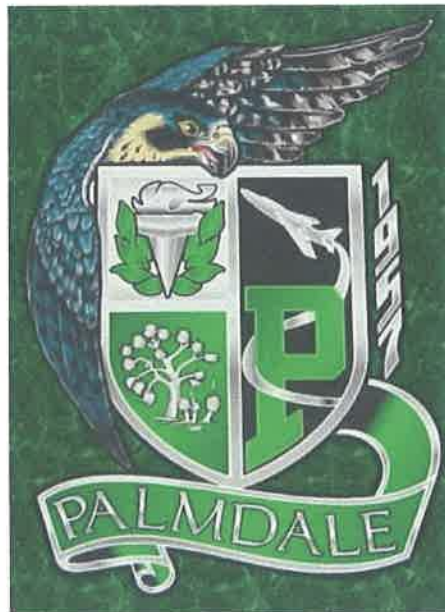


Palmdale High School
English Department
Advanced Placement
And
Honors



Writing
Handbook

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Fatal Writing Flaws

****Note to all classes:** You must write your essays in MLA format. Also, make sure to address all parts of the thesis.

Freshmen

- **Use homonyms correctly**

For example:

- a lot and allot (also, remember that a lot is two words)
- to, too and two
- your and you're
- their, there, and they're

- **Use correct capitalization and end punctuation**

- **Eliminate contractions in formal writing**

- For example, use do not instead of don't.

- **Essay must have a thesis statement**

Sophomores- The above plus. . .

- **Use apostrophes correctly.**

- Mary's book not Marys book.

- **Eliminate second person**

- **Correct use of italics/underlining and quotations with titles.**

Juniors- The above plus. . .

- **Eliminate run-on sentences through the use of proper punctuation and transitions.**

Seniors The above plus. . .

- **Reduce the frequent use of "be" verb (passive voice)**

For Example:

- is, was, were, be, being, been, am, are (including contractions using these words).

- **Eliminate the use of first person**

(First person is only appropriate in the autobiography and business letter).

MLA Made Simple

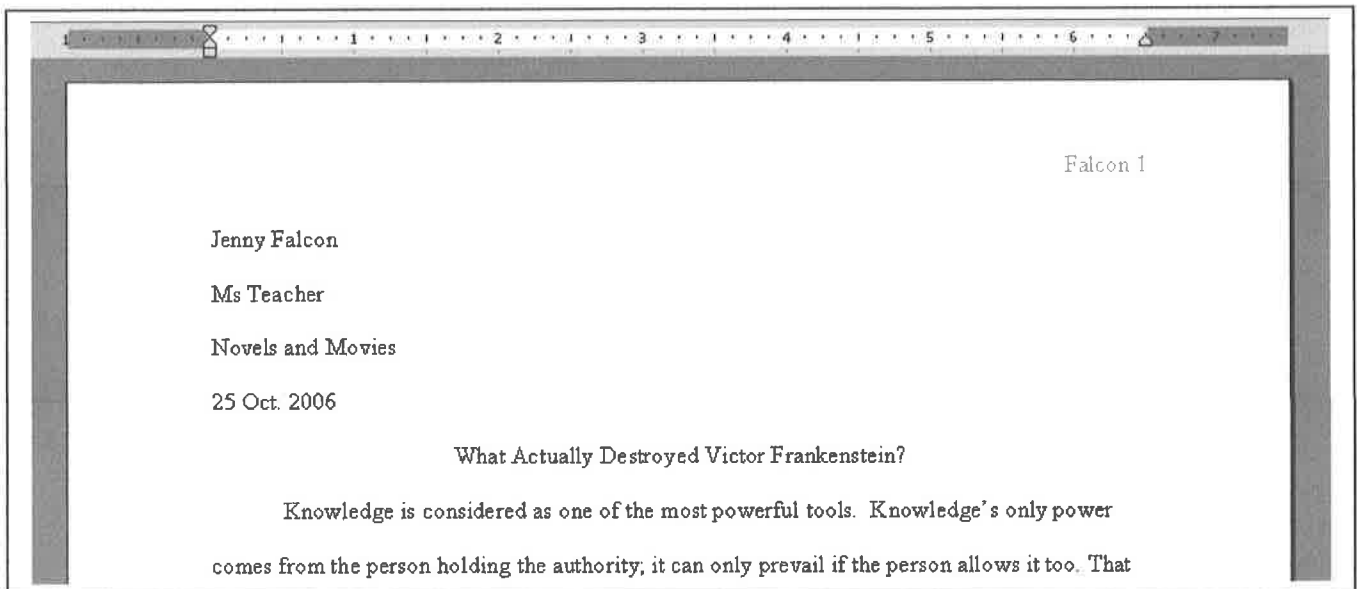
MLA is the overarching guidelines for the format of all humanities papers. It is the format adopted by AVHSD for *all* school papers.

Basic Rules

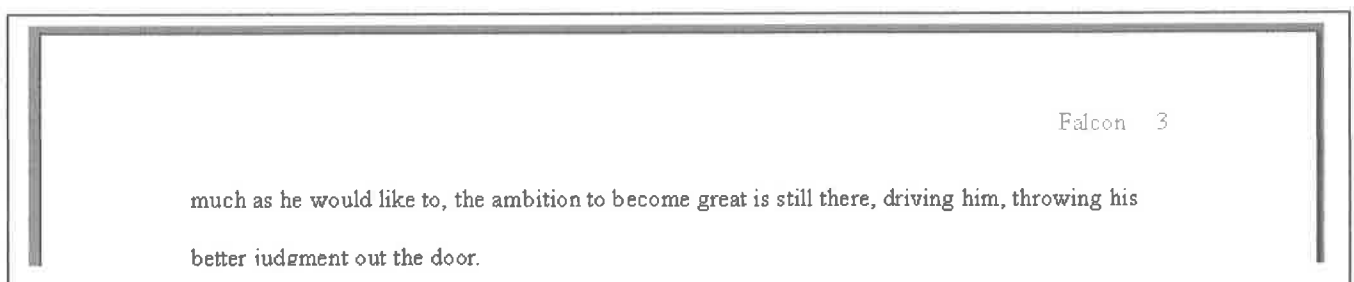
- All margins are one inch (top, bottom, right, left) –Word occasionally defaults to 1.25”, you must change it.
- All papers are double spaced, in Times New Roman Font (or similar Sans Serif Font), size 12
- Numbers zero through ninety-nine must be written out.
- There are *no* title pages.

Header

- Heading is the first four lines of the left-hand side → YMCA
 - Your (student) Name
 - My Teacher’s Name
 - Class Name (English 10, Biology)
 - Assignment Date (DD MMM YYYY)
 - The title is on the fifth line centered, without any markings (no italics or quote marks) unless student is using the title of a published text in the title.
- Example of proper layout including header and title:



- Last name of student and page # should be in the upper right-hand corner of the paper on every page (this includes the Works Cited pages).



How to Indicate Works/Sources

- Whole works (books, magazines, CDs, movies, web pages) are italicized (underlining is no longer acceptable)

Titanic *The Great Gatsby* *Time Magazine*
- Part works/small works – works that are a part of something larger (chapters, songs, poems, short stories, articles, episodes)

“The Gene Controversy” “Those Winter Sundays” “Ms. Jackson”

In-Text Citation

- Quotes inside the paper must be cited in-text also called parenthetically – in parenthesis – directly after the quote.
 - o Punctuation (unless directly from quote) goes AFTER the citation.

longer stories, having only been formed in 1951. However, they “would offer authors quality hardback and mass market paperback editions from the same publishing house—in fact, printed from the same plates” (Eller 170). This efficiency meant greater royalties and fewer mistakes and was of great interest to Bradbury and his agent, Don Congdon. *Fahrenheit 451* was initially

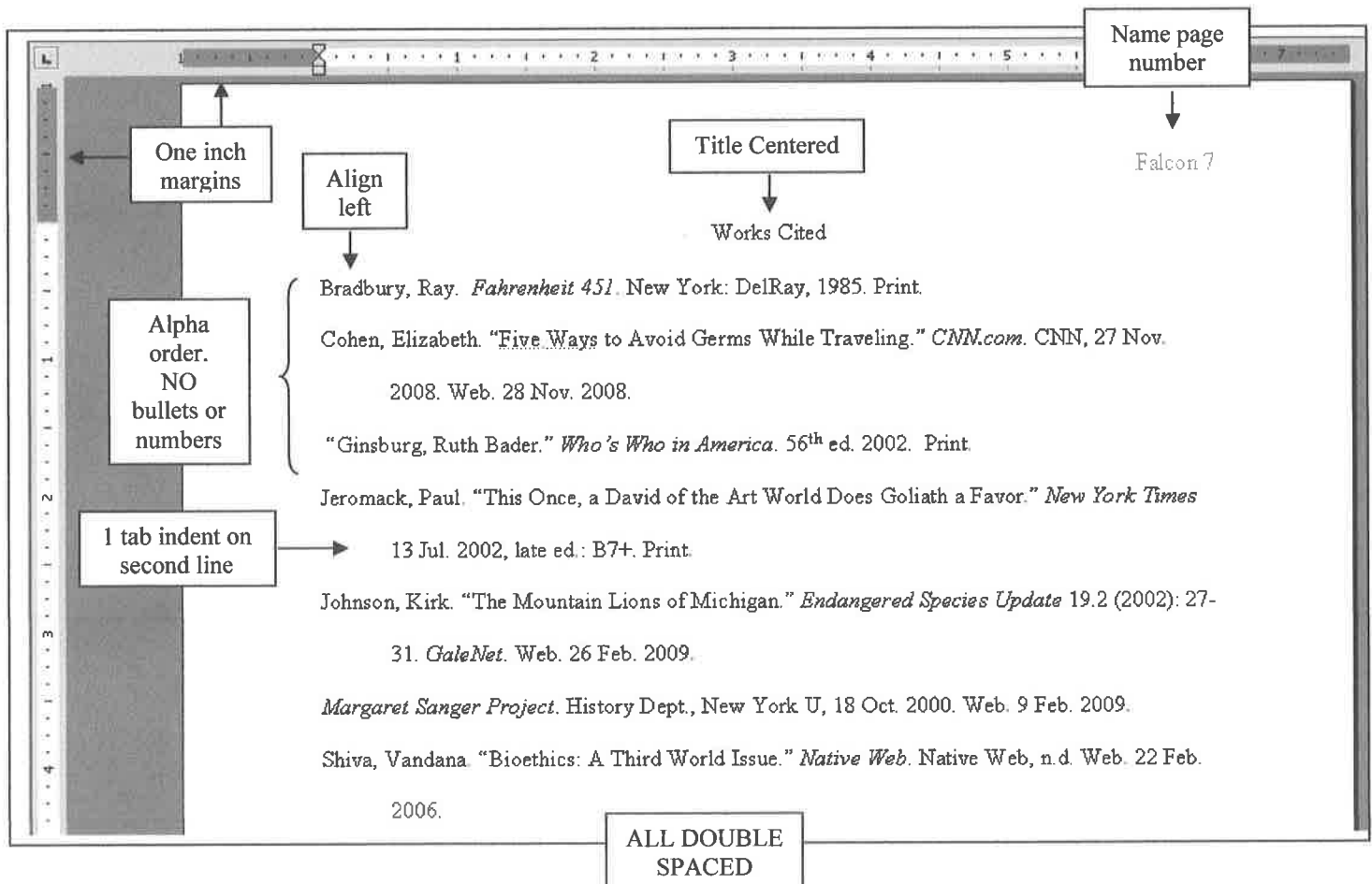
- Use the **first part of the entry** on the Work Cited page in the parenthesis at the end of the quote.
- Use the following **in-text format** for the different types of works:
 - print & e-print articles and books: (last name #)
 - When you have multiple sources from same author: (last name, “article title” #) ← if multiple books, the same format but book title instead.
 - Web: (*Page Name*) ←NOT url/address
 - Personal Interview: (last name)
- If you mention the author in the sentence before quoting, then all that is required in the parenthesis is the page number where applicable.

In 1986, David Mogen wrote a biography of Bradbury that did garner some attention. Mogen’s *Ray Bradbury* was hailed by the *School Library Journal* in May 1987 as “A book that will be valuable as research and resource work” (123). Yet the only people who seemed to be paying attention to the work were organizations focused on schools, though the book was not

- If paraphrasing/summarizing information the text/source must be parenthetically cited at the end of the paragraph. You are using someone else’s idea, therefore it MUST be cited or it is plagiarism.
- Your commentary must then follow the paraphrase, like any quote the statement must be explained and upon by *you*.

Works Cited Page (formally the Bibliography)

- Title of page is Works Cited (if multiple sources), no bold, quote marks, italics or underlining.
- Sources should only be works you **actually used** in the paper.
- Entries are listed in **alphabetical order** by the first **word** in the citation.
- There are no bullets, numbers or letters.**
- The title of the page is Works Cited, with no quote marks, underlining, italicizing or bolding.
- The title is centered, the page is double spaced.
- If an entry goes beyond one line, all other lines of that entry are indented one tab in a “reverse indentation.” See above.
 - You may have to “trick” the computer into reverse indentation:
 - At the end of the first line of the citation, hit “enter”
 - The second (and additional) line(s) will one tab, leaving the first line properly at the left side.



Format for Work Cited Entries

Basics (some things have changed)

- The page is **double spaced**.
- **Italics are now used everywhere**, no underlining at all.
- Every entry has a **medium of publication designation placed at the end** of the citation, such as: Print, Web, Radio, Television, CD, Audiocassette, Film, Videocassette, DVD, Performance, Lecture, and PDF file.
- Online sources **do not require a URL** or the location of the database (library name etc).

Book

Last name, first name. *Title of Book*. Place (city only): Publisher (name only), Year. Print.

Example:

Bradbury, Ray. *Fahrenheit 451*. New York: DelRay, 1985. Print.

Book With Two or More Authors

Last name, first name, and First name last name. *Title of Book*. Place (city only): Publisher (name only), Year. Print.

Example:

Eggs, Suzanne, and Diana Slade. *Casual Conversation*. London: Cassell, 1997. Print.

Article in a Reference Book (encyclopedia, dictionary etc.)

"Name of article." *Name of Reference Book*. Edition. Year. Print.

Example:

"Ginsburg, Ruth Bader." *Who's Who in America*. 56th ed. 2002. Print.

Article in a Magazine (omit articles in the masthead; notice no period after paper title)

Last, First. "Article." *Magazine* DD MMM. YYYY: pages. Print.

Example:

Mehta, Pratap Bhanu. "Exploding Myths." *New Republic* 6 Jun. 1998: 17-19. Print.

Article in a Newspaper (omit articles in the masthead; notice no period after paper title)

Last, first. "Article." *Name of paper* DD MMM. YYYY, edition: Page. Print.

Example:

Jeromack, Paul. "This Once, a David of the Art World Does Goliath a Favor." *New York Times*

13 Jul. 2002, late ed.: B7+. Print.

Personal (Telephone, email) Interviews

Last, first. Personal Interview. DD MMM. YYYY.

Example:

Macon, Nan. Personal Interview. 17 Oct. 2005.

Web Site

Web page name (title of particular page). Sponsor, Publisher, DD MMM. YYYY (published or updated). Web. DD MMM. YYYY (you accessed/ found it).

Example:

Margaret Sanger Project. History Dept., New York U, 18 Oct. 2000. Web. 9 Feb. 2009.

Online Periodical (article) –not all domain names include the .com/.org etc ending.

Last, first. "Article Name." *Name of website*. Publisher, DD MMM YYYY (published or updated). Web. DD MMM. YYYY (you accessed it).

Example:

Cohen, Elizabeth. "Five Ways to Avoid Germs While Traveling." *CNN.com*. CNN, 27 Nov.

2008. Web. 28 Nov. 2008.

Online Database Article

- Same as the original text format, then provide the database name in italics, list as web and give the date of access.

Example:

Johnson, Kirk. "The Mountain Lions of Michigan." *Endangered Species Update* 19.2 (2002): 27-

31. *GaleNet*. Web. 26 Feb. 2009.

Abbreviations

Use if information is unavailable, especially for online sources:

- n.p. → if no publisher or sponsor
- n.d. → if there is no date of publication or update
- n.pag. → if there are no page numbers available for an online journal or article from a database

Example:

Shiva, Vandana. "Bioethics: A Third World Issue." *Native Web*. Native Web, n.d. Web. 22 Feb.

2006.

□ **A Film or Video Recording**

Name of Film. Dir. first and last name of director(s). Perf. First and last name of main actor, first and last name of main actor, and first and last name of main actor. Distributor, YYYY. Format.

Example:

Elizabeth. Dir. Shekhar Kapur. Perf. Cate Blanchett, Geoffrey Rush, Christopher Eccleston, Joseph Fiennes, John Gielgud, and Richard Attenborough. Universal, 1998. DVD.

- You must include the abbreviations “Dir.” for director and “Perf.” for performers before those names.
- Adjust the number of actors included based on the individual film, some will have more actors that need to be listed, others will have fewer – which actors to include can usually be determined by who’s name appears before the title of the film on screen. List the actors in that order, not alphabetically.
- Format means the format in which you viewed it: DVD, VHS, Streaming

□ **Youtube**

Editor, author, or compiler name (if available). "Posting Title." *Name of Site*. Version number (if indicated). Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation/posting (if available). Web. DD MMM YYYY (Date of access).

Example:

Boise State Foundation. "Boise State University Honors College." *YouTube*. n.p. 09 Feb. 2009. Web. 16 Dec. 2009.

□ **A Lecture, a Speech, or an Address (Class Notes)**

Last name, First name of speaker. “Title of Oral Presentation.” Meeting Name. Sponsoring Organization. Location. DD MMM. YYYY.

- If the presentation has no title, use an appropriate descriptive label, do not italicize or use quote marks.

Example:

Falcon, Jannette. “Fundamentals of Chemistry.” AP Chemistry. Palmdale High School. Palmdale, CA. 13 Sep. 2013.

Revision Checklist

Choose at **least five** of the following revisions to do on every rough draft. Your final draft should include obvious changes from your rough draft.

Checklist	Examples
<i>For Fiction</i>	<i>For Non-Fiction</i>
<p>1. Rewrite your grabber (Introduction)</p> <ul style="list-style-type: none"> - Start with a description of the setting using sensory details. - Start with a character in action. - Start with a character's thoughts or a description of the character. - Start with a conversation between characters. <p>2. Rewrite your clincher (conclusion)</p> <p>(Start with a "concluding" word.)</p> <ul style="list-style-type: none"> - Conclude with a final description of a setting. - Conclude with the character's thoughts - Conclude with the character in action. - Conclude with a final conversation between characters. - "Frame" your essay; conclude by tying back into your introduction in some way. 	<ul style="list-style-type: none"> - Start with a story - Start with an example - Start with a question - Start with a definition - Start with a startling fact - Start with a well-written summary - Start with a quotation - Conclude with a thought-provoking question. - Conclude with a call to action. - Conclude with a thoughtful synthesis of what you've written. (Explain what it all means when seen as a whole.) - Conclude with an appropriate quote. - Conclude with an evaluation (your opinion on quality).
Checklist for Fiction Continued	
<p>3. Add color description</p> <ul style="list-style-type: none"> - Avoid common names of colors (like red, yellow, and blue), but don't overdo it with your thesaurus (beryl, cyanic, pavonine-which are all blue, by the way!) 	<p><i>"The iron-gray clouds promised to flood us with rain by mid-afternoon."</i></p>
<p>4. Use specific nouns</p> <ul style="list-style-type: none"> - Not <i>car</i>, but <i>Porsche</i>; not <i>store</i>, but <i>Walmart</i>; not <i>dog</i>, but <i>St. Bernard</i>; not <i>street</i>, but <i>Palmdale Blvd</i>; not <i>girl</i>, but <i>Jessica</i>. 	<p><i>"Rainey chased her mother's Honda Accord all the way down First Street."</i></p>
<p>5. Use specific, action verbs</p> <ul style="list-style-type: none"> - Not <i>walk</i>, but <i>saunter</i>; not <i>run</i>, but <i>sprint</i>; not <i>talk</i>, but <i>chatter</i>, not <i>see</i>, but <i>glimpse</i>. 	<p><i>"John shuddered and cringed from the heat."</i></p>
<p>6. Add "sound" detail, but avoid using the words <i>hear</i> or <i>sound</i>.</p>	<p><i>"The Christmas paper shuddered and crinkled beneath the toddler's excited feet."</i></p>

Checklist	Examples
7. Add “smell” details , but avoid using the word <i>smell</i> .	“The scent of cinnamon and oranges floated from the kitchen into our warm dining room.”
8. Add “touch” details , but avoid using the words <i>feel</i> or <i>touch</i> .	The burlap bag rubbed against my bare leg like sandpaper as we waited to start the three-legged race.”
9. Add unique and creative figurative language . - Similes - Metaphors - Personification	- Butterflies stream toward flowers like dead leaves in the wind.” (simile) - “Her voice was a soft song lulling me to sleep.” (metaphor) - “The tiny flowers in the window box whispered me awake.” (personification)
10. Add complex sentences - Begin with a subordinating conjunction, or include a subordinating conjunction within the sentence. - Make sure sentence has two parts. - Punctuate correctly.	“ <i>Even though</i> Jack seemed calm, his head filled with anxious thoughts.” “Jack’s head filled with anxious thoughts, <i>though</i> he tried to act calm.”
11. Vary sentence length . Include short sentences (1-5 words), average sentences (6-15 words), and long sentences (16+ words).	“I was terrified. Dusty cobwebs floated across my skin as I hurried to leave the old house. The tiny sliver of light where the front door opened into warm sunlight seemed a million miles away.”
12. Vary sentence beginnings . Don’t start two sentences in a paragraph with the same word or letter unless you are purposely using repetition. (Challenge: Start every sentence in your essay with a different word.)	
13. Avoid linking verbs : am, is, are, was, were, be, being, been. <i>You will usually have to reword or rearrange the sentence in order to use an action verb.</i> SHOW, DON’T TELL!	Dull: - “She was angry.” Exciting: - “She <i>threw</i> her books across the room and <i>slammed</i> the door as she <i>stormed</i> out of the room.”
14. Make sure you have used a LOGICAL form of ORGANIZATION . - Grabber (introduction) - 3-4 Paragraphs of support - Clincher (Conclusion)	- Order of Importance (persuasive) - Spatial Order (descriptive) - Chronological Order (narrative, expository) - Comparison/Contrast (expository) - Other

Checklist	Examples
1. Use transition words to guide your reader through your essay. See the transition words and phrases handout for specific examples.	<i>First</i> , I did my homework. <i>Then</i> , I washed the dishes. <i>Finally</i> , I brushed my teeth and headed for bed.

REVISION CHECKLIST FOR CONTENT AND FORM

AUDIENCE AND PURPOSE

- What is the purpose of my essay?
- Who is my audience, and what are my audience's needs?
- How successful have I been in meeting the needs of audience and purpose?

TITLE

- How does my title draw in the reader? If not, why not?
- How is my title clear and appropriate for my audience? How so?

INTRODUCTION

- Does my introduction "hook" the reader and lead into the thesis? How so? If not, why not?

THESIS STATEMENT

- Does my thesis appear as the last sentence(s) of the introduction? Where is it?
- Does my thesis state the controlling idea of my essay? What is it?
- Will my thesis be clear to my audience? How is it clear? If not, what appears to be missing?
- Have I developed my thesis consistently throughout my essay? How so? If not, what could I do to change it?

BODY PARAGRAPHS

- Does each body paragraph contain a topic sentence and only one idea to be developed? If not, mark where I am off in the paragraph. If so, how so?
- Are my body paragraphs organized logically and effectively? How so? If not, what problematic about them?
- Does each paragraph contain enough specific and relevant details to develop the main idea of the paragraph? How so? If not, what am I missing?
- Do I avoid being redundant? How so? How are ideas fresh? If not, how am I redundant?
- Do I keep the ideas together? If so, how so? If not, what do I need for unity?

SENTENCES

- Are all sentences coherent? If so, how so? If not, write down some of the words from the cohesion chart to help me transition.
- Do I transition between sentences? If so, underline words that help me to do so. If not, write down words that could help me to do so.
- Is my sentence structure varied and interesting, or is it monotonous and dull? Highlight three sentences that could use some improving for complex sentence structure.

COHESION CHART

<p>ADDITION</p>	<p>EMPHASIZE AN IDEA</p>	<p>above all, certainly, especially, in fact, indeed, surely, most, importantly, naturally, equally important, of course</p>
<p>RESULT OR CAUSE</p>	<p>CONCEDE A POINT</p>	<p>granted, certainly, of course, no doubt, surely, naturally, although this may be true</p>
<p>RESTATEMENT</p>	<p>QUALIFY A POINT</p>	<p>perhaps, probably, for the most part, apparently, seemingly</p>
<p>SUMMARY OR CONCLUSION</p>	<p>DIRECTION & DISTANCE</p>	<p>inside/outside, along, above/below, up/down, across, to the right/left, in front of/behind, to the east, north, south, west, beyond, in the distance, away, here, there, further, on/off, beside, in the background, opposite to, next to, near, nearby, facing adjacent to, on the near/far side</p>
<p>OPPOSING VIEW OR CONTRAST</p>	<p>TIME & FREQUENCY</p>	<p>at the same time, currently, previously, immediately, often, suddenly, frequently, now and then, at that time, gradually, weekly/daily/hourly, by the minute/second/week etc., occasionally, rarely, during, briefly</p>
<p>EXAMPLE/ ILLUSTRATION</p>	<p>BEGINNING</p>	<p>before then, beginning with, at the beginning, at first, first, initially</p>
<p>EXAMPLE/ ILLUSTRATION</p>	<p>MIDDLE</p>	<p>meanwhile, in the meantime, simultaneously, next, then, now</p>
<p>EXAMPLE/ ILLUSTRATION</p>	<p>END</p>	<p>finally, at last, eventually, later, at the end</p>

WORDS

- Is my vocabulary appropriate for my topic, my audience, and my purpose? If so, how so? If not, what is wrong with the words I chose? What words could I use instead?
- Do I understand the meaning of the words I use? If so, explain how they link. If not, circle the words that are used incorrectly.
- Do I use the correct form of words? If not, circle the words I use inaccurately.
- Do I vary my word choice? If not, underline a few sentences that I might use higher-level vocabulary.

CONCLUSION

- Do I restate my thesis? If so, did I do directly (frowned upon)? Or did I do so indirectly and refreshingly?
- Do I bring the essay to a close in an interesting and relevant manner? If so, what about it is especially interesting? If not, star three sentences that seem boring or off-topic.

EDITING CHECKLIST

GRAMMAR

- Have I written complete sentences throughout the essay?
 - Do I avoid run-on sentences?
 - Do all my subjects and verbs agree?
 - Are my pronouns and their antecedents agree?
 - Do I avoid shifting voice?
 - Do I avoid sexist language and use gender-neutral language?
 - Do I keep a consistent verb tense throughout the essay?
 - Are my modifiers as close as possible to the words they modify?
- FANBOYS**=for, and, nor, but, or, yet, so

IDENTIFYING FRAGMENTS	CORRECTING FRAGMENTS	IDENTIFYING RUN-ONS	CORRECTING RUN-ONS
<p>Dependent Clause Fragments</p> <p>Because Steve is saving for college. Which can be quite expensive.</p> <p>Afterthought Fragment</p> <p>And will attend in the fall.</p> <p>-ing Fragment</p> <p>Finding his account empty.</p> <p>-to Fragment</p> <p>To go to college.</p>	<p>Drop the subordinate conjunction:</p> <p>Because Steve is saving for college.</p> <p>Add an independent clause:</p> <p>Because Steve is saving for college, he will attend the fall.</p> <p>Drop the relative pronoun:</p> <p>Which College is quite expensive.</p> <p>And Steve will attend in the fall.</p> <p>Steve is saving for college and will attend in the fall.</p> <p>Steve is saving for college, and he will attend in the fall.</p> <p>Finding Steve found his account empty. Finding his account empty, Steve decided to save money.</p> <p>Steve wanted to go to college. Steve started saving money to go to college.</p>	<p>Comma Splice</p> <p>Steve is saving for college, he will be attending in the fall.</p> <p>Fused Sentence</p> <p>Steve is saving for college he will be attending in the fall.</p>	<p>Add a period:</p> <p>Steve is saving for college. He will be attending in the fall.</p> <p>Add a subordinate conjunction:</p> <p>Since Steve is saving for college, he will be attending in the fall.</p> <p>Add a comma and a FANBOYS*:</p> <p>Steve is saving for college, and he will be attending in the fall.</p> <p>Add a semicolon and a conjunctive adverb:</p> <p>Steve is saving for college; therefore, he will be attending in the fall.</p>

PUNCTUATION

- Does each sentence contain end punctuation?
- Have I used commas correctly?
- Have I used semicolons, colons, and dashes effectively and correctly?

USE A COMMA	USE A SEMICOLON	USE A COLON	USE A DASH
<p>Before a coordinating conjunction, when it joins two independent clauses:</p> <p>We swam with the dolphins, and we fed the whales.</p> <p>After an introductory element:</p> <p>However, I enjoyed feeding the whales the most. Because I had taken photography, I got some great pictures.</p> <p>To set apart nonessential items:</p> <p>My mother, who is afraid of the water, refused to get into the ocean.</p> <p>To set apart conjunctive adverbs that are asides:</p> <p>This vacation, therefore, was the best my family has ever taken.</p> <p>To separate three or more items in a series:</p> <p>I saw seahorses, starfish, and even a stingray.</p> <p>To separate two or more adjectives of equal weight:</p> <p>The dry, soft sand felt wonderful on my skin.</p> <p>To separate a quote from the rest of a sentence:</p> <p>“I caught a fish,” I yelled.</p> <p>To separate digits in a number:</p>	<p>To join two independent clauses:</p> <p>Swimming is great exercise; it works out both the heart and lungs.</p> <p>Before a conjunctive adverb joining two independent clauses:</p> <p>Swimming is also enjoyable; therefore, many people continue to exercise.</p> <p>To separate items in a series already containing commas:</p> <p>At the beach, we saw many strange creatures; ate many strange foods; and explored the malls, the thrifts shops, and the antique stores.</p>	<p>To introduce a list, even of one:</p> <p>Hint: Do not use a colon after the words <i>such as</i> and <i>including</i>.</p> <p>The following items are useful at the beach: a towel, some sunscreen, and bottled water.</p> <p>At the beach, I noticed a most curious person: a man in a clown’s suit.</p>	<p>To add and set off information:</p> <p>My best adventure at the beach—meeting Alanis Morissette—was also my most memorable.</p> <p>She even agreed to sing my favorite song—“Hand in My Pocket.”</p>

USE A COMMA CONTINUED.....

I counted at least 10 schools of fish. With approximately 100 fish per school, that equals about 1,000 fish.

To separate parts of a geographical location:

Even though this vacation was wonderful, I was happy to get home to Bakersfield, California.

To separate parts of an address:

I was most happy when we arrived at our home at 127 Gardenwood Lane, Bakersfield, CA 90010.

To separate parts of a full date:

We got home the day before my birthday, which is August 18, 1989.

To set off a title when it appears after a name:

Because I was so sunburned, I spent my birthday with my personal physician, Marcus Welby, M.D.

MECHANICS

- Is the first word of each sentence capitalized?
- Are all proper nouns capitalized?
- Have I followed conventional rules for underlining, abbreviating, and using numbers?

WORDS

- Are all of my words spelled correctly?

Sentence Stems: Writing

*When phrases are separated by a “?” choose only one phrase to use.

<p>Openings/Introductions/Thesis</p> <ul style="list-style-type: none"> • The central issue in _____ is _____ • The development of _____ is a common/typical problem _____. • _____ and _____ are of particular interest and complexity _____. • For a long time, it has been the case that _____. • Most accounts/reports/publications state that _____. • According to (author’s last name), recent articles/ reports/studies seem to be _____. • One of the most controversial/important/interesting problems is _____. • The author’s purpose of this essay/paper/analysis is _____. 	<p>Citing Sources</p> <ul style="list-style-type: none"> • The author notes that _____. • It is believed that the author _____. • The author asserts that _____. • The author contends _____. 	<p>Disagreement with Author</p> <ul style="list-style-type: none"> • Some/Many disagree with (author’s last name) that _____. • As (author’s last name) states (somewhat) unclearly _____. • (author’s last name) does not support (author’s last name)’s argument/claim/conclusion about _____ that _____. • However, it remains unclear whether _____. • It would be of interest to learn more about _____. 	<p>Agreement with Author/Source</p> <ul style="list-style-type: none"> • As (author’s last name) appropriately points out _____. • (author’s last name) makes a valid point when s/he states _____. • (author’s last name)’s opinion that _____ further develops the point that _____. • _____ reveals the accuracy of the author’s claim. <p>Secondary Purpose</p> <ul style="list-style-type: none"> • In addition, it discusses _____. • Additionally, _____ is examined _____.
<p>Comparison</p> <ul style="list-style-type: none"> • Both _____ and _____ are similar in that _____. • _____ resembles _____. • Both _____ and _____ share some aspects of _____. • _____ shares similarities with _____ because _____. 	<p>Contrast</p> <ul style="list-style-type: none"> • _____ is not the case with _____. • _____ does not resemble _____. • _____ contrasts with _____ with respect to _____. • _____ differs from _____. 	<p>Recommendations</p> <ul style="list-style-type: none"> • One suggestion is/may be that _____. • _____ can be strongly recommended because _____. • Though one concedes that _____, it is maintained that _____. 	<p>Supporting Arguments, Claims, Conclusions, and Generalizations</p> <ul style="list-style-type: none"> • According to (author’s last name), _____. • As (author’s last name) claims _____. • _____ supports _____. • _____ demonstrates that _____. • _____ shows evidence that _____. • _____ illustrates _____.

When to Use: All writing assignments, warm ups, revising for sentence variety etc.

Sentence Stems: Writing

*When phrases are separated by a “/” choose only one phrase to use.

Introducing Quotations	Introducing Quotations	Assertions	Synthesizing and/or Integrating material from more than one source
<ul style="list-style-type: none"> • <u>(author's last name)</u> disagrees when he/she writes, “_____.” • <u>(author's last name)</u> complicates matters further when he/she writes, “_____.” • In the words of <u>(author's last name)</u>, “_____.” • As <u>(author's last name)</u> has noted, “_____.” • “_____,” writes <u>(author's last name)</u>, “_____.” • “_____,” claims <u>(author's last name)</u>. • <u>(author's last name)</u> offers a persuasive counterargument: “_____.” 	<ul style="list-style-type: none"> • <u>(author's last name)</u> states, “_____.” • As the <u>(professional title)</u> <u>(author's last name)</u> asserts, “_____.” • According to <u>(author's last name)</u>, “_____.” • <u>(author's last name)</u> writes, “_____.” • In his/her <u>(text title)</u>, <u>(author's last name)</u> maintains that “_____.” • Writing in the <u>(text title)</u>, <u>(author's last name)</u> complains that “_____.” • In <u>(author's last name)</u>'s view, “_____.” • <u>(author's last name)</u> agrees when he/she writes, “_____.” 	<ul style="list-style-type: none"> • <u>(author's last name)</u> insists that _____. • According to <u>(author's last name)</u>, _____. • This text, by <u>(author's last name)</u>, is focused upon _____. • In this editorial/ essay, the author argues that _____. • The principal claim that <u>(author's last name)</u> makes in this letter is that _____. • As <u>(author's last name)</u> notes _____. • One can argue, as <u>(author's last name)</u> does, that _____. 	<ul style="list-style-type: none"> • Until recently it has been assumed that _____. • However, new research indicates that _____. • Though <u>(author's last name)</u> points out that _____, <u>(author's last name)</u> argues that _____. • Although <u>(author's last name)</u> asserts that _____, <u>(author's last name)</u> argues that _____.

The listed verbs can be used to replace the italicized words in the above writing sentence starters.

Making a Claim	Expressing Agreement	Questioning or Disagreeing	Recommendations
<ul style="list-style-type: none"> argues asserts believes claims emphasizes insists observes reports suggests 	<ul style="list-style-type: none"> celebrates the fact that does not deny extols praises reaffirms supports verifies 	<ul style="list-style-type: none"> acknowledges adds admits agrees endorses grants 	<ul style="list-style-type: none"> advocates calls for demand encourages exhorts
<ul style="list-style-type: none"> comments confirms declares illustrates notes points out reasons thinks writes 	<ul style="list-style-type: none"> complains complicates contends contradicts denies deplors disavows questions refutes 	<ul style="list-style-type: none"> rejects renounces reputates disputes implies insists responds 	<ul style="list-style-type: none"> implores pleads recommends urges warns

When to Use: All writing assignments, warm ups, revising for sentence variety etc.

SURVIVAL GUIDE TO EMBEDDING TEXTUAL SUPPORT CORRECTLY

1. Select Relevant and Substantive Quotations from a Text.

A quotation from a text serves as the strongest possible concrete detail (CD) to support one's assertions. However, all CD's must be carefully chosen, contain substance, and be relevant. Think about your thesis. Think about your topic sentences (TS). Find quotes that give details that BEST support your argument. Do NOT just find random quotes to throw into your essay. Avoid small quotations of simple words or phrases (unless you are analyzing the language). Your essay is an argument; use quotes as evidence to prove your claim.

Reminder: A "quote" does NOT mean that one can only select dialogue or a personal statement. Any part of a text selected, including narration, that supports one's argument is a quote because the writer puts embedded text in quotation marks when writing.

Weak Examples:

- From across the room "came Ivan" (18).
- Jay Gatsby said, "Old Sport" throughout the novel (24).

Strong Examples:

- As a young girl, Grandma had to sacrifice something she loved when her mother was sent to a dry climate for her health and Grandma "had to miss a year of high school. [She] was so disappointed at first" and missed out on the fun of being with her class.
- Montresor, the Italian nobleman narrating the tale, encounters Fortunado, a wine connoisseur, at a carnival and "was so pleased to see him that [he] thought [he] should never have done wringing his hand" (174).

2. Establish a Lead-in Through Context for the Quotation.

All CD's must be embedded as demonstrated above using context that provides a reader any appropriate background information and circumstances surrounding the passage being presented. A quote MUST be part of a sentence. Quotes CANNOT stand alone or speak for themselves. Also, embedding using context provides a smoother transition into a quotation.

How to Embed:

- First, find an appropriate quotation that supports the TS.
- Next, read over the section of the story and understand the context from which it comes. Consider the Who? What? Where? When? Why? and How? of the quotation. That is, ask yourself relevant questions to understand the background of the quotation as the reader of the essay may NOT know the story or the text to which you refer.

- (c) Finally, pack pertinent information around your quote so the reader knows exactly what moment in the text to which you are referring. Choose a few of the following answers to the 5 W's and H questions listed above to lead into your quote, but beware of creating run on sentences.

→ **Self-Check:** Read the following sentence below, and study the lead-in into the quotation. What questions (the 5 W's and H) does the lead answer?

After escaping his father's abusive reach, Huck makes his way to Jackson Island and begins "exploring and... I was boss of it; it all belonged to me, so to say, and I wanted to know all about it" (39).

Key Idea: The basic structure for integrating a quotation involves using a lead-in, followed by a comma, an introduction of the speaker or author/writer followed by a comma, and a complete sentence from your source punctuated with double quotation marks. See the examples below.

Weak/Incorrect Examples:

- Richard Cory was very polite. "He was a gentleman from sole to crown." Also, he was good-looking, even regal-looking.
- Richard Cory had everything going for him. "He was a gentleman from sole to corwn." "And he was rich – yes, richer than a king."

Strong Examples:

- For example, after he emphasizes the nation's creed that all men are created equal, King proclaims, "I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit down together at a table of brotherhood" (King 165).
- When Romeo sees Juliet upon her balcony, he says, "But soft! What light through yonder window breaks? / It is the East, and Juliet is the sun" (II.ii.2-3).
- That night, after learning that Mr. Radley had filled the knot-hole with cement, Scout explains in her narration, " Jem had been crying; his face was dirty in the right places" (Lee 63).
- Having been recently awoken and disturbed by a series of tapping noises outside his study, staring into the darkness, Poe's speaker explains, "Deep into that darkness peering, / long I stood there wondering, fearing, / Doubting, dreaming dreams no mortal ever dared to dream before" (19-21).

3. Write Using the Literary Present.

Expository essays are always written in present tense, so you will need to change anything in the past tense to the present tense.

Original Passage: As he spoke he pointed his staff at a female figure on the path, in whom Goodman Brown recognized a very pious and exemplary dame, who had taught him his catechism in youth, and was still his moral and spiritual adviser, jointly with the minister and Deacon Gookin (3).

Embedded Quotation With Changes in Tense: In addition, as Goodman Brown walks with the Devil, “he point[s] his staff at a female figure on the path, in whom Goodman Brown recognize[s] a very pious and exemplary dame who taught him his catechism in youth, and [is] still his moral and spiritual adviser” (3).

4. Include Parenthetical Citations.

Avoid plagiarism by providing a citation that refers to the source of your quotation. A basic citation includes the author’s last name and the page number for the quotation.

Embedded Quotation With Parenthetical Citation: In addition, as Goodman Brown walks with the Devil, “he point[s] his staff at a female figure on the path, in whom Goodman Brown recognize[s] a very pious and exemplary dame who taught him his catechism in youth, and [is] still his moral and spiritual adviser” (Hawthorne 3).

If you are quoting from a single text in an essay, you only need to mention the author in the first citation.

5. Use Appropriate and Correct Punctuation.

Brackets – To Signify Changes to the Original Text

When you change anything or add anything to the original text for clarity or consistent verb use, indicate those changes by putting the changes in brackets []. For example, you may alter the punctuation and capitalization of a quotation to conform to the needs of your sentence structure, as long as you do not alter the meaning of your lines.

Original Lines of Poetry: “He was a gentleman from sole to crown,
Clean favored, and imperially slim.”

Altered Embedded Quote: Richard Cory, “[c]lean favored, and imperially slim,”
was from head to toe a gentleman.

Original Text from a Short Story: "With Heaven above and Faith below, I will yet stand firm against the devil."

Altered Embedded Quote: Goodman Brown claims that "with Heaven above and Faith below, [he] will yet stand firm against the devil."

or Goodman Brown hoped that "with Heaven above and Faith below, [he would] yet stand firm against the devil."

An Ellipsis – To Remove Unnecessary Words, Phrases, or Sentences

If a long passage contains information that distracts from the point you want to make, or if you want to use only the first and last parts of a passage, remove the unwanted text and replace using an ellipsis (...).

Original Text from a Short Story: "In painting and gemmary, Fortunato, like like his countryman, was a quack."

Altered Embedded Quote: Montresor tells us that when it came to "painting and gemmary, Fortunato ... was a quack."

Ending Punctuation – To Conclude the Embedded Passage

Since a sentence MUST have ending punctuation, place a period after the parenthetical citation when embedding a quote. No punctuation is needed within the quotation unless the quote ends in a question mark (?) or exclamation point (!).

PUNCTUATION IN ACTION – EMBEDDED QUOTE EXAMPLE:

Additionally, Goodman continues deeper into the forest following familiar voices and "once...[he] could distinguish the accents of towns-people [he heard]...men and women, both pious and ungodly..., there was one voice of a young woman uttering lamentations...and all the unseen multitude, both saints and sinners, seemed to encourage her onward" (5-6).

Notice ...

- Any changes made to the original quote are in brackets [], and an ellipsis replaces unnecessary words.
- Quotations are in DOUBLE quotation marks (and make sure they are double).
- The Citation is in parentheses (parenthetical citation).
- A Period is at the very end of the sentence.
- The Embedded Quote must be incorporated smoothly and seamlessly, without creating a run-on sentence or fragment.

CREATING QUALITY COMMENTARY

1. All CMs must be thoughtful, non-repetitive, and directly related both to the CD and the TS.

Consider: How does your CD support your TS?

2. Provide at least two-three sentences that explain HOW your quotation supports the topic sentence. Commentary is difficult, especially the second and third sentences; however, if you choose a solid and “meaty” quotation, analysis should be easier.
3. The following questions may help you form some ideas. Choose one of the questions below that relate your topic (or ask similar questions) and use both CM sentences to develop an answer that relates to your CD and supports the main idea of the paragraph.
 - What point does the text seem to be making?
 - Is there any symbolism in the text?
 - What words stand out in the passage? Why might the author have chosen those particular words? What denotation and connotation do those words have? How does the diction reinforce the author’s point?
 - What images strike you as unusual or well-chosen? What meaning might the author want to emphasize?
 - How does the information in the quote relate to some other character or idea in the text?
 - Is the author being ironic?
 - What tone and/or mood do we see?
 - Do you notice any repetition in the text? What might the author be trying to emphasize?
4. Avoid the following errors that writers often make when analyzing a text and writing commentary.
 - (a) **No personal CM:** I certainly hope Cecilia learns to appreciate her family members!
 - (b) **No speculative CM:** Cecilia should have been glad to visit her grandmother. (Note: NEVER use modals such as would, could, should in the CM sentences.)
 - (c) **No stray CM:** Cecilia’s mother wasn’t very compassionate at all.
 - (d) **No global CM:** Elderly people in society have much wisdom and shouldn’t be disregarded.

Important Notes

#1

Do NOT summarize the story in the commentary. Analyze the passage in a way that support your assertion in the paragraph and the overall development of your essay thesis.

#2

Avoid beginning your commentary with sentence starters such as “This shows that,” “This is because,” or “I believe.” You may think these phrases or even include them in initial drafts if necessary, but eliminate them from later drafts.

TRANSITIONS TO EMBED QUOTATIONS OR PARAPHRASES

If you are tired of stating over and over again that “Jones says, ...,” try some of the following variations. They work equally well with direct quotations or paraphrases, and when combined with a bit of basic information about the source of your material, they accomplish both purposes at once: they introduce and credit your information at the same time (often eliminating the need for parenthetical citation), as in this example:

Jones notes in the November 2003 issue of *Psychology Today* that “....

Other suggested variations:

Jones found in _____	that
“ demonstrates	“ “ “
“ reports	“ “ “
“ suggests	“ “ “
“ observes	“ “ “
“ asserts	“ “ “
“ emphasizes	“ “ “
“ declares	“ “ “
“ holds	“ “ “
“ maintains	“ “ “

In his controversial book, *The Naked Ape*, Desmond Morris ...
 argues that...
 demonstrates...
 maintains...
 suggests...
 etc.

In a 2003 (book, “article,” or whatever) entitled ..., So-and so examines the subject of catfish and observes that ...

According to Jones...

In Jones’ view...

opinion, ...

estimation, ...

Jones’ contradicts this view in the 2003 *Saturday Review* essay in which he argues that...

However, Jones maintains that...

Although Jones asserts that ..., Smith suggests another theory:...

A (book, “article,” “essay,” “speech,” etc.) by Jones, (summarized, referred to, alluded to, mentioned, included in a discussion) in one of Joe Moholzer’s *New York Times* editorials makes the point that

As reported by Jones in the October 22, 2003, *Seattle Post-Intelligencer*, ...

WAYS TO EMBED TEXT

The best proof that a work of literature does what you say it does is textual evidence: words or sentences you can *cite* from a poem, story, play, or article you are discussing. Anytime you directly use another writer's words to support your conclusion, you are *citing evidence*, or quoting a source. As you incorporate textual evidence into your discussion through the use of quotations, there are some simple rules you should keep in mind.



1. Set quotation apart as an independent clause using a comma.

Example: In "Where I Lived, and What I Lived For," Thoreau states directly his purpose for going into the woods when he says, "I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived" (4).

Example: Thoreau suggests the consequences of making ourselves slaves to progress when he says, "We do not ride on the railroad; it rides upon us" (3).

Example: Concerned about the pace and manner in which humans carry out daily activities, Thoreau asks, "Why should we live with such hurry and waste of life?" (2).

A Note on Punctuation: Use a comma to set off your own words from the quotation when your lead-in ends with a verb such as *says, said, thinks, believes, pondered, recalls, questions, asks, etc.*

2. Set quotation apart as an independent clause using a colon.

Example: In "Where I Lived, and What I Lived For," Thoreau states directly his purpose for going into the woods: "I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived" (4).

Example: Thoreau's philosophy might be summed up best by his repeated request for people to ignore the insignificant details of life: "Our life is frittered away by detail. An honest man has hardly need to count more than his ten fingers, or in extreme cases he may add his ten toes, and lump the rest. Simplicity, simplicity, simplicity!" (2).

Example: Thoreau ends his essay with a metaphor: "Time is but the stream I go a-fishing in" (4).

A Note on Punctuation: If you use a complete sentence to introduce a quotation, then you need a colon to embed the quote formally. Be careful not to confuse a colon (:) with a semicolon (;). Also, do not use a commas in this instance as you will create a comma splice or run-on sentence.

3. Weave the quotation as an independent clause into your sentence without a comma.

Example: In "Where I Lived, and What I Lived For," Thoreau states directly his purpose for going into the woods when he says that "I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived" (4).

Example: Thoreau suggests the consequences of making ourselves slaves to progress, suggesting that "[w]e do not ride on the railroad; it rides upon us" (3).

Example: Thoreau argues that "shams and delusions are esteemed for soundest truths, while reality is fabulous" (3).

Example: According to Thoreau, people are too often "thrown off the track by every nutshell and mosquito's wing that falls on the rails" (3).

A Note on Punctuation:

Notice the word "that" is used in three of the examples above, and when it is used as it is used in the examples, "that" replaces the comma which would be necessary without "that" in the sentence. You usually have a choice, then, when you begin a sentence with a phrase such as "Thoreau says." You either can add a comma after "says" (Thoreau says, "quotation") or you can add the word "that" with no comma (Thoreau says that "quotation.")

4. Weave short quotations – words or phrases – into your sentence without punctuation.

Example: In "Where I Lived, and What I Lived For," Thoreau states that his retreat to the woods around Walden Pond was motivated by his desire "to live deliberately" and to face only "the essential facts of life" (2).

Example: Thoreau argues that people blindly accept "shams and delusions" as the "soundest truths," while regarding reality as "fabulous" (2).

Example: Although Thoreau acknowledges that he is no different than others who "drink at" the stream of Time, he at least "detect[s] how shallow it is" (2).



All of the methods above for integrating quotations are correct, but you should avoid relying too much on just one method. Yes, consider which method is most natural yet effective for what you're trying to say; however, you should use a variety of methods.

ADVANCED WAYS TO EMBED QUOTES

5. For Long Quotations (over four lines), set the passage apart from your text formally by starting a new line, indented one inch, but do not add quotation marks. Use a colon to introduce.

Example:

In chapter 2 of *Walden*, titled "Where I Lived, and What I Lived For," Thoreau discusses at length his thinking and the imagination employed in choosing the location where to live:

At a Certain season of our life we are accustomed to consider every spot as the possible site of a house. I have thus surveyed the country on every side within a dozen miles of where I live. In imagination I have bought all the farms in succession, for all were to be bought, and I knew their price. I walked over each farmer's premises, tasted his wild apples, discoursed on husbandry with him, took his farm at his price, at any price, mortgaging it to him in my mind; even put a higher price on it — took everything but a deed of it — took his word for his deed, for I dearly love to talk — cultivated it, and him too to some extent, I trust, and withdrew when I had enjoyed it long enough, leaving him to carry it on.
(Thoreau 5)

Thoreau clearly felt ...

A Note on Punctuation:

Because the quotation is set apart, no quotation marks are required. However, if a passage utilizes dialogue, then single quotation marks would be necessary to set off the dialogue as one is essentially quoting a quotation. Additionally, double-spacing the extended passage is not necessary unless instructor wishes you to strictly follow MLA formatting guidelines.

6. For quotations from poetry or poetic verse in plays, integrate quotes using any of the previous methods. However, it is customary to preserve the poet's intentions by separating lines of poetry running within your sentences with a forward slash (/) and keeping the original capitalization at the beginning of a line or elsewhere in the poetry.



Example: The speaker in Edgar Allan Poe's "The Raven" admits his weary condition by sharing that "[o]nce upon a midnight dreary, while I pondered, weak and weary, / Over many a quaint and curious volume of forgotten lore - / While I nodded, nearly napping, suddenly there came a tapping" (1-3). Physically exhausted, Poe's speaker ...

Example: Poe's speaker expresses his fear clearly after opening up the shutters: "Deep into that darkness peering, / long I stood there wondering, fearing, / Doubting, dreaming dreams no mortal ever dared to dream before ..." (18-20). The speaker is troubled by ...

7. When quoting dialogue between characters in a play, set off the dialogue and begin a new line as you quote each character. Place the character's name in front of the line.

Example: Though Benvolio clearly tries to stop a fight from breaking out in the streets of Verona, Tybalt persists with issuing a challenge:



TYBALT. What, art thou drawn among these heartless hinds?
Turn thee, Benvolio; look upon the death.

BENVOLIO. I do but keep the peace. Put up thy sword,
Or manage it to part these men with me.

TYBALT. What, drawn, and talk of peace? I hate the word
As I hate hell, all Montagues, and thee.
(Shakespeare I.i.66-71)

Example: Willy's delusions consistently show how much Happy and Bernard idolized Biff, especially when they argue over who will carry his football gear:

BERNARD. Biff, I'm carrying your helmet, ain't I?

HAPPY. No, I'm carrying the helmet.

BERNARD. Oh, Biff, you promised me.

HAPPY. I'm carrying the helmet. (Miller 2.213-216)

GENERAL REMINDERS ABOUT EMBEDDING QUOTATIONS:

1. If a quotation is over four lines long (as in the example above), indent and double space. Do not use quotation marks. Shorter quotations (four lines or less) should be put in quotation marks.
2. Commas and periods go inside quotation marks. Semi-colons and colons go outside the quotation marks.
3. End punctuation like exclamation points and questions marks go inside the quotation marks if they are part of the text being quoted and outside the quotation marks if they are not part of what is being quoted but rather part of the writer's sentence.

Examples:

As Drummond seeks to understand Rachel, he asks her, "Is your mother dead?"

Why is it that "[y]ou murder a wife and it isn't nearly as bad as murdering an old wives' tale"?

4. Always integrate quotations into your writing with your own comments.
5. Don't string several quotations together in a row. Weave them logically into you own prose.
6. Don't pad your essay with quotations. Be selective.

Tone Words in Categories

Positive		Neutral	Negative			Other
Kindness/Love Affectionate Benevolent Compassionate Fond Infatuated Sentimental Sympathetic Tender Approval Complimentary Effusive Fawning Obsequious Honesty/Humility Apologetic Ardent Candid Earnest Frank Gentle Gullible Humble Impressionable Modest Naïve Reflective Reticent Reverent Submissive Thoughtful Unassuming	Happiness Amused Awestruck Celebratory Cheerful Delighted Dreamy Expectant Fanciful Giddy Happy Joyous Merry Optimistic Peaceful Playful Pleased Reassured Relaxed Relieved Humor Comic Humorous Whimsical Witty Force Aggressive Assertive Forceful Impassioned Imploring Intense Passionate Persuasive Urgent	Neutrality/Lack of Emotion Ambivalent Agreeable Apathetic Callous Cold Compliant Conciliatory Factual Impartial Indifferent Insidious Detached Diplomatic Dispassionate Docile Flippant Hollow Informative Matter-of-fact Objective Resigned Restrained Serious Tolerant Unbiased	Anger Acerbic Angry Frustrated Fuming Hard-hearted Incensed Inflammatory Irritated Offended Outraged Resentful Vexed Sadness/Fatigue Aggrieved Bored Depressed Disheartened Gloomy Grim Guilty Heartbroken Lugubrious Pitiful Regretful Remorseful Self-pitying Solemn Somber Sorrowful Sulking Tired Tragic Unhappy Upset	Criticism/Disapproval Accusatory Argumentative Bitter Caustic Critical Cynical Disapproving Disparaging Hypercritical Farcical Faultfinding Malicious Mocking Nasty Pessimistic Sarcastic Sardonic Satirical Scathing Scornful Sharp Skeptical Suspicious Vindictive Rebellion Belligerent Contemptuous Defiant Disdainful Incredulous Insolent Irreverent	Fear Afraid Anxious Cautionary Embarrassed Distressed Threatened Pensive Uncertain Uneasy Worried Arrogance Condescending Demeaning Disdainful Egotistical Esoteric Facetious Indignant Narcissistic Mock-serious Moralistic Patronizing Pompous Pretentious Proud Righteous Taunting	Absurd Befuddled Childish Concerned Confused Diffident Dignified Evasive Formal Abstruse Frivolous Incisive Informal Inane Ironic Intimate Jaded Learned Nostalgic Philosophical Placating Pragmatic Supercilious Wretched

You may also describe an author's tone with more than one word:

Calculated indifference
 Amused boredom
 Unmitigated delight
 Mild condescension
 Apologetic embarrassment
 Detached sympathy
 Amused affection

admiring support
 veiled disdain
 growing anger
 veiled distaste
 cold objectivity
 satisfied curiosity
 concealed intolerance

excessive enthusiasm
 masked disdain
 reluctant approval
 clear distaste
 righteous indignation
 blatant intolerance
 vigorous denunciation

Tone Words

Abstruse	Defiant	Gentle	Malicious	Sad
Absurd	Delighted	Giddy	Matter-of-fact	Sarcastic
Accusatory	Demeaning	Grim	Merry	Sardonic
Acerbic	Depressed	Gloomy	Mocking	Satirical
Affectionate	Detached	Guilty	Mock-serious	Scathing
Afraid	Diffident	Gullible	Modest	Scornful
Aggressive	Dignified		Moralistic	Sentimental
Aggrieved	Diplomatic	Happy		Self-pitying
Agreeable	Disapproving	Hard-hearted	Naïve	Serious
Ambivalent	Disdainful	Heartbroken	Narcissistic	Sharp
Amused	Disheartened	Hollow	Nasty	Skeptical
Angry	Disparaging	Honest	Nostalgic	Solemn
Apathetic	Dispassionate	Humble		Somber
Apologetic	Distressed	Humorous	Objective	Sorrowful
Anxious	Docile	Hypercritical	Obsequious	Sulking
Approval	Dreamy		Offended	Submissive
Ardent		Impartial	Optimistic	Supercilious
Argumentative	Earnest	Impassioned	Outraged	Suspicious
Arrogant	Effusive	Imploring		Sympathetic
Assertive	Egotistical	Impressionable	Passionate	
Awestruck	Embarrassed	Inane	Patronizing	Taunting
	Esoteric	Incensed	Peaceful	Tender
Befuddled	Evasive	Incisive	Pensive	Tired
Belligerent	Expectant	Incredulous	Persuasive	Tragic
Benevolent		Indifferent	Pessimistic	Tolerant
Bitter	Facetious	Indignant	Philosophical	Thoughtful
Bored	Factual	Infatuated	Pitiful	Threatened
	Farcical	Inflammatory	Placating	
Callous	Fanciful	Informal	Playful	Unassuming
Candid	Fatigued	Informative	Pleased	Unbiased
Caustic	Faultfinding	Inspid	Pompous	Uncertain
Cautionary	Fawning	Insolent	Pragmatic	Uneasy
Celebratory	Fearful	Intense	Pretentious	Unhappy
Cheerful	Flippant	Intimate	Proud	Upset
Childish	Fond	Ironic		Urgent
Cold	Forceful	Irreverent	Reassured	
Comic	Formal	Irritated	Reflective	Vexed
Compassionate	Frank		Regretful	Vindictive
Compliant	Frivolous	Jaded	Relaxed	
Complimentary	Frustrated	Joyous	Rebellious	Whimsical
Concerned	Fuming		Relieved	Witty
Conciliatory		Kind	Remorseful	Worried
Condescending			Resentful	Wretched
Confused		Learned	Resigned	
Contemptuous		Loving	Restrained	
Critical		Lugubrious	Reticent	
Cynical			Reverent	
			Righteous	

Some Common English Transition Words and Phrases

Adding Information	Examples
and not only . . . but also also moreover (more formal) furthermore (more formal) in addition (more formal)	We have seen the movie twice, and now we want to see it again. Not only did my brother break his leg, but he also bruised his rib. My friend speaks Korean and English. She also speaks Chinese. Cheating is dishonest. Moreover , it hinders students from learning. Students should be on time. Furthermore , they must be prepared. You must complete this essay by 5 p.m. In addition , you must do the exercises on page 47.
Giving Examples	Examples
for example for instance specifically in particular The first (second, another, etc.) example/reason is . . .	I have been to many countries. For example , I have been to Russia, Canada, Mexico, and Spain. He often eats strange foods. For instance , he once ate cow brains. I like to travel. Specifically , I enjoy places with old cathedrals. I love fruit. In particular , I like bananas, pineapple, and berries. My friend hates skiing for several reasons. The first reason is that she dislikes being cold. Another reason is that she often falls.
Showing a Contrast	Examples
but however on the other hand otherwise instead in contrast (more formal)	Bill earned an A on his essay, but Susan got a B. We wanted to leave at 8:00. However , Mike arrived too late. She hates housecleaning. On the other hand , she doesn't mind cooking. Students should attend class. Otherwise , they may lose their status. I am not going out tonight. Instead , I will stay home and watch a video. Women usually enjoy shopping. In contrast , men often dislike it.
Showing a Concession	Examples
yet nevertheless (more formal) even so however although even though despite the fact that . . . despite	He knows that he should do his homework, yet he never does it. I need to wear reading glasses. Nevertheless , I hate how I look in them. I know you don't like to study. Even so , you must pass your exam. There are many benefits to exercising. However , you must take some precautions to avoid injury. Even though the book is difficult to read, it is very interesting. Although the book is difficult to read, it is very interesting. Despite the fact that Kate is good at tennis, she lost the match. Despite Kate's skill at tennis, she lost the match.
Showing a Similarity	Examples
likewise (more formal) similarly (more formal) in the same way	Math was hard for me in high school. Likewise , it is hard in college. Houseplants require much care and attention. Similarly , outdoor plants must be cared for properly. Rock climbing takes much practice and skill. In the same way , learning to write well requires a great deal of practice.
Showing a Result	Examples
so as a result therefore thus (more formal) as a consequence	Janet passed her exam, so she is very happy. Tim was late. As a result , we could not go to the concert. James is not feeling well. Therefore , he will not be here today. The committee voted against the proposal. Thus , we must consider another idea.

consequently (more formal)	I forgot that the cake was in the oven. As a consequence , it burned. Tina lost her keys. Consequently , she could not drive home.
Establishing Time Relation or Sequence first second finally in conclusion in summary meanwhile	Examples First , I think that she is studying hard. Second , I believe that she is a bright student. Finally , I know that she has great potential. In conclusion , I feel that she deserves to win the scholarship. In summary , we should offer her some financial help. Jeff was working hard to clean the house. Meanwhile , his brother was watching television.
Showing a Condition or whether . . . or if . . . (then)	Examples I must study hard, or I will fail my exam. Whether you are coming or not, I am still going to Amy's party. If you want to get good grades, then you must do your homework.
Explaining or Emphasizing in fact actually in other words namely (more formal)	Examples The bookstore sells cards. In fact , they have the best cards around. James is actually the first person I have known who has been to Africa. He was late to class again. In other words , he didn't wake up on time. The plan needed only two things to succeed— namely , time and money.
Giving an Alternative or either . . . or neither . . . nor (more formal)	Examples We can go to the beach, or we can go to the mountains. You can either ride the bus or walk to my apartment. I like neither that person nor his brother.

Punctuation Rules

- Coordinating Conjunctions (and, but, or, yet, so):
Put a comma before these conjunctions. (Don't use them at the beginning of a sentence in more formal writing.)
 - **Example:** The movie has already started, **but** my friend has not arrived yet.
- Correlative Conjunctions (These have two parts: either . . . or):
 - Put a comma before the second part if it connects 2 clauses (complete sentences).
Example: Eric is **not only** an outstanding teacher, **but** he is **also** a gourmet cook.
 - You don't need a comma if it only connects words or phrases.
Example: Eric is **not only** an outstanding teacher **but also** a gourmet cook.
- Transitional Words and Phrases:
 - Put a comma after these if they are at the beginning of a sentence.
Example: I like to travel. **Specifically**, I enjoy places with old cathedrals.
 - Use a semicolon to connect the two sentences.
Example: I like to travel; **specifically**, I enjoy places with old cathedrals.
 - Use a comma before and after the transitional word/phrase in the middle of a clause.
Example: I like to travel, and, **specifically**, I enjoy places with old cathedrals.