they convey is different. Sentence variety might not affect the content of your writing. Sentence variety makes your writing more interesting to read. Sentence variety can increase your credibility as a writer.*

Every sentence in this paragraph has between nine and eleven words, and every sentence follows the basic sentence construction Subject+Verb+Object. Additionally, most of the sentences begin with “sentences” or “sentence variety.” The repetition of words, length, and sentence construction makes the second paragraph feel flat and boring.

### How to Improve Sentence Variety

- **Vary sentence length.** Use a combination of short, medium, and long sentences. However, long and complex sentences can be confusing, so make sure your writing is still clear and understandable.
- **Vary sentence beginnings.** Avoid starting every sentence with the same word or phrase. This is especially important when writing in the first person: avoid starting every sentence with “I.”
- **Vary sentence types.** Sentences can have different combinations of independent clauses and dependent clauses. Use a variety of these types to make your writing more interesting, but make sure to use appropriate punctuation.
  - *Simple:* Many people enjoy hiking.
  - *Compound:* Many people enjoy hiking, and the Shenandoah Valley is a great location for hikers.
  - *Complex:* The Shenandoah Valley is a great location for hikers, since it offers many different trails.

- *Compound-Complex*: Many people enjoy hiking, and the Shenandoah Valley is a great location for hikers, since it offers many different trails.
- **Vary sentence word order.** The typical sentence word order is subject before predicate (the part of the sentence that contains the verb). *Inverted* word order occurs when part of the predicate comes before the subject.
  - *Normal*: The student waved to a friend while walking across campus.
  - *Inverted*: Walking across campus, the student waved to a friend.

**Additional Resources on Sentence Variety:**

- [Excelsior Online Writing Lab: \*Parts of Speech in Review\*](#)
- [Purdue OWL: \*Sentence Types\*](#)
- [Purdue OWL: \*Short, Chippy Sentences\*](#)
- [Purdue OWL: \*Strategies for Variation\*](#)
- [The Writing Center: \*Sentence Patterns\*](#)
- [Towson University: \*Elements of Sentence Construction\*](#)

## Tone

Tone in writing depends on the rhetorical situation, including the audience, context, and purpose of a piece of writing.

### Choosing the Appropriate Tone

Some writing situations allow for a more informal tone or require a specific type of language, although most academic writing should use a formal tone. Ask the following questions to guide your choice of tone:

- Who is the audience for this piece of writing?
- What are the audience's expectations for this piece of writing?
- How familiar is the audience with the topic?
- How do sources discuss this topic?

### Tips for Formal Writing

- **Use third person.** Third person pronouns (*he, she, it, they, one, the reader, etc.*) are most appropriate for formal writing. Unless suitable for your audience and purpose, avoid using first person (*I* and *we*) and second person (*you*) pronouns.
- **Avoid contractions.** Contractions such as “don’t” and “isn’t” should be replaced with “do not” and “is not.”
- **Avoid slang and informal words.** Choose language that clearly communicates your thoughts in a way the audience can understand and appreciate. Avoid phrases such as:
  - nicknames (*prof.*)
  - texting abbreviations (*lol*)
  - conversational words and phrases (*like really, so anyways*)
  - technical jargon with which the audience is unfamiliar (*idiopathic* if writing to a non-medical audience)

### Additional Resources on Tone:

- [Purdue OWL: Tone, Mood, and Audience](#)
- [The Writing Center, UNC: Should I Use “I”?](#)
- [The Writing Center, UNC: Word Choice](#)

## Verbs

### Verb Tense

Use consistent verb tense throughout a piece of writing. For example, don't start describing the plot of a novel using past tense verbs ("She *knew* what she had to do") and then switch to present tense halfway through ("She *walks* into the next room").

For more information on the most common verb tenses, see [this resource](#).

### Subject-Verb Agreement

The verb always needs to "agree" with the subject. This means that if the subject is singular, the verb needs to be singular. If the subject is plural, the verb also needs to be plural.

*Example:* **Daniel works** at the Learning Commons.

*Example:* **Jake and Emily work** at the KCC.

However, certain plural subjects may require singular or plural verbs, depending on the context. If the group is acting together as one unit, use a singular verb. If each member of the group is working independently, use a plural verb.

*Example:* The **staff is** holding an office party next week.

*Example:* The **staff are** working to complete their timesheets.

### Active v. Passive Voice

Active voice is stronger and more direct than passive voice. Using active voice also helps eliminate unnecessary words, making the sentence clearer and easier to read. Passive voice, in contrast, can sometimes obscure the meaning of a sentence.

Active voice shows the subject doing something.

*Example:* Hunter threw the ball over the fence.

*Example:* The students revised their papers.

Passive voice shows something being done to the subject.

*Example:* The ball was thrown over the fence.

*Example:* The papers were revised by the students.

In some cases, using passive voice can be the better choice, such as when calling attention to the action instead of the person doing the action.

*Example:* She was escorted out of the building.

**Additional Resources on Verbs:**

- [Excelsior Online Writing Lab: Verbs](#)
- [Let's Get Writing! Subject-Verb Agreement](#)
- [Let's Get Writing! Verb Tense](#)
- [Purdue OWL: Subject-Verb Agreement](#)
- [Purdue OWL: Verb Tense Consistency](#)
- [The Writing Center, UNC: Passive Voice](#)
- [The Writing Center, UNC: Passive Voice \[Video\]](#)

# Citations

BC's Plagiarism Policy

ACS

AMA

APA

ASA

Chicago/Turabian

MLA



## BC's Plagiarism Policy

### Ethics in Academic Work

Being part of an academic community means taking responsibility for one's actions as a student, thinker, writer, and speaker. Bridgewater College is committed to motivating students "to live educated, intelligent, healthy, purposeful and ethical lives," as described in the Mission Statement, and one of its four "core values" is integrity. Supporting this mission, the student Code of Ethics asks that students "demonstrate respect" for themselves and the community, "take responsibility for [their] actions," and "uphold the standards and policies of our community."

Members of this academic community "demonstrate respect" for themselves and others by recognizing and acknowledging the use of their intellectual property: the ideas, facts, and wording discovered through research. Members "take responsibility for [their] actions" by including accurate documentation of others' ideas, facts, and wording used in any writing they do. Members "uphold the standards and policies of our community" by demonstrating ethical practices in using others' ideas, facts, and wording, as well as by not cheating on tests.

### Defining Plagiarism

Plagiarizing is considered "cheating, stealing, and lying" because it involves presenting someone else's work as one's own.

Plagiarizing means presenting someone else's argument, definition, interpretation of events, interpretation of a text, or factual information as though they were one's own, whether or not one uses the exact wording of the source. It is the presentation of such information, rather than the author's intention, that constitutes plagiarism. Plagiarism may appear in the wording of a paper written for a class or a classroom presentation (including visual aids and PowerPoint) or a Web page or a newsletter; it may appear in the use of graphics created by anyone other than the author. In short, any time that a student uses materials written or produced by someone else, it is the student's responsibility to document the source of such materials.

Documentation typically requires all three of these elements: (1) use of quotation marks around wording that is not the student writer's (or indentation of long quotations); (2) with citation following any quoted, summarized, or paraphrased material as well as specific facts gleaned from a source (in the form of parenthetical citation or footnote or endnote); and (3) a bibliography that indicates complete publication information for the source.

All of the following examples constitute plagiarism:

- the deliberate act of putting one's name on a paper written by someone else or putting one's name on text copied from a Web page and pasted into a document;
- the presentation of factual information without citing the source from which the information was obtained (with the exception of "general knowledge" as defined within specific classroom situations);
- the use of someone else's words to present ideas, information, or analysis without use of quotation marks and citation;
- the use of someone else's ideas or argument without attribution;
- the presentation of graphics (including pictures, tables, charts, etc.) without attribution, unless these materials are in the public domain.

### **Use of Sources without Plagiarizing**

To incorporate material from a source into a paper, presentation (including Power Point), Web page, or other text, one may quote the source, summarize the source (with citation), or paraphrase the source.

A paraphrase is the representation of another writer's text, explanation, argument, or narrative that is about the same length as the original. A paraphrase is substantially different from the original source in sentence structure as well as wording. The length of a paraphrase distinguishes it from a summary, since a summary is a restatement of significantly shorter length than the original.

When one paraphrases, one should:

- use alternative wording to the author's throughout the paraphrase;
- enclose any phrases from the source in quotation marks;
- present the ideas of the original using one's own sentence structure as well as one's own word choice (following the author's sentence structure, even if the writer uses alternative wording, is considered plagiarizing);
- cite the source, even if one does not use a direct quotation from the source;
- introduce the topic in one's own words when including a paraphrase, still making it clear that one is presenting someone else's ideas.

## ACS

The American Chemical Society (ACS) citation style uses in-text citations and a references page. There are three methods of in-text citations: superscripts, italic numbers, and author-date citations. Check with your professor to see which method they prefer.

### Superscripts

To create a superscript citation, insert a superscript (not a footnote) in the text. This number corresponds to a full citation in the reference list. The superscript may come at the end of a sentence (after the period), directly after the author's name (if used in a sentence) or after information that comes from the source.

*Example:* "We're under siege here," Jack said.<sup>1</sup>

*Example:* Greene and Morgan<sup>2</sup> argue in favor of the relevance of Atlantic History.

For works by three or more authors, list the first author's name followed by "et al."

*Example:* Further research is needed about the relationship between sleep and stress, according to Campbell et al.<sup>3</sup>

If the same source is cited multiple times, use the same number each time that source is cited.

### Italic Numbers

This method uses italic numbers in parentheses. This number corresponds to a full citation in the reference list. As with superscripts, the citation may come at the end of a sentence (before the period), directly after the author's name (if used in a sentence) or after information that comes from the source.

*Example:* "We're under siege here," Jack said (1).

*Example:* Greene and Morgan (2) argue in favor of the relevance of Atlantic History.

For works by three or more authors, list the first author's name followed by "et al."

*Example:* Further research is needed about the relationship between sleep and stress, according to Campbell et al. (3).

If the same source is cited multiple times, use the same number each time that source is cited.

### Author-Date

An author-date citation uses the author's name (or authors' names) and year of publication inside parentheses. Place a comma between the name and year, and place the in-text citation at the end of the sentence inside the closing punctuation. If the author's name is used in the sentence, place the citation directly after the name.

*Example:* "We're under siege here," Jack argues (Boyle, 1996).

*Example:* Greene and Morgan (2009) argue in favor of the relevance of Atlantic History.

For works by three or more authors, list the first author's name followed by "et al."

*Example:* Further research is needed about the relationship between sleep and stress, according to Campbell et al. (2018).

For quotations of 50 words or more, use block quote format. Start the quotation as a new paragraph with the whole quote indented ½ inch on both sides. Do not indent the first line. Remove quotation marks and place the superscript, italic number, or in-text citation after the end punctuation or after the author's name.

Campbell et al.<sup>3</sup> conclude:

These findings suggest that university students should be helped to recognize need frustrating experiences and taught skills to minimize their impact by, for example, adopting a more mindful approach or, alternatively, students should be encouraged to pay attention to their sleep hygiene during exam periods, given that lowered need satisfaction may also stem from poor sleep.

### References Page

Title the references list "References." This page should be single-spaced, with no indented lines.

For references cited by number (superscripts or italic numbers), list citations numerically. For references cited using the author-date method, list citations alphabetically.

For works by multiple authors, list up to ten authors' names followed by "et al."

Titles of scientific journals should be abbreviated according to the [Chemical Abstracts Service Source Index \(CASSI\)](#) guidelines. If there is no abbreviation for a journal then use the complete title.

The year of publication for journal articles should be in bold.

### **Book**

1. Boyle, T. C. *The Tortilla Curtain*; Penguin Books, 1996.

#### *Book: Two Authors*

2. Greene, J. P.; Morgan, P. D. *Atlantic History: A Critical Appraisal*; Oxford University Press, 2009.

### **Journal Article**

3. McCann, C. J. Setting and Character in *Pride and Prejudice*. *Nineteenth-Century Fiction* **1964**, 19 (1), 65–75. DOI: 10.2307/2932788 (accessed 2021-10-27 from JSTOR).

#### *Journal Article: Three or More Authors*

4. Campbell, R.; Soenens, B.; Beyers, W.; Vansteenkiste, M. University Students' Sleep During an Exam Period: The Role of Basic Psychological Needs and Stress. *Motivation & Emotion* **2018**, 42 (5) 671–681. DOI: 10.1007/s11031-018-9699-x (accessed 2021-10-27 from EBSCOhost).

### **Electronic Sources**

#### *News Source*

5. Anthes, E. How to Map a Fly Brain in 20 Million Easy Steps. *The New York Times (New York, NY)*, October 26, 2021.  
<https://www.nytimes.com/2021/10/26/science/drosophila-fly-brain-connectome.html?action=click&module=Well&pgtype=Homepage&section=Science> (accessed 2021-10-27).

#### *Webpage*

6. G., B. *College Apartment and Dorm Room Essentials Checklist*. Lowe's Home Improvement, July 27, 2021.  
<https://www.lowes.com/n/buying-guide/college-apartment-and-dorm-room-essentials-checklist> (accessed 2021-11-22).

#### *Webpage: No Author, No Date*

7. Study Abroad. *Bridgewater College*, <https://www.bridgewater.edu/academics/study-abroad/> (accessed 2021-10-24).

*Video*

8. Bridgewater College. Connected Learning. Connected Lives. *BridgewaterCollege*. YouTube, June 11, 2021. <https://www.youtube.com/watch?v=ecAH96rOmes> (accessed 2021-11-06).

*Note: This resource is based on the ACS Guide to Scholarly Communication, an online resource last updated in August 2021.*

**Additional Resources on ACS Citations:**

- [ACS Publications: ACS Style Quick Guide](#)
- [Concordia University: ACS citation style](#)
- [Williams College: Citing Your Sources: ACS](#)

## AMA

The American Medical Association (AMA) citation style uses in-text superscripts and a reference list.

### Superscripts

To create a superscript citation, insert a superscript (not a footnote) in the text. This number corresponds to a full citation in the reference list. The superscript may come at the end of a sentence, directly after the author's name (if used in a sentence), or after information that comes from the source. Superscript numbers are placed after a period or comma but before a colon or semicolon.

*Example:* "We're under siege here," Jack said.<sup>1</sup>

*Example:* Greene and Morgan<sup>2</sup> argue in favor of the relevance of Atlantic History.

For works by three or more authors, list the first author's name followed by "et al."

*Example:* Further research is needed about the relationship between sleep and stress, according to Campbell et al.<sup>3</sup>

If the same source is cited multiple times, use the same number each time that source is cited.

For quotations longer than four lines of text, use block quote format. Start the quotation as a new paragraph in smaller text with the whole quote indented ½ inch. Do not indent the first line. Remove quotation marks and place the superscript after the last period or after the author's name.

Campbell et al.<sup>3</sup> conclude:

These findings suggest that university students should be helped to recognize need frustrating experiences and taught skills to minimize their impact by, for example, adopting a more mindful approach or, alternatively, students should be encouraged to pay attention to their sleep hygiene during exam periods, given that lowered need satisfaction may also stem from poor sleep.

### References Page

Title the references list "References." This page should be single-spaced, with no indented lines. References should be listed in numerical order.

Titles of scientific journals should be abbreviated according to the [National Library of Medicine \(NLM\)](#) guidelines. If there is no abbreviation for a journal then use the complete title.

For works by more than six authors, list the first three authors' names followed by "et al."

For journal article titles, only the first word of the title, the first word after a colon or semicolon, and proper nouns should be capitalized.

### **Book**

1. Boyle TC. *The Tortilla Curtain*. Penguin Books; 1996.

#### *Book: Two Authors*

2. Greene JP, Morgan PD. *Atlantic History: A Critical Appraisal*. Oxford University Press; 2009.

### **Journal Article**

3. McCann CJ. Setting and character in *Pride and Prejudice*. *Nineteenth-Century Fiction*. 1964;19(1):65–75. doi:10.2307/2932788

#### *Journal Article: Three or More Authors*

4. Campbell R, Soenens B, Beyers W, Vansteenkiste M. University students' sleep during an exam period: The role of basic psychological needs and stress. *Motivation & Emotion* 2018;42(5):671–681. doi:10.1007/s11031-018-9699-x

### **Electronic Sources**

#### *News Source*

5. Anthes, E. How to map a fly brain in 20 million easy steps. *The New York Times*. October 26, 2021. Accessed October 27, 2021.  
<https://www.nytimes.com/2021/10/26/science/drosophila-fly-brain-connectome.html?action=click&module=Well&pgtype=Homepage&section=Science>.

#### *Webpage*

6. G. B. College apartment and dorm room essentials checklist. Lowe's Home Improvement. Published July 27, 2021. Accessed November 22, 2021.  
<https://www.lowes.com/n/buying-guide/college-apartment-and-dorm-room-essentials-checklist>.



*Webpage: No Author, No Date*

7. Study Abroad. Bridgewater College. Accessed October 24, 2021.  
<https://www.bridgewater.edu/academics/study-abroad/>.

*Video*

8. BridgewaterCollege. Connected Learning. Connected Lives. YouTube. Published June 11, 2021. Accessed November 6, 2021. <https://www.youtube.com/watch?v=ecAH96rOmes>.

**Movie**

9. Reiner R. *The Princess Bride*. DVD. Act III Communications; 1987.

*Note: This resource is based on the 11th edition of the AMA Manual of Style.*

**Additional Resources on AMA Citations:**

- [Liberty University: Sample References in AMA](#)
- [Purdue OWL: AMA Style](#)
- [South College: AMA Style](#)
- [University of South Carolina: AMA Style](#)

## APA

The American Psychological Association (APA) citation style is often used for the social sciences, including psychology, business, and communication. APA uses in-text citations and a References page with full-length citations.

### In-Text Citations

When available, use the author's name (or authors' names), the year of publication, and the page number to create an in-text citation. If you use the author's name when introducing a quote or when paraphrasing or summarizing information, then omit that information in the in-text citation.

*Example:* "We're under siege here," Jack argues (Boyle, 1996, p. 146).

*Example:* Greene and Morgan (2009) argue in favor of the relevance of Atlantic History (p. 45).

For works by three or more authors, list the first author's name and then "et al."

*Example:* Further research is needed about the relationship between sleep and stress (Campbell et al., 680).

For sources with no known author, use a shortened version of the title of the source and the page number, if available. Shorter sources, such as a single article or chapter published in a larger work, should be placed in quotation marks. Longer sources, such as books or movies, should be italicized. Capitalize titles in the text, even though they're not capitalized in the reference list. If the date is unknown, use "n.d." If there are no page numbers, try to use another logical way to locate the information in the source.

*Example:* Bridgewater College offers opportunities to study abroad in 50 countries ("Study Abroad," n.d., para. 2)

For quotations longer than 40 words, use block quote format. Start the quotation as a new, double-spaced paragraph, with the whole quote indented ½ inch. Do not indent the first line. Remove quotation marks and place the in-text citation after the end punctuation.

*Example:*

Campbell et al. (2018) conclude:

These findings suggest that university students should be helped to recognize need frustrating experiences and taught skills to minimize their impact by, for example, adopting a more mindful approach or, alternatively, students should be encouraged to pay attention to their sleep hygiene during exam periods, given that lowered need satisfaction may also stem from poor sleep. (p. 680)

## References Page

Title your bibliography page “References.” Like the rest of the paper, the References page should be double-spaced. The title should be centered, and the citations should be left-justified with a half-inch hanging indent (indent the second and following lines). Citations should be alphabetized. ([Example](#))

Depending on the type of source, most citations will include the following information in this order: *Author, Date Published, Title, Container, Publisher, Date Retrieved, and URL*. If the date is unknown, use “n.d.” Note that only the first word of a source title is capitalized, as well as the first word after a colon. However, proper nouns, including full titles of journals and other source containers, are capitalized.

Examples of common citation types:

### **Book**

Boyle, T. C. (1996). *The tortilla curtain*. Penguin Books.

### *Book: Two Authors*

Greene, J. P., & Morgan, P. D. (2009). *Atlantic history: A critical appraisal*. Oxford University Press.

### **Journal Article**

McCann, C. J. (1964). Setting and character in *Pride and Prejudice*. *Nineteenth-Century Fiction*, 19(1), 65–75. <https://doi.org/10.2307/2932788>

*Journal Article: Up to 20 Authors*

Campbell, R., Soenens, B., Beyers, W., & Vansteenkiste, M. (2018). University students' sleep during an exam period: The role of basic psychological needs and stress. *Motivation & Emotion, 42*(5), 671–681. <https://doi.org/10.1007/s11031-018-9699-x>

*Note: For works by more than twenty authors, list the first nineteen names, then insert an ellipsis (...) and include the name of the last author.*

### **Electronic Sources**

#### *News Source*

Anthes, E. (2021, October 26). *How to map a fly brain in 20 million easy steps*. The New York Times. Retrieved October 28, 2021, <https://www.nytimes.com/2021/10/26/science/drosophila-fly-brain-connectome.html?action=click&module=Well&pgtype=Homepage&section=Science>

#### *Webpage*

G., B. (2021, July 27). *College apartment and dorm room essentials checklist*. Lowe's Home Improvement. Retrieved November 22, 2021, <https://www.lowes.com/n/buying-guide/college-apartment-and-dorm-room-essentials-checklist>

#### *Webpage: Author Same as Site Name, No Date*

Bridgewater College. (n.d.). *Study abroad*. Retrieved October 24, 2021, <https://www.bridgewater.edu/academics/study-abroad/>

#### *Video*

BridgewaterCollege. (2021, June 11). *Connected learning. Connected lives*. [Video]. YouTube. <https://www.youtube.com/watch?v=ecAH96rOmes>

#### **Movie**

Reiner, R. (Director). (1987). *The princess bride*. [Film]. Act III Communications.

*Note: This resource is based on the 7th edition of the APA Publication Manual.*

**Additional Resources on APA Citations:**

- [APA Style: Style and Grammar Guidelines](#)
- [BC FLC: Citing With APA Style](#)
- [Excelsior Online Writing Lab: APA Style](#)
- [Mendeley: APA Format Citation Guide](#)
- [Purdue OWL: APA Student Sample Paper](#)
- [Purdue OWL: APA Style Workshop](#)

## ASA

The American Sociological Association (ASA) citation style uses in-text citations and a references list.

### In-Text Citations

When available, use the author's name (or authors' names) and the year of publication. Include page numbers when quoting or paraphrasing specific information. If you use the author's name in the sentence, then omit that information from the in-text citation.

*Example:* "We're under siege here," Jack argues (Boyle 1996:146).

*Example:* Greene and Morgan (2009) argue in favor of the relevance of Atlantic History.

For works by three authors, use all the authors' names in the first in-text citation; in the subsequent in-text citations, use the first author's name followed by "et al." For works by four or more authors, use only the first author's name followed by "et al." throughout.

*Example:* Further research is needed about the relationship between sleep and stress (Campbell et al. 2018:680).

For quotations longer than 40 words, use block quote format. Start the quotation as a new, single-spaced paragraph, with the whole quote indented ½ inch. Do not indent the first line. Remove quotation marks and place the in-text citation after the end punctuation.

Campbell et al. (2018) conclude:

These findings suggest that university students should be helped to recognize need frustrating experiences and taught skills to minimize their impact by, for example, adopting a more mindful approach or, alternatively, students should be encouraged to pay attention to their sleep hygiene during exam periods, given that lowered need satisfaction may also stem from poor sleep. (680)

### References Page

Title the references list "References." This page should be double-spaced with a ½ inch hanging indent (indent the second and following lines). References should be listed in alphabetical order.

Write out the names of all authors.

**Book**

Boyle, T. Coraghessan. 1996. *The Tortilla Curtain*. New York: Penguin Books.

*Book: Two Authors*

Greene, Jack P., and Philip D. Morgan. 2009. *Atlantic History: A Critical Appraisal*. New York: Oxford University Press.

**Journal Article**

McCann, Charles J. 1964. "Setting and Character in *Pride and Prejudice*." *Nineteenth-Century Fiction* 19(1):65–75. doi.org/10.2307/2932788.

*Journal Article: Three or More Authors*

Campbell, Rachel, Bart Soenens, Wim Beyers, and Maarten Vansteenkiste. 2018. "University Students' Sleep During an Exam Period: The Role of Basic Psychological Needs and Stress." *Motivation & Emotion*, 42(5):671–81. doi:10.1007/s11031-018-9699-x.

**Electronic Sources***News Source*

Anthes, Emily. 2021. "How to Map a Fly Brain in 20 Million Easy Steps." *The New York Times*, October 26.  
<https://www.nytimes.com/2021/10/26/science/drosophila-fly-brain-connectome.html?action=click&module=Well&pgtype=Homepage&section=Science>.

*Webpage*

G., Brian. 2021. "College Apartment and Dorm Room Essentials Checklist." *Lowe's Home Improvement*. July 27, 2021,  
<https://www.lowes.com/n/buying-guide/college-apartment-and-dorm-room-essentials-checklist>

*Webpage: Author Same as Site Name, No Date*

Bridgewater College. n.d. "Study Abroad." Accessed October 24, 2021.  
<https://www.bridgewater.edu/academics/study-abroad/>.

*Video*

BridgewaterCollege. 2021. "Connected Learning. Connected Lives." Posted June 11. Video, 3:18.  
<https://www.youtube.com/watch?v=ecAH96rOmes>.

**Movie**

Reiner, Rob. 1987. *The Princess Bride*. [DVD] Culver City: Act III Communications.

*Note: This resource is based on the 6th edition of the American Sociological Association Style Guide.*

**Additional Resources on ASA Citations:**

- [California State University: Introduction to ASA](#)
- [Georgia Southern University: Citing Sources: ASA](#)
- [University of Connecticut Library: ASA Citations](#)



## Chicago/Turabian

The Chicago citation style is based on *The Chicago Manual of Style*. Turabian refers to *A Manual for Writers of Research Papers, Theses, and Dissertations*, a simplified guide to Chicago. The citation styles for the two are the same.

Chicago/Turabian has two types of citations. *Notes and bibliography* is common in the humanities, while *author-date* is most often used for the sciences and social sciences.

### Notes and Bibliography

This system uses numbered footnotes in the text and a bibliography page.

When citing a source, insert a footnote (a superscript number in the text that corresponds to a note at the bottom of the page). The first time a source is cited, use the full-length version of the note in the footnotes. Every time after that, use the shortened version of the note. Each source also has a separate citation format that goes in the bibliography.

*Example:* “We’re under siege here,” Jack said.<sup>1</sup>

*Example:* Greene and Morgan<sup>2</sup> argue in favor of the relevance of Atlantic History.

For works by four to ten authors, write out every name in the bibliography, but only list the first author’s name followed by “et al.” in the notes.

*Example:* Further research is needed about the relationship between sleep and stress, according to Campbell et al.<sup>3</sup>

For quotations of five or more lines, use block quote format. Start the quotation as a new, double-spaced paragraph, with the whole quote indented ½ inch. Do not indent the first line. Remove quotation marks and place the footnote after the end punctuation or after the author’s name.

*Example:*

Campbell et al.<sup>3</sup> conclude:

These findings suggest that university students should be helped to recognize need frustrating experiences and taught skills to minimize their impact by, for

example, adopting a more mindful approach or, alternatively, students should be encouraged to pay attention to their sleep hygiene during exam periods, given that lowered need satisfaction may also stem from poor sleep.

For the bibliography page, center the title “Bibliography.” Single space the citations with an extra space between each one. Citations should be alphabetized and should be left-justified with a half-inch hanging indent (indent the second and following lines). ([Example](#))

For multiple works by the same author(s), arrange references by year.

### **Book**

#### *Notes:*

1. T. Coraghessan Boyle, *The Tortilla Curtain* (New York: Penguin Books, 1996), 146.
2. Jack P. Greene and Philip D. Morgan, *Atlantic History: A Critical Appraisal* (New York: Oxford University Press, 2009), 29–30.

#### *Shortened Notes:*

3. Boyle, *Tortilla Curtain*, 146.
4. Greene and Morgan, *Atlantic History*, 29–30.

#### *Bibliography Entries (alphabetical):*

Boyle, T. Coraghessan. *The Tortilla Curtain*. New York: Penguin Books, 1996.

Greene, Jack P., and Philip D. Morgan. *Atlantic History: A Critical Appraisal*. New York: Oxford University Press, 2009.

### **Journal Article**

#### *Notes:*

1. Charles J. McCann, “Setting and Character in *Pride and Prejudice*,” *Nineteenth-Century Fiction* 19, no. 1 (June 1964): 68, <https://doi.org/10.2307/2932788>.
2. Rachel Campbell et al., “University Students’ Sleep During an Exam Period: The Role of Basic Psychological Needs and Stress,” *Motivation & Emotion* 42, no. 5 (October 2018): 679, <https://doi:10.1007/s11031-018-9699-x>.

#### *Shortened Notes:*

3. McCann, “Setting and Character,” 68.
4. Campbell et al., “University Students’ Sleep,” 679.

*Bibliography Entries:*

- Campbell, Rachel, Bart Soenens, Wim Beyers, and Maarten Vansteenkiste. "University Students' Sleep During an Exam Period: The Role of Basic Psychological Needs and Stress." *Motivation & Emotion* 42, no. 5 (October 2018): 671–81, <https://doi:10.1007/s11031-018-9699-x>.
- McCann, Charles J., "Setting and Character in *Pride and Prejudice*." *Nineteenth-Century Fiction* 19, no. 1 (June 1964): 65–75, <https://doi.org/10.2307/2932788>.

**Electronic Sources***Notes:*

1. Emily Anthes, "How to Map a Fly Brain in 20 Million Easy Steps," *The New York Times*, updated October 27, 2021, <https://www.nytimes.com/2021/10/26/science/drosophila-fly-brain-connectome.html?action=click&module=Well&pgtype=Homepage&section=Science>.
2. Brian G., "College Apartment and Dorm Room Essentials Checklist," Lowe's Home Improvement, published July 27, 2021. <https://www.lowes.com/n/buying-guide/college-apartment-and-dorm-room-essentials-checklist>.
3. "Study Abroad," Bridgewater College, accessed October 24, 2021, <https://www.bridgewater.edu/academics/study-abroad/>.

*Shortened Notes:*

4. Anthes, "How to Map a Fly Brain."
5. G., "College Apartment and Dorm Room Essentials Checklist."
6. "Study Abroad."

*Bibliography Entries:*

- Anthes, Emily. "How to Map a Fly Brain in 20 Million Easy Steps." *The New York Times*. Updated October 27, 2021. <https://www.nytimes.com/2021/10/26/science/drosophila-fly-brain-connectome.html?action=click&module=Well&pgtype=Homepage&section=Science>.
- Bridgewater College. "Study Abroad." Accessed October 24, 2021. <https://www.bridgewater.edu/academics/study-abroad/>.
- G., Brian. "College Apartment and Dorm Room Essentials Checklist." Lowe's Home Improvement. Published July 27, 2021. <https://www.lowes.com/n/buying-guide/college-apartment-and-dorm-room-essentials-checklist>.

### **Video**

#### *Notes:*

1. BridgewaterCollege, "Connected Learning. Connected Lives," YouTube, June 11, 2021, video, 3:18, <https://www.youtube.com/watch?v=ecAH96rOmes>.

#### *Shortened Notes:*

2. BridgewaterCollege, "Connected Learning. Connected Lives."

#### *Bibliography Entries:*

BridgewaterCollege. "Connected Learning. Connected Lives." YouTube. June 11, 2021. Video, 3:18. <https://www.youtube.com/watch?v=ecAH96rOmes>.

### **Movie**

#### *Notes:*

1. *The Princess Bride*, directed by Rob Reiner (Culver City, CA: Act III Communications, 1987), DVD.

#### *Shortened Notes:*

2. Reiner, *The Princess Bride*.

#### *Bibliography Entries:*

Reiner, Rob, dir. *The Princess Bride*. Culver City, CA: Act III Communications, 1987. DVD.

### **Author-Date**

This system uses in-text parenthetical citations and a reference list.

When available, use the author's name (or authors' names) and the year of publication. Include page numbers when quoting or paraphrasing specific information. If you use the author's name in the sentence, then omit that information from the in-text citation.

For works by four to ten authors, write out every name in the references page, but only list the first author's name followed by "et al." in the text.

For quotations of five or more lines, use block quote format (see more under Notes and Bibliography). Insert an in-text citation after the end punctuation.

For the references page, center the title “References.” Single space the citations with an extra space between each one. Citations should be alphabetized and should be left-justified with a half-inch hanging indent (indent the second and following lines). ([Example](#))

For multiple works by the same author(s), arrange references by year.

### **Book**

#### *In-Text Citations:*

(Boyle 1996, 146)

(Greene and Morgan 2009, 29–30)

#### *Reference List Entries:*

Boyle, T. Coraghessan. 1996. *The Tortilla Curtain*. New York: Penguin Books.

Greene, Jack P., and Philip D. Morgan. 2009. *Atlantic History: A Critical Appraisal*. New York: Oxford University Press.

### **Journal Article**

#### *In-Text Citations:*

(McCann 1964, 68)

(Campbell et al. 2018, 679)

#### *Reference List Entries:*

Campbell, Rachel, Bart Soenens, Wim Beyers, and Maarten Vansteenkiste. 2018. “University Students’ Sleep During an Exam Period: The Role of Basic Psychological Needs and Stress.” *Motivation & Emotion* 42, no. 5 (October): 671–81, <https://doi.org/10.1007/s11031-018-9699-x>.

McCann, Charles J. 1964. “Setting and Character in *Pride and Prejudice*.” *Nineteenth-Century Fiction* 19, no. 1 (June): 65–75, <https://doi.org/10.2307/2932788>.

### **Webpage**

#### *In-Text Citations:*

(Anthes 2021)

(Bridgewater College n.d.)

(G. 2021)

#### *Reference List Entries:*

Anthes, Emily. 2021. “How to Map a Fly Brain in 20 Million Easy Steps.” *The New York Times*. Updated October 27, 2021.

<https://www.nytimes.com/2021/10/26/science/drosophila-fly-brain-connectome.html?action=click&module=Well&pgtype=Homepage&section=Science>.

Bridgewater College. n.d. "Study Abroad." Accessed October 24, 2021.

<https://www.bridgewater.edu/academics/study-abroad/>.

G. Brian. 2021. "College Apartment and Dorm Room Essentials Checklist." Lowe's Home Improvement. Published July 27, 2021.

<https://www.lowes.com/n/buying-guide/college-apartment-and-dorm-room-essentials-checklist>.

### **Video**

*In-Text Citations:*

(BridgewaterCollege 2021)

*Reference List Entries:*

BridgewaterCollege. 2021. "Connected Learning. Connected Lives." YouTube video, 3:18.

<https://www.youtube.com/watch?v=ecAH96rOmes>.

### **Movie**

*In-Text Citations:*

(Reiner 2007)

*Reference List Entries:*

Reiner, Rob, director. 1987. *The Princess Bride*. 20th Century Fox, 2007. DVD.

*Note: This resource is based on the 17th edition of the Chicago Manual of Style.*

### **Additional Resources on Chicago Citations:**

- [Purdue OWL: Chicago Author Date Sample Paper](#)
- [Purdue OWL: Chicago Notes and Bibliography Sample Paper](#)
- [Purdue OWL: CMOS Style Workshop](#)
- [The Chicago Manual of Style Online: Chicago-Style Citation Quick Guide](#)

## MLA

The Modern Language Association (MLA) citation style is often used for language arts and other disciplines in the humanities. MLA uses in-text citations and a Works Cited page with full-length citations.

### In-Text Citations

When available, use the author's name (or authors' names) and the page number to create an in-text citation. If you use the author's name when introducing a quote or when paraphrasing or summarizing information, then omit the name in the in-text citation.

*Example:* "We're under siege here," Jack argues (Boyle 146).

*Example:* Greene and Morgan argue in favor of the relevance of Atlantic History (45).

For works by three or more authors, list the first author's name and then "et al."

*Example:* Further research is needed about the relationship between sleep and stress (Campbell et al. 680).

For sources with no known author, use a shortened version of the title of the source and the page number, if available. Shorter sources, such as a single article or chapter published in a larger work, should be placed in quotation marks. Longer sources, such as books or movies, should be italicized.

*Example:* Bridgewater College offers opportunities to study abroad in 50 countries ("Study Abroad").

For quotations longer than four lines (or three lines of verse), use block quote format. Start the quotation as a new, double-spaced paragraph, with the whole quote indented ½ inch. Do not indent the first line. Remove quotation marks and place the in-text citation after the end punctuation.

*Example:*

Campbell et al. conclude:

These findings suggest that university students should be helped to recognize need frustrating experiences and taught skills to minimize their impact by, for example, adopting a more mindful approach or, alternatively, students should be encouraged to pay attention to their sleep hygiene during exam periods, given that lowered need satisfaction may also stem from poor sleep. (680)

## Works Cited Page

Title your bibliography page “Works Cited.” Like the rest of the paper, the Works Cited page should be double-spaced. The title should be centered, and the citations should be left-justified with a half-inch hanging indent (indent the second and following lines). Citations should be alphabetized. ([Example](#))

Depending on the type of source, most citations will include the following information in this order: *Author, Title, Container, Publisher, Date Published, Date Accessed, and URL*. If a piece of information is unknown, omit it from the citation.

Examples of common citation types:

### **Book**

Boyle, T. Coraghessan. *The Tortilla Curtain*. Penguin Books, 1996.

### *Book: Two Authors*

Greene, Jack P., and Philip D. Morgan. *Atlantic History: A Critical Appraisal*. New York, Oxford University Press, 2009.

### **Journal Article**

McCann, Charles J. “Setting and Character in *Pride and Prejudice*.” *Nineteenth-Century Fiction*, vol. 19, no. 1, June 1964, pp. 65–75. *JSTOR*, <https://doi.org/10.2307/2932788>. Accessed 27 Oct. 2021.

### *Journal Article: Three or More Authors*

Campbell, Rachel, et al. “University Students’ Sleep During an Exam Period: The Role of Basic Psychological Needs and Stress.” *Motivation & Emotion*, vol. 42, no. 5, Oct. 2018, pp. 671–681. *EBSCOhost*, doi:10.1007/s11031-018-9699-x. Accessed 27 Oct. 2021.



**Electronic Sources**

*News Source*

Anthes, Emily. "How to Map a Fly Brain in 20 Million Easy Steps." *The New York Times*, 26 Oct. 2021, <https://www.nytimes.com/2021/10/26/science/drosophila-fly-brain-connectome.html?action=click&module=Well&pgtype=Homepage&section=Science>. Accessed 27 Oct. 2021.

*Webpage*

G., Brian. "College Apartment and Dorm Room Essentials Checklist." *Lowe's Home Improvement*, 27 July 2021. <https://www.lowes.com/n/buying-guide/college-apartment-and-dorm-room-essentials-checklist>. Accessed 22 Nov. 2021.

*Webpage: No Author, No Date*

"Study Abroad." *Bridgewater College*, <https://www.bridgewater.edu/academics/study-abroad/>. Accessed 24 Oct. 2021.

*Video*

"Connected Learning. Connected Lives." *YouTube*, uploaded by BridgewaterCollege, 11 June 2021, <https://www.youtube.com/watch?v=ecAH96rOmes>.

**Movie**

*The Princess Bride*. Directed by Rob Reiner, Act III Communications, 1987.

*Note: This resource is based on the 9th edition of the MLA Handbook.*

**Additional Resources on MLA Citations:**

- [BC FLC: Citing With MLA Style](#)
- [Excelsior Online Writing Lab: MLA Style](#)
- [MLA Style Center: Citations by Format](#)
- [Purdue OWL: MLA Overview and Workshop](#)
- [Purdue OWL: MLA Sample Paper](#)

