



HERITAGE CHRISTIAN ACADEMIC EXPECTATIONS

Academic excellence at HCA is characterized by curriculum, expectations, and relationships that *hold students accountable to the I Corinthians 10:31 standard*: “Whether therefore you eat, or drink, or whatsoever you do, do all to the glory of God.” Academic excellence requires students to practice scholarly habits and provides students with opportunities to glorify God with their academic activities. Whether it is preparing for a math quiz, engaging in a class discussion, or reading a novel, “doing school to the glory of God” requires students to practice Christian self-government and fully commit to completing each learning task for His purpose.

The I Corinthians 10:31 standard is characterized by the following intellectual virtues: courage, carefulness, tenacity, fair-mindedness, curiosity, honesty, and humility.

Mature Christian self-government is generally characterized by students who properly govern themselves even when they don’t feel like it; even when there is no visible form of authority present.

Tips for success include:

1. coming prepared to class with an organized notebook, completed homework, textbook, pencils, etc.; ready to start when the tardy bell rings
2. participating in class activities – taking notes, asking questions, following discussion
3. using study time in class to do the day’s assignment
4. reviewing notes and textbook information routinely; comparing notes with other students
5. making a homework plan before leaving school and completing the plan with integrity
6. using calendar/day timer to plan free and study time; long range planning for major projects
7. being a good steward of the learning opportunities provided by actively engaging above and beyond the minimum requirements

Life is more than books and education, but God has placed you now with books and education, so you need to know how to cope.” Jerry White *Making the Grade*

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DAILY HOMEWORK

The purpose of homework is to pre-learn/prepare, review, reinforce, and enrich. Homework is an opportunity to practice self-government, perseverance, time management, initiative, resourcefulness, and Christian scholarship.

Consider the purpose of each given assignment:

- Allow you to practice something you have already learned
- Allow you to apply something you have already learned to a new situation
- Check whether you understand something you have already learned
- Allow you to analyze something you have already learned
- Allow you to pull together several things that you have already learned
- Allow you to reflect on your learning
- Introduce new information to you that we will study soon
- Help you to review for an upcoming test or quiz

Most daily work will be hand-written, but it may be typed. Teachers may modify standards as needed for the specifics of the classroom. For longer compositions see Publication Rules on page 22.

Typical standards for hand-written assignments:

- blue or black ink
- lined, straight - edged 8 1/2" x 11" white paper
- double space between answers
- keep work within margins
- use complete sentences and paragraph form
- for longer writings, use one side of the paper only
- write legibly
- head the paper in the following manner:
 - In the upper left-hand corner write your name, the course, and the date.
 - Center the title (exercise and page number) of your paper a double space below the information in the left-hand corner

Coursework & Grading

Grades will be based on daily assignments, long-range projects, reports, class participation and tests.

Extra credit will be given sparingly. If a teacher chooses to give extra credit, it will be offered to the entire class, not just to an individual student based on the individual need.

Late Homework

If homework is not turned in on time the following will apply

- 1 day late-the highest grade possible would be a 75%
- any additional days late-grade will be up to the discretion of the teacher
- repeat offenders will receive a zero on any late work

Technology Problems

If students experience computer or printer problems at home while doing homework or projects, they must email the teacher and explain the issue before class time. If the student's printer breaks down, they should first email their assignment to a friend who could print it. If that is not an option, the student must email the assignment to the teacher, but 10% may be deducted from their grade. You may not be late to class because of trying to print an assignment.

HOW TO READ A NOVEL

Close Reading

- 1. consider your attitude; ask what your goal is for reading**
 - what are you going to be looking for as you read
 - move beyond focusing just on the plot
 - consider the other elements of literature
- 2. start with some knowledge of the author**
 - style of writing
 - literary movements
- 3. determine the basics: setting, characters, conflict, structure**
 - the who, what, when and where
 - look for the “concrete”
 - determine the narrator - age, gender, background
 - as you read take note of changes in setting, character or plot
- 4. watch for key ideas and motifs**
 - read carefully the opening section/chapter
 - look for key ideas and beginnings of patterns
 - use Steps 5 and 6 to locate these key topics and motifs
- 5. consider language and vocabulary**
 - look up words you do not know
 - think about connotation of key words – nouns, adjectives, adverbs and verbs
 - look for patterns in these key words
- 6. identify literary techniques**
 - identify types of techniques used
 - look for patterns and tone (connotation)
- 7. identify possible themes**
 - consider patterns of individual words
 - look for re-occurring ideas
- 8. review the chapter/section**
 - look back at chapter to consider key points above
 - go back highlight; take notes of these key points
 - revisit steps above as you read through additional sections/chapters
- 9. periodically step back and consider the “big picture”**
 - look for theme by identifying patterns of ideas in vocabulary/diction
 - look a recurring literary technique such symbols or metaphors
 - ask, what does author want me to look at or consider from a new perspective

HOW TO READ NONFICTION

reading - to observe the meaning of something written/ printed. . . to make out the significance of. . . to understand.
. .to discover or explain the meaning. . .to occupy oneself seriously with study.

SQ3R Method

S – Survey the assigned text material

- determine number of pages
- type of writing – editorial, essay, textbook, etc.
- find natural breaks or subdivisions
- * how does this connect to what you have already know or have studied?

Q – Question – What are you supposed to understand and remember from this reading?

- determine answer to that question from
 - class activities; teacher directions
 - opening introduction of chapter
 - read questions and terms at the end of the chapter before reading the material
- * before you start reading, you must know what you are to learn from this

R – Read – assignment in manageable size chunks

R – Recite – at each of the subdivisions as determined earlier, pause and review what you have read

- review aloud*
- state major points and details as you recall them
- then continue reading the next subdivision
- then pause and verbally summarize what you have read*

R – Review – after reading, periodically review material to retain information

*It is important to recognize that the human brain makes stronger, clearer memories when review is done orally. Students need to recite and review out loud in order to move information from short term to long term memory for later recall.

ANALYSIS OF A POEM

These steps will not necessarily be done in this exact order with every poem, but each step must be considered in your analysis to thoroughly understand the poem.

First Steps

1. title and author –pertinent author information and era
type of poem
2. read poem aloud; then read it aloud again
listen for rhyme and rhythm
notice visual appearance
3. take note of poem’s structure; divide poem into manageable sized sections
based on: stanzas, punctuation, rhyme, or end of the line
4. identify scansion – rhyme scheme
meter
5. define words – unknown words as well as those with unusual definitions
consider connotative meanings

Second Steps

6. begin to paraphrase each section as determined in Step 3
use 5 elements of literature (setting, character, conflict, plot, and theme) to get started
look for concrete words and phrases
7. determine who is doing the speaking and his tone; consider who he is talking to - his audience
8. develop “rough draft” sentence overview of poem topic – “I think this poem is about...”
repeat this step throughout the process; becoming more specific as you gain insight
9. notice use of literary techniques; determine relationship of technique to topic
10. look for patterns of: repeated words, similar connotative words, literary techniques
also note breaks in the pattern; change in tone, meter, literary techniques

Third Steps

11. look at the big picture view
identify relationship of individual sections to other sections and to the poem as a whole
12. determine poet’s purpose/insight/theme

PUBLIC SPEAKING

The oral report is an integral part of the academic curriculum at Heritage Christian Academy. Yet students often do little more than read from the printed page with their eyes downcast and their voice mumbling through the words revealing inadequate preparation and insufficient attention to the art of delivery.

Using a key word outline is a good basis for public speaking practice throughout the year. Just as it is important to have opportunities to reconstruct meaning from the key words in an outline when writing, it is vital to learn to speak in front of a group using brief notes rather than reading a report word for word.

At first, when speaking publicly, the students should:

1. Stand in front of a group, without fidgeting or wiggling, with hands on the podium.
2. Look at the keyword outline, which should be written in meaningful phrases.
3. Look down at the first line of key words, mentally form them into a complete sentence.
4. Look at the audience and speak in a conversational style.
5. Repeat the process with little delay between sentences.

Students should avoid using the “uh’s” and “um’s” as well as the words “like,” “ya know” and “stuff.”

Gradually with more experience and longer reports students will develop and use slightly longer outlines with more descriptive words and phrases. Student oral reports will be graded on the following:

CRITERIA	STANDARD
Content	The topic is appropriate to the speaker’s grade level and the criteria of the assignment.
Rate	All words are spoken with appropriate pauses and phrasing and are understood by the listeners.
Volume	All words can easily be heard.
Enunciation	All words clearly pronounced with appropriate expression.
Eye Contact	Speaker glances at notes occasionally.
Poise	Speaker is calm and relaxed at the podium.
Audio-Visual	Supplementary material is well-done and adds to the clarity of the presentation.

GRAMMAR GLOSSARY

Adjectives – Words that describe nouns and pronouns. Answer the questions, “What kind?” “How much?” “Which one?” or “How many?”

Adverbs - Words that describe verbs, adjectives, or other adverbs. Answer the questions, “When?” “How?” or “To what extent?”
Usually formed by adding –ly to an adjective

Agreement of Pronoun and Antecedent

Pronouns and antecedents (the words that pronouns refer back to) must agree or match.
Follow these rules:

To make sure that your writing is clear, always use the noun first before using the pronoun.

Use a singular noun with singular pronoun; plural noun with plural pronoun

Example – If *anyone* questions the amount, refer *him* to payroll.

Clause Group of words that have a subject and verb. Independent clause is a complete thought; it can stand alone as a sentence. A dependent clause also has a subject and verb but cannot stand alone; it is not a complete sentence. See page 12 for examples.

Conjunctions Connects words, phrases, or clauses. See examples on page 12.

Interjections Words used to show strong emotions; generally, set off with an explanation mark.
Example: Oh! Wow!

Noun Words that name a person, place, or thing. Proper nouns should be capitalized such as Ft. Collins, Elizabeth, Sony

Parts of Speech English words are divided into eight different parts of speech according to their function in a sentence - Adjectives, adverb, conjunction, interjection, preposition, pronoun, noun, and verb.

Prepositions Words that link a noun or pronoun to another word in the sentence. Common prepositions:
Example: Cheryl walked into the room and placed the book on the table.

Verbs Words that name an action or describe a state or being. There are three types:
Action verbs tell what the subject is doing. Examples – jump, swim, think

Linking verbs relate the subject to a descriptive word following the verb.

They are – be, feel, grow, seem, smell, remain, appear, sound, stay, look, taste, become

Example – Betsy seems sick. The milk tastes sour.

Helping verbs are added to another verb to make the meaning clear or to show tense.

Example – She will arrive tomorrow.

The pharmacist could have the order filled by Wednesday.

SENTENCE STRUCTURE

I. Simple Sentence

Has one independent clause; equals a complete thought
May have compound parts

The girls and most of the boys have decided to go on the mission trip.

II. Compound Sentence

Has two or more independent clauses
No subordinate clauses
Each side of the conjunction will be a complete thought
Joined with correct punctuation and/or conjunction

A. use coordinating conjunction and comma (fanboys)

for, and, nor, but, or, yet, so

The students finished most of their yard work, but they hadn't even started cleaning the inside.

B. use a semicolon (;) no conjunction is necessary.

The class elected Tom as president; he was also an officer last year.

C. use a conjunctive adverb with a semicolon and comma

accordingly	furthermore	on the contrary	thus
also	hence	on the other hand	
besides	however	otherwise	
consequently	instead	still	
for example	like wise	that is	
for instance	moreover	therefore	

The mail was delayed for the entire city; therefore, the package arrived too late.

D. use a correlative conjunction and a comma

either. . .or neither. . .nor not only. . .but also

Neither Congressmen would vote for the issue, nor would most of the Senate vote for it.

III. Complex Sentence

Has one independent clause with one or more dependent clauses
Three types of dependent clauses – [Adverb] (Adjective) Noun
Each with its own rules of punctuation

[If a new believer reads the Gospel of John], (which is the fourth book of the New Testament), they will develop a foundational knowledge of Jesus Christ.

A. adverb dependent clause

generally found at the beginning or end of the sentence
use a comma if it is at the beginning
clauses can be turned around and the meaning will remain the same
uses subordinate conjunction at the beginning of the adverb clause

Subordinate Conjunctions

after	before	unless
although	if	until
as	since	when
as if	so that	whenever
as soon as	than	where
because	though	while

[Because it rained for so long,] the activities were delayed.
The activities were delayed [because it rained for so long.]

B. adjective dependent clause

can be found anywhere in the sentence
will follow a noun or pronoun
uses a relative pronoun at the beginning of the adjective clause

who whom whose which that

If the clause is essential to the meaning – no punctuation

All of the people (who worked on the space program) were honored during the program.

If it is nonessential to the meaning, use commas

The garden, (that was planted last May), produced large quantities, (which were shared with people in need).

C. noun dependent clause

uses no punctuation; introduced by indefinite relative pronouns
the noun clause will generally be the subject, complement or object of the preposition of the independent clause

whom	whomever	what	whatever
which	whichever	when	whenever
where	wherever	that	
who	whoever	whosoever	

Whatever is needed to finish the project will be donated by the community.

IV. Compound-Complex Sentence

contains two or more independent clauses
plus one or more dependent clauses

"Hatred, (which could destroy so much), never failed to destroy the man (who hated), and this was an immutable law." (James Baldwin)

STYLISTIC TECHNIQUES

Each of the techniques below will be required in student writing as they are introduced in the classroom and as their skills develop.

I. Dress Ups One of each of the following in each paragraph. Underline.

1. -ly words (adverbs)

The fox *casually* mentioned how pleased he would be to hear the crow sing.

2. strong verbs

3. quality adjectives

4. because/since/after/ before etc. – adverb clause

The hare was delighted *because he was going to win the race*.

5. who/which/that – adjective clause

The lion *who was entangled in the net* was most grateful for the appearance of the little mouse.

6. noun clause

The king of beasts never imagined *that a puny rodent could help him*.

7. dual adverbs, verbs, or adjectives

All the animals *haunted and tormented* the panic-stricken hare.

8. adverbial or adjectival “teeter – totters”

The fox *secretly and cruelly* laughed *as the foolish crew began to sing*

The hare scoffed at the *humble and lethargic* tortoise *who had challenged him*.

II. Sentence Openers Each one in every paragraph as possible; no more than two of the same in a row. Place the number of the sentence opener in the margin.

1. subject

The *tortoise* felt confident and challenged the hare to a race

2. prepositional

In a flurry the shocked hare dashed towards the finish line

3. -ly word (adverb)

Calmly the triumphant tortoise placed his foot over the finish line.

4. Participles both -ing and -ed

Shrieking with fear, Peter scrambled to evade the rabid wolf.
Deceived by the cunning fox, the narcissistic crow began her song.

5. Clausal - Adverb

Since killer bees are so hard to contain, they are becoming dangerous.

6. VSS (very short sentence)

Call me Ishmael.

III. Decorations one different one per paragraph; no more than 4 per essay. Write “dec” in the margin,

1. Question

Where did the real wolf lurk?

2. dialogue

“Why won’t they believe me?” screamed Peter in despair.

3. 3sss

Killer bees invaded America. Viciously they attacked. Humans suffered greatly.

4. simile-metaphor

She was as flighty *as a butterfly*.

6. alliteration

Clumsily, he *clawed* and *clambered* up the *cliff*.

IV. Sentence Style

1. repetition - word

Fearing for his sheep, *fearing* that the villagers would not arrive in time and ultimately *fearing* for his life, Peter screamed “help” as he bolted down the hill.

2. phrase and clausal repetition

They lived in a land *where the winter was harsh, where food was scarce and where provisions for the winter had to be stored.*

3. repeating -ing words

Arguing, whining, and pleading with all her charm, Jenny used every means at her disposal in an attempt to persuade her father to change his mind.

4. repeating -ly words

The killer bees *forcefully, repeatedly, and consistently* pushed northward.

5. repeating adjectives or nouns

Peter's deceptive cries for help finally determined the *attitude, behavior, and actions* of the village citizens.

6. repeating verbs

With all his might, the mouse *gnawed, jerked, and yanked* at the thick rope.

EVIDENCE BASED WRITING

An important component of Heritage's writing curriculum is evidence-based writing. To add credibility and to strengthen the writer's arguments, evidence from outside sources must be included within the paragraphs. Four key steps include the following.

P – Point that must be proven in that paragraph. This is generally your topic sentence.

Despite the fame of Longfellow's poem about Paul Revere's brave ride, the legend of that night contains key inaccuracies.

E – Evidence that supports or proves your topic sentence. Include 2 - 3 details of that evidence.

He actually wasn't the only patriot sent out in the dark of night to warn the villagers of the approaching British troops.

According to Revere's own account, two other men, William Dawes and Dr. Samuel Prescott, were also ordered to warn the militia at Lexington and Concord.

Few people know that Revere was arrested by British scouts just outside of Lexington; thus, he was unable to continue on to Concord.

A- Analyze/explain how the evidence proves your point in a couple of sentences

Prescott and Dawes eluded capture and completed the journey to Concord without Revere. He was released later that evening, but his horse was confiscated, and he returned to Lexington on foot.

L – Link with a transition word to your next paragraph

Another misunderstanding of the night's events include. . . .

OR

S – Summary statement to conclude paragraph if no other paragraphs follow

Although Revere's contribution to the Patriot cause was invaluable, recognition must also be given to his two companions who risked much to make the dangerous trip.

EXPANDING THE PARAGRAPH TO THE ESSAY

The Paragraph

I. Beginning

Consists of a topic sentence that introduces key words of the paragraph

II. Middle

Consists of sentences each of which supports the main idea or topic

- A. Sentence 1 – an item of support
- B. Sentence 2 – a 2nd item of support
- C. Sentence 3 – a 3rd item of support

Note: Normally the minimum number of adequate support for a brief paragraph is 4 sentences each of which develops/proves the topic. These supporting sentences should be tied together by transitional words/phrases

III. End - Clincher

A concluding sentence related to the topic sentence.

The Five Paragraph Essay

I. Introduction

Consists of 3-4 sentences which concludes with the thesis statement.

II. Body Paragraphs (The Middle)

Consists of at least 3 paragraphs; each has its own topic sentence developed from the thesis statement.

- A. Paragraph 1 – usually starting with a topic sentence which uses the first key word of the thesis. All other sentences elaborate or prove this major point.
- B. Paragraph 2 – uses the second key word or idea stated in the thesis statement. Followed by supporting sentences.
- C. Paragraph 3 – Third key idea or word is developed and supported.

Note: Normally the minimum of adequate support for a brief essay is three body paragraphs.

III. Conclusion

A concluding paragraph of 2 – 3 sentences which include an idea or reference from the introduction.

- A thesis statement should:**
- 1. should be a declarative statement of one to two sentences
 - 2. have an action verb
 - 3. express key terms in parallel structure
 - 4. contain a point of view/opinion/argument

HOW TO BEGIN AN ESSAY

The following are types of openings that can be used in an expository composition although the most popular and perhaps the most interesting to the reader is the personal anecdote.

humor	descriptive picture	nostalgia	leading question
concrete example	direct quotation	personal anecdote	statistics
paradox	puzzling statement	allusion	poetry
shocking statement	challenge		

As we approached the red and white tent, we could hear the stomping and snorting of the animals, smell the hot buttered popcorn in the air, and feel the excitement of the crowd as they eagerly pushed toward the ticket booth for the first ever circus in our hometown.

My siblings and I learned the secrets of our family by exploring the dusty attic at the top of my grandfather's house and the mysterious cellar deep beneath its foundation.

Mary was painfully torn between elation and terror as Tom invited her for a ride on his new motorcycle.

When my sister went off to college, I enthusiastically inherited her room, her large closet and most of all her parking space in the garage, but I was dismayed to hear I would now be responsible for her two cats.

When it comes to conservation of energy, most homes in the typical American community receive an F on energy saving practices as revealed in the latest US Department of Energy annual report.

My world had just fallen apart. I failed my latest test in Chemistry; I dinged my mom's car in a fender bender and worst of all I just lost my best friend.

"Worry does not empty tomorrow of its sorrow; it empties today of its strength." An insightful sentiment that its author, Corrie ten Boom grew to understand as she found the struggle to survive the Nazi prison camp a daily battle which required godly strength.

To fully respond to the charges of treason that had been leveled against them, Julius and Ethel Rosenberg hired one of the most eccentric attorneys of the era, William R. Stephenson. Even though he lost the case and his clients were sent to prison, he went on to become the most sought after lawyer in America.

Over 50% of new teachers will resign during their first three years on the job. With this kind of drop out rate, school districts will be looking for nearly 400,000 new teachers during the next seven years.

TRANSITIONS

The novel, Everything *Under the Sun*, from a first time writer was both a surprising financial and critical success because of its fascinating characters and intriguing plot. Readers eagerly await the possible sequel.

1. Transitional Word or Phrase

But at this time, the author has not committed to writing another book because of the lengthy research that would be required.

2. Pronoun

This enthusiasm by the reading public may provide enough pressure to interest the author in a sequel despite the lengthy research that is required.

3. Repetition of words or phrases

These **fascinating characters** will no doubt hold the interest of readers for a second or even third additional novel.

4. Synonym of Idea

Popularity with readers is a key factor in whether an author chooses to commit his time to writing a second book.

TRANSITION WORDS

Type of Signal	Words to Use
Addition	in addition, furthermore, moreover, also, equally important
Example	for example, for instance, thus, in other words, as an illustration, in particular
Suggestion	for this purpose, to this end, with this object
Emphasis	indeed, truly, again, to repeat, in fact
Granting a Point	granted that, although, though, even though, while it may be true, in spite of
Summary	therefore, finally, consequently, thus, accordingly, in short, in brief, as a result, on the whole
Sequence	in summary, in conclusion, therefore, finally, consequently, thus, accordingly, in short, in brief, as a result, on the whole
Sequence	<p><u>Value</u>: first, second, secondly, etc. next, last, finally</p> <p><u>Time</u>: then, once, after, afterward, next, subsequently, previously, first, second, at last, meanwhile, immediately, soon as, length, when, yesterday, today, tomorrow</p> <p><u>Space</u>: above, across, under, beyond, below, nearby, nearer, opposite to, adjacent to, to the left/right, in the foreground, in the background</p>
Relationship	<p>Similarity: similarly, likewise, in like manner</p> <p>Contrast: in contrast to, however, but, still, nevertheless, yet, conversely, on the other hand, on the contrary, at the same time, while this may be true, notwithstanding</p> <p>Cause/Effect: consequently, because, since, therefore, due to, consequently</p>

STEPS IN THE RESEARCH WRITING PROCESS

Students often make three serious errors that “doom” their papers from the start.

- The first is to jump into writing without any planning. Rushing into a paper with a poorly chosen topic is often the start of a poorly written paper resulting in a poor grade.
- Secondly, students procrastinate leaving themselves short of time to do each step properly.
- Lastly, taking shortcuts; foolishly assuming some of the steps written below just aren’t that important.

I. Pre-Writing Process

- a. **Clarify the Assignment** – Review the assignment. As the teacher explains expectations, take notes, highlight, and ask questions to make sure you know all the requirements.
- b. **Consider Your Needs** – Which elements of the assignment will be easiest and most difficult?
- c. **Get Organized** – Gather all the resources you need before you begin.

II. Brainstorm

- a. Jot down some possible aspects to your general topic.
- b. Take a quick look on the Internet to find out some general information on possible topics.
- c. as you narrow down your ideas, check with your teacher before you finalize your topic

III. Develop a Thesis Statement

- a. Your thesis statement is the basis for your paper. If someone asked, “What is your paper about?” Your answer would represent your thesis. Everything you write should relate directly to your thesis statement.
 - i. Draft a single sentence that states your main idea. *DO NOT* use first person language (*I, me, you, etc.*) in your thesis statement.
 - ii. Draft a second sentence summarizing your main points. Do not elaborate. Just state the main points.
 - iii. Try to combine the sentences using transitional words, phrases, or clauses.
 - iv. You can wordsmith your thesis statement as your paper develops, but you must be sure the keywords drive the focus of your paper.

IV. Conduct Research

- a. Find credible sources.
 - i. Credible resources are unbiased, meaning they present facts or theories that have a basis in fact.
 - ii. Find different types of resources.
 1. Your paper will be more interesting if you explore the topic from a variety of sources.
 2. Types of sources you may consider include:
 - a. other works by the same author (in literature)
 - b. primary sources such as diaries, news articles from the time, historical documents, research, etc.
 - c. sources that explain historical, cultural, religious, technological, economic, and political contexts
 - d. art, music, and other forms of expression that may lend insight
- b. Organize your research.
 - i. Choose a method to record your notes.
 - ii. Organize notes by category.
 - iii. Always take note of author info to use on your Works Cite page.

V. **Create an Outline**

- a. An outline is the skeleton of your paper.
- b. The Introductory paragraph
 - i. Begin with a “hook,” a sentence which creates interest for the reader.
 - ii. Include a couple introductory statements.
 - iii. Your thesis statement will be the last sentence of your introductory (first) paragraph.
- c. Body Paragraphs
 - i. In each body paragraph, discuss one of the main points, providing evidence, quotes, examples, illustrations and references.
 - ii. Use MLA citations when you quote, paraphrase or present ideas that are not your own.
 - iii. Use transitional sentences at the end of each body paragraph to move forward to the next point.
- d. A concluding paragraph;
 - i. Sum up the main points, making a connection between these points and your thesis.
 - ii. Make an assertive statement, giving the reader something to consider.
 - iii. Craft a final statement restating your main idea, bringing a close to the paper.

VI. **Revise and Craft the Paper**

- a. Read the first draft and revise sentences that do not flow well, have obvious errors, or seem awkward.
- b. Correct errors in spelling, punctuation, grammar, style, agreement, etc.
- c. Look for words that are overused; replace them with more specific interesting language.
- d. Avoid thesaurus abuse. Just because a word sounds fancier does not make it appropriate. Consider the best word for the context. **Word Choice Examples:**
 - i. **Ordinary:** The southerners were *very hungry* because of the blockade.
 - ii. **Thesaurus Abuse:** The southerners were *famished* because of the blockade.
 - iii. **Just Right:** The southerners were *starving* because of the blockade.
- e. **Crafting** means taking extra time and giving your paper additional attention to create more developed sentences; use a variety of stylistic techniques.

VII. **Provide Documentation**

- a. A Works Cited page only lists sources cited in the paper.

TYPICAL MISTAKES IN WRITING

Weak style choices are a key mistake found in poor writing. Though these word choices may be grammatically correct, they are written in an elementary style which reflects lazy thinking.

Avoid the following weak patterns of writing:

- Overusing key words and phrases
- Using “There is/are Here is/are” as a sentence beginner
- Filling sentences with over used words from the banned word list such as - good, bad, really, very, thing, pretty, fun, it, get.
- Choosing passive verbs instead of vigorous active verbs
- Writing in first or second person
- Inserting filler/repetitive sentences that add no new information, but are included to make the paragraph appear longer
- Settling for longer poorly worded phrases rather than choosing specific descriptive vocabulary
- Repeating the same sentence patterns rather than using the stylistic techniques
- Choosing slang expressions versus more sophisticated vocabulary

REVISION CHECKLIST FOR PARAGRAPHS/ESSAYS

I. Essay Structure

Introduction:

- 3 – 5 sentences
- catchy opening; preferably an anecdote
- strong thesis statement with key words (1 -2 sentences)

Body Paragraphs:

- topic sentence with: action verb
key words (core words from thesis statement)
point of view
- generally 5 supporting sentences
- all key words from topic sentence developed
- appropriate number of stylistic techniques
- prove the point?
- transition within paragraph
- transition to next paragraph

Conclusion:

- 3 – 4 sentences
- relation to introduction

II. Mechanics

Grammar

- sentence variety
- variety of conjunctions
- vocabulary variety
- spelling
- capitalization

Publishing

- neatly typed (written)
- appropriate font; margins, etc.
- attribution and documentation

III. Content

- worthy and appropriate topic for the assignment
- strong central idea explained with insight and depth
- display understanding of material
- use of creativity
- sufficient, specific, and relevant supporting material

IV. Overall

- all facets of the paper meet the requirements of the assignment
- this might include criteria for publishing, visual aids, title pages, etc.

PROOFREADERS' MARKS

Symbol	Meaning
✂ or ✂ or ✂	delete
^ or > or ˆ	caret
	transpose
¶	begin a new paragraph
↵	comma
↵	apostrophe
⊙	period
; or ;/	semicolon
: or Ⓜ	colon
AWK	awkward wording
D	check diction - poor choice of words
DMS	doesn't make sense
GE	grammar error
NCS	not a complete sentence
P?	need proof- documentation, quote, support
Rep	repetitious word or phrase
RO	run on sentence
	spelling error
SHCH	short and choppy sentences
T?	Is this information true/accurate?

PUBLICATION RULES

1. Essays should be typed using 12 point font - Times New Roman
2. No more than 1" margins around text
3. Double space between lines of text
4. Indent first line of each paragraph 5 spaces.
5. Create a header that numbers your papers consecutively in the upper right-hand corner beginning with the second page including your last name.
6. Do not make a title page. In the upper left-hand corner type your name, the course, and the date.
7. Center the title of your paper a double space below the information in the left-hand corner
8. Use MLA method of notation

Plagiarism

Plagiarism is using someone else's words or ideas without acknowledging the author. This would include

- copying directly word for word without quotation marks
- copying key phrases or words
- summarizing ideas that are not commonly known

Example:

“When we moved to Kansas with our one-year-old boy, the two warnings we received were to watch out for tornadoes and the brown recluse spiders. Tornadoes were our immediate fear, but our true nightmare became the brown recluse.” Debbie Gerber

All of the following sentences are examples of plagiarism because they use either the author's ideas or key phrases without proper citation.

- Two concerns we received when moving to Iowa, “Watch out for tornadoes and spiders.”
- Tornadoes were our first scare, but our real worry was spiders.
- When moving to the states of the Great Plains, newcomers should be concerned with the possibility of severe storms that may produce tornadoes and the various spiders that are native to the area.

Plagiarism is a disciplined offense that results in a behavior consequence and an academic penalty.

There are various methods to cite sources and works that are used in writing; Heritage will use the MLA method. In writings that borrow information not considered common knowledge, the author must be clearly documented. The author's last name and the page number(s) from which the quotation or paraphrase is taken must appear in the text, and a complete reference should appear on your Works Cited page.

The author's name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of your sentence. For example:

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Wordsworth extensively explored the role of emotion in the creative process (263).

The citations in the examples above tell readers that the information in the sentence can be located on page 263 of a work by the author, Wordsworth. Additional information about that book can be found on the Works Cited page.

WORKS CITED BASIC RULES

At the end of your paper, full publishing information from each of your cited sources should be listed.

- Start a new page titled Works Cited; centered, no italics or quotation marks.
- Entries are listed alphabetically generally by the author's or editor's last name. Author names are written last name first; then first name; then middle name or initials if given.
- Alphabetize these works using the author's last name; if there is no author use the title.
- Information needed for each listing can generally be found on the title page of the book.
- Double space all citations, but do not skip spaces between entries.
- Indent the second and subsequent lines of citations by 0.5 inches to create a hanging indent.
- All work cited entries end with a period.
- Capitalize each word in the titles of articles, books, etc., but do not capitalize articles (the, an), prepositions, or conjunctions unless one is the first word of the title or subtitle: *Gone with the Wind*, *The Art of War*, *There Is Nothing Left to Lose*.

Example of a "Works Cited" page follows.

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Works Cited

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