

# Documented Paper Guide



*A guidebook for  
formal paper writing  
and manuscript preparation*

Produced for the students and faculty of  
*Antioch Community High School*  
by the ACHS English Department

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# The Documented Paper

A documented paper aims at discovery. You, as the researcher, always show where and how you obtained the results of your work. You never assume a statement is valid; instead, you offer evidence to support it.

The documented paper you write will show the results of careful research, and the methods you acquire in obtaining your results will be of use to you the rest of your life. Whatever career you choose, knowing how to find facts and organize them in a logical manner will always prove an asset to you.

Consider this paper the most important writing assignment of the course; plan to devote enough time to your paper to insure thorough and unhurried work. Research work is careful work. Do not be satisfied with a paper that will merely “get by.”

## Plagiarism

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*Avoid plagiarism at all costs. Document the source of all of the ideas that you include into your paper.*

**PLAGIARISM:** the act of taking ideas, writing, etc., from another and passing them off as one’s own. If you lift phrases, sentences or paragraphs of material from books or magazines and do not put quote marks around the material and cite the source, you are plagiarizing. Citing the wrong source or making up your source is also plagiarism.

### To avoid problems:

- Take careful notes from your sources.
- Within the body of the paper accurately cite the source of:
  - √ quotes that you include in your paper
  - √ ideas that you paraphrase
  - √ ideas that you summarize from your notes
  - √ ideas that you incorporate from what you remember from your research

*A paper that is plagiarized will receive an automatic “F” and carry no credit.*

## Guidelines for the Documented Paper

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### I. Purpose

- A. to enable a student to understand the technicalities of a formal paper
- B. to enable a student to utilize and combine all skills he has learned
- C. to enable a student to gain experience in researching a subject

### II. Parts (all must be typed)

- A. title page
- B. outline page(s)
- C. essay with cited sources pages
- D. Works Cited page(s)
- E. appendices, charts, graphs, tables, etc. (These may be photocopies and may not be required. Check with your teacher.)

### III. Content

- A. Any topic, as long as it is approved by your teacher.
- B. Sources
  - 1. Check with your teacher for the number of sources that must be included.
  - 2. Check with your teacher for specific requirements regarding the types of sources to use.
  - 3. Only those sources cited in the paper can be listed in the final bibliography which is called "Works Cited".

### IV. Thesis Statement

- A. Each documented paper must be focused upon a thesis statement. The thesis gives the paper purpose and limits its scope.
  - 1. The thesis statement will accomplish one or more of the following:
    - a. analyze
    - b. classify
    - c. compare
    - d. contrast
    - e. define
    - f. describe
    - g. determine
    - h. establish
    - i. explain
    - j. prove
  - 2. The thesis must be supported from information gathered from your sources.
- B. The thesis must appear in the following places:
  - 1. at the top of the outline between the title and the outline itself
  - 2. as the last sentence of the introduction
  - 3. as the first sentence of the conclusion.

### V. Sources – Both print and non print sources are available to you, and you will want to take advantage of both depending on your topic.

- A. Places to look for information include:
  - 1. people
  - 2. institutions
  - 3. organizations
  - 4. the government
  - 5. the library or media center
  - 6. bookstores

7. online information services
  8. reference works
  9. videotapes
  10. TV and radio programs
  11. computer software & CD-ROMs
  12. audio/visual materials
  13. Internet sites
- B. Before deciding to use a source as support for your thesis, you must evaluate its reliability by checking whether it is:
1. authoritative
  2. unbiased
  3. current
- VI. **Working Source List** – As you do your research for your paper, you must keep track of the sources that you consult.
- A. Each time you gather information for your paper that you think you may use in the final draft, record all the necessary information needed to complete a work cited entry.
  - B. Keep the information on all your sources on one list in an organized manner for easy use when you begin to write the paper.
  - C. Give each source a number on the list.
- VII. **Gathering Information** – In preparing the documented paper it is necessary to collect accurate information.
- A. This can be done by:
    1. photocopying pages from sources for later analysis
    2. printing a hard copy of information accessed by computer
    3. taking notes from the source
  - B. For each photocopied, printed page or note:
    1. record all of the information necessary for the final works cited page on your working source list
    2. write the number that you give the source on it so you can match the source to the information on your working source list
- VIII. **Mechanics and Techniques**
- A. All papers must be typed and double spaced. (See IX for detailed directions for preparing manuscripts.)
  - B. Follow the form and style given in this booklet.
  - C. Check with your teacher for the required length of the body of paper.
  - D. On the due date be prepared to turned in all of the following:
    1. A working source list
    2. All print outs, photocopies and notes of source material
    3. All outlines
    4. All drafts
    5. The typed paper containing the following, in order:
      - a. title page
      - b. outline
      - c. essay with sources cited
      - d. Works Cited page
      - e. any appendices, charts, graphs, tables, etc.
  - E. Check with your teacher for the penalty for late papers.
  - F. Questions regarding problems not addressed in this guide should be presented to your teacher.
  - G. It is expected that you will turn in a paper free from any grammatical, spelling, mechanical, and typing errors.

## IX. Typing the Paper

### A Spacing, Margins and Fonts

1. Manuscripts are double spaced and typed on 8 $\frac{1}{2}$ " x 11" paper.
2. On the first page give, at the left-hand margin and on separate lines, your complete name, your teacher's name, the name and hour of your class, and the complete date in this form: 12 Nov. 2002. Then type the title of your paper. Double space between lines.
3. The first line of paragraphs is indented approximately  $\frac{1}{2}$  inch.
4. Quoted material of 4 lines or more is indented from the left margin 1 inch.
5. If you are using a typewriter, put 2 spaces after a period. If you are using a word processing program, put one space after a period.
6. Use a non-decorative font that is easy to read. Check with your teacher regarding any specific preferences.

### B. Name and Page Numbers

1. Your last name and the page number are typed in the upper right corner flush with the right margin and  $\frac{1}{2}$  inch from the top of the page. Use the header function to achieve this.
2. Page numbers appear on each page beginning with the first page.
3. Number the paper and the list of Works Cited continuously, using Arabic numerals (1, 2, 3 and so on). Do not precede the number with the word *Page* or any abbreviation such as *p.*, *pp.*, or *pg.*
4. The title page and outline page are unnumbered.

### C. Title Page

1. Title of report, teacher, name of course, period, your name, and the date are all typed on the title page (see sample).
2. Headings on the title page are centered.

### D. Placement of Title – The title should be repeated three times in a paper:

1. on the title page
2. at the top of the outline
3. on the first page of the paper after the heading

The title should **not** be repeated on each page of the paper.

### E. Outline Page (inserted immediately after the title page)

1. Entries are typed double-spaced.
2. The title of the paper is centered at the top of the outline.
3. The thesis statement is listed between the title and the outline.
4. All elements of the outline should be complete sentences unless the teacher has specified a topic outline.

## VI. Works Cited Page (see sample)

1. Works Cited Page typed centered at top of page
2. References are listed alphabetically.
3. The first line of each entry starts at the left margin.
4. The second and succeeding lines are indented  $\frac{1}{2}$  inch.
5. Entries are double-spaced with a double space between entries, not quadruple space.

## Outline

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### I. Purpose

- A. To prevent wandering off the subject
- B. To give a quick overall view of an essay
- C. To insure proportionate space to each part
- D. To aid in organizing and giving order to the essay
- E. To enable one to spot missing or irrelevant matter.

### II. Form

- A. The title of the paper is placed at the top center of the outline. The word “outline” is not necessary.
- B. Major divisions are indicated by Roman numerals (I, II, etc.), subdivisions are indicated by English capital letters (A, B, etc.), sub-subdivisions are indicated by Arabic numbers (1, 2, etc.), and further divisions are indicated by small letters, Arabic numerals in parenthesis, and then small letters in parenthesis.

Two common forms of outlines are topic outlines and sentence outlines. In a topic outline, entries consist of phrases or clauses which sketch out the ideas to be presented in the paper. In a sentence outline, complete sentences make up the list, some of which will appear word for word within the finished paper. Students should use whichever type of outline a teacher requires for a given paper.

*On the next pages are examples of each type of outline.*

(sentence outline example)

Prejudice in *To Kill a Mockingbird* [paper title]

Thesis: The way the people in Maycomb County are raised forces them to be prejudiced.

- I. The traditions of social status in Maycomb are some of the major causes of prejudice.
  - A. Four separate social classes exist.
    1. Highest are the fine folk.
    2. Next are the common folk.
    3. Then come the poor whites.
    4. Finally, the blacks come last.
  - B. Atticus loses his social status when he defends Tom Robinson, a black.
  - C. Dolphus Raymond has a low social status because he associates with blacks.
- II. Family influences also play a major role in causing prejudice.
  - A. Children learn at an early age whom they are supposed to associate with.
  - B. Atticus teaches his children not to be prejudiced.
  - C. Bob Ewell sets an example of bigotry for his children.
- III. Racial background is another source of prejudiced behavior.
  - A. Dolphus Raymond's children are outcast because of their racial heritage.
  - B. Atticus is treated poorly because of his associations with blacks.
  - C. Tom Robinson is convicted solely because of his race.
- IV. Family background is the final cause of prejudiced feelings.
  - A. The Finch's family history goes back to the founding of the town.
  - B. According to Scout, "Everyone knows a Cunningham won't take nothin' from nobody."
  - C. The Ewells have a reputation for scandalous behavior.

(topic outline example)

Prejudice in *To Kill a Mockingbird* [paper title]

Thesis: The way the people in Maycomb County are raised forces them to be prejudiced.

- I. Social status in Maycomb as a cause of prejudice
  - A. Four separate social classes
    1. fine folk
    2. common folk
    3. poor whites
    4. blacks
  - B. Atticus loss of his social status
  - C. Dolphus Raymond's low social status
- II. Family influences causing prejudice
  - A. Children learning whom to associate with
  - B. Atticus' lessons to his children
  - C. Bob Ewell's example of bigotry for his children
- III. Racial background causing prejudiced behavior
  - A. Dolphus Raymond's children
  - B. Atticus' associations with blacks
  - C. Tom Robinson's race
- IV. Family background causing prejudiced feelings
  - A. The Finch's family
  - B. Scout's description of the Cunninghams
  - C. The Ewells' reputation

## MLA Parenthetical Documentation of Sources

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The method of documentation most widely used today is called **parenthetical documentation**. This method has largely replaced documentation using endnotes or footnotes.

**What must be documented?** You must accurately cite the source of any information that is included in your essay that you learn from your research. Directly quoted, paraphrased, and summarized ideas must be attributed to their sources. Even if you did not reproduce exact words or figures, you must indicate the source of the idea that you are including in your essay. You must cite the source of direct quotes, paraphrased ideas, or summarized material from your research. In other words, you will cite any information you include in your paper that you learn during the course of your research. You do not need to cite general material or accepted facts.

**Form of citations:** To acknowledge a source using the parenthetical documentation method, enclose a brief note in parentheses. The note, which is called a **parenthetical citation**, usually consists of an author's name and a page number. (detailed guidelines on following pages)

### *Example*

*The Grapes of Wrath* is an historical novel, “a summation of national experience at a given time” (Levant 93).

The process of placing the citation into your text is called **citing a source**. A parenthetical citation contains just enough information to help the reader locate the source in the list of **Works Cited** at the end of the paper. The list of **Works Cited** consists of bibliography entries which give all of the information about the sources cited in the essay. You will compile this list from your source list and include only those that you actually cite in the final paper.

Be sure to **include citations in your rough draft** as you are writing the paper. It is almost impossible to go back later and figure out where a source comes from and what source should be cited. Accurate citation of sources is critical. **Citing the wrong source or making up sources is as serious a problem as plagiarizing an author's ideas.**

The parenthetical citation always comes at the **end** of the idea you are giving credit to, not at the beginning. You may be citing one sentence, a whole paragraph, or even two or three paragraphs. There will be no difference in the citation itself. The reader will know what it refers to because of the way your paper reads.

## Parenthetical Citation Form

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### Basic citation

Place the citation at the end of the sentence that contains the material being documented. The citation should appear after the text of the sentence but before the end mark.

#### *Example*

The Oklahoma migrants found “not a Promised Land but a Man-blighted Eden”

(Crocket 195).

### Citation of a long quotation

If you are directly quoting material of four or more typed lines, set off the material by indenting the left margin an additional inch and do not use quotation marks. Note that in this case, the parentheses appears *after* the punctuation that ends the quoted material. Space twice before the citation.

#### *Example*

While not all critics agree, one feels that:

In addition to causing tragedy for others, Crane’s characters who are motivated by a desire to appear heroic to their peers may also cause themselves serious trouble. Collins, in “A Mystery of Heroism,” for example, almost causes his own death because of his vain desire to act bravely in front of his fellow soldiers. (Hall 16)

### Basic citation with author’s name in text

If you use a source by one author and give credit to that author by name within your paper, you need only give the page number in the parentheses.

#### *Example*

It may be true, as Robertson maintains, that “in the appreciation of Medieval art the attitude of the observer is of primary importance . . .” (136).

### Citation of multiple works by the same author

If you are citing more than one work by the same author, include a short title in the parentheses. When abbreviating a title, drop small opening words like *a*, *an*, or *the*; and reduce the overall length to one to four words.

#### *Example*

Within 50 years the Inca and Aztec civilizations were defeated and overthrown by outside invaders (Thomas, *Lost Cultures* 198).

#### *Example*

If the title and the author appear in the text, then only the page number is needed.

According to Thomas in *The Lost Cultures*, within 50 years the Inca and Aztec civilizations were defeated and overthrown by outside invaders (198).

### **Citation of a work by multiple authors**

If you are citing a work by two or three authors, use all last names and page number.

#### **Example**

“Very little is now known about how dolphins and whales communicate” (Akmajian, Demers, and Harnis 36).

If you are citing a work by more than three authors, give the last name of the first author followed by *et al.* and the page number.

#### **Example**

“Scientists are still debating whether the higher apes can be taught to create sentences in sign language” (Kim et al. 427).

### **Citation of a work by an unknown author**

If you are citing a work that has no author given, use an abbreviated or shortened version of the work’s title and the page number. Make sure that the first word in your abbreviated version of the title is the word by which the work is alphabetized in the list of Works Cited. The example comes from an anonymous work called “Some Factual Errors in Steinbeck’s Portrayal of Oklahoma and Oklahomans”.

#### **Example**

One contributor wrote that the novel contained “a number of factual errors” (“Some Factual Errors” 647).

### **Citation of a work available in various editions**

If you are citing a literary work commonly available in different editions, include information that will allow the reader to find the quotation in any edition. For novels, include chapter numbers. For short stories or essays, include paragraph numbers (Donne, “Meditation 17” 300; par. 7). For plays divided into acts and scenes, give the act number and the scene number separated by a period. Omit the page number(s). If the play is well-known classic, then the author’s name can be omitted as well: (*Macbeth* 5.5).

#### **Example**

One character in Steinbeck’s novel points out that: “Everybody says words different. Arkansas folks says ’em different, and Oklahomy folks says ’em different. And we seen a lady from Massachusetts, an’ she said ’em differentest of all” (*Grapes* 173; ch. 13).

### **Citation of an encyclopedia or a similar reference work**

If you are citing material from a reference work which is arranged alphabetically, give only the title or a shortened version of the title.

#### **Example**

One cause of the Dust Bowl was misuse of the land (“Dust Bowl”).

### **Citation of a multi-volume work**

If you are citing material from a reference work which is not arranged alphabetically, give the name, the volume number, a colon, and the page number.

#### **Example**

Today, specialists in language often use the term *grammar* to refer to any aspect of language that can be described systematically (Lyons 2: 378).

### **Citation of a quotation appearing in a source (indirect source)**

If the material you are citing contains a quoted passage from another source, indicate the use of the quotation in the parentheses.

#### **Example**

According to George Orwell, “Good writing is like a window-pane” (qtd. in Murray 142).

### **Citation of a quotation from a personal interview**

If you are citing ideas from a personal interview, give the name of the interviewed person in parentheses.

#### **Example**

“Most teachers put in two to three hours at home each night grading papers or preparing for the next day’s classes” (Schmitt).

### **Citation of a non-paginated source (web page, etc.)**

If the material you are citing does not have page numbers (an interview, a piece of computer software, a web page, or a recording for example), give the name of the author or interviewee. If there is no name, give a title or a shortened version of the title.

#### **Example**

The migrants didn’t have the necessary money, or “Do-Re-Me,” to live decently (Guthrie).

### **Citation of more than one page**

If the material you are citing comes from more than one page, use a hyphen to separate the numbers unless the pages are nonconsecutive. When citing numbers, give the complete form of the second number for numbers through 99: 1-2, 12-13, 35-36. When citing larger numbers, give only the last two digits of the second number unless more numbers are required for clarity’s sake: 99-102, 117-18, 223-24, 1201-02, 1201-303. If the pages are not contiguous, use a comma to separate the pages: 1, 9.

#### **Example**

French points out that “*The Grapes of Wrath* has been applauded throughout the world since its publication” (*Companion* 147-48).

## Works Cited Form

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### General Rules:

1. Observe correct punctuation; end each note with a period.
2. The place of publication is the place closest to you; the date is the most recent date.
3. If the author of a work is unknown, the entry begins with the title.
4. Alphabetize entries according to the first word of the entry, *i.e.* author's last name (or the title, excluding *a, an, the* ).
5. Use a hanging indent, as illustrated below. The second and following lines are indented.
6. Use shortened forms of publishers' names: Holt for Holt, Rinehart and Winston; Harper for Harper & Row; "UP" for "university press," and so forth. Also, omit business descriptions, such as "Inc.," "Co.," "Press," or "House."
7. When certain items do not apply or are not available, skip those and go on to the next item.

### Book or Pamphlet

#### General Form:

Author's Last Name, First Name. *Title of Book*. Place of Publication: Publishing Company, Date.

#### Examples

##### Book with one author:

Hawthorne, Nathaniel. *The Scarlet Letter*. New York: Random, 1965.

##### Book with two or three authors:

Wellek, Rene, and Austin Warren. *Theory of Literature*. New York: Harcourt, 1949.

##### Book with more than three authors

Guerin, Wilfred L., et al. *A Handbook of Critical Approaches to Literature*. New York: Harper, 1979.

##### One author's work in a collection edited by another:

Frye, Northrup. "Hawthorne's Colors." *Twentieth Century*. Ed. Clifton Fadiman. New York: Grolier, 1952.

##### No author given:

*Telemarketers*. Moravia, NY: Chronicle Guidance Publications, 2001.

##### Editor in place of an author:

Brooks, Van Wyck, ed. *Modern Literature*. Chicago: U of Chicago, 1970.

## Multivolume Work

### General Form:

Author's Last Name, First Name. "Title of Article." *Title of Book*. (Date): pages. Rpt. in  
Name of Book. Editor. Vol. Number. Place of Publication, Date. Page.

### Example

Roberts, Sheila. "A Confined World: A Rereading of Pauline Smith." *World Literature*

*Written in English* 24 (1984): 232-38. Rpt. in *Twentieth-Century Literary Criticism*. Ed.

Dennis Poupard. Vol. 25. Detroit: Gale, 1988. 399-402.

## Magazine

### General Rules:

1. No punctuation between the title of the magazine and the date; a colon comes after the date and before the page numbers.
2. For weekly magazines the date is given in the following order: day month year. The month is abbreviated. ( 4 Aug. 84: )
3. For magazines published every month or every two months, give the month(s) and year. Do not give the volume and issue numbers even if they are listed.
- 4 The page number is given without using "p." or "pp."

### General Form:

Author's Last Name, First Name. "Title of Article." *Title of Magazine*

Date: pages.

### Example

Baker, Carlos. "Hemingway's Code Hero." *English Studies* June 1963: 106-08.

## Encyclopedia Article

### General Form:

Author's Last Name, First Name. "Title of Entry." *Title of Encyclopedia*.

Edition number.

### Example

Langlotz, Ernat. "Greek Art." *Encyclopedia of World Art*. 1963.

## Newspaper Article

### General Form:

Writer's Last Name, First Name. "Title of Article." *Title of Newspaper*

Date, sec. Number: page numbers.

### Examples

Smith, Bill. "Hemingway Today." *The Waukegan News-Sun* 7 Nov. 1977,

sec. 4: 8+.

Tucker, Cynthia. "Education Stays on Top of Southerners' Agenda."

*Atlanta Constitution* 21 Mar. 1987, A19-20.

## Lecture, Speech, or Address

### General form

Speaker's last name, First name. *Title* (if available) or kind of speech

(lecture, introduction, address). Event. Place, Date.

### Example

Benjamin, John. Address. First Annual Abolitionist March and Rally.

Boston, 18 July 1992.

## Published Interview

### General Form

Interviewee's Last Name, First Name. *Title of Interview*. By

Name of interviewer(s). Place of Publication: Publishing Company,

Date: Page numbers.

### Examples

Lansbury, Angela. *Off-Camera: Conversations with the*

*Makers of Prime-Time Television*. By Richard Levinson and William

Link. New York: Plume-NAL 1986, 72-86.

Morrison, Toni. *All Things Considered*. Natl. Public Radio.

WNYC, New York: 16 Feb. 1986.

Kundera, Milan. Interview. *New York Times*. 18 Jan. 1982, sec. 3: 13+.

## Personal Interview

### General Form

Interviewee's Last Name, First Name. Credentials of the interviewee.

Type of interview. Date.

### Examples

Schmitt, Suzanne. ACHS English Teacher. Personal interview. 14 Feb. 1998.

Daley, Joel. Chicago Television News Anchor. Telephone interview. 31 Jan. 1998.

## Personal Letter

### General Form

Sender's Last Name, First Name. Credentials of the sender. Letter to the

author. Date.

### Example

Churchill, Robert. District 62 Illinois House of Representatives. Letter to

the author. 6 Mar. 1998.

## Letter via E-mail

### *General Form*

Sender's Last Name, First Name. *Subject line of message*. Credentials of the sender. E-mail letter to the author from <Sender's E-mail address>. Date.

### *Example*

Schmitt, Suzanne. *About your questions*. ACHS English Teacher. E-mail letter to the author from <sschmitt@achs.lake.k12.il.us>. 10 Apr. 1998.

## Recording

### *General Form:*

Name of Group or Singer's last name, First name. "Title of Song." *Title of Recording*.  
Recording Company, Date.

### *Example:*

The Beatles. "The Long and Winding Road." *Let it Be*. Apple Records, n.d.

## Film

### *General Form:*

Director's last name, First name, dir. *Title of the Film*. With Names of the lead actors.  
Movie Studio. Year.

### *Example:*

Redford, Robert, dir. *Ordinary People*. With Mary Tyler Moore and Donald Sutherland.  
Paramount. 1980.

## Electronic Sources

### *General Rule:*

When citing from an online or Internet source originally printed in a book or journal or other printed format, use the general guidelines you would use to cite the printed form. In addition, add the information which tells where you located the information.

## CD-ROM Database

### *General form*

Author's Last Name, First Name. "Title of the article" *Title*. Date of print publication.  
Pages. *Title of the database*. Publication medium. Name of the Vendor, Electronic  
publication date.

### *Example*

"Mammal." *Encarta 95*. 1995. CD-ROM Microsoft Encarta, 1995.

## Internet Site

### *General Form*

Author's Last Name, First Name. "Title of Web Page." Information on print version (if any). *Site Title*. Date posted or last updated. Date accessed <Electronic address>.

### *Examples*

Burka, Lauren P. "A Hypertext History of Multi-User Dimensions." *MUD History*. 23 May 1993. <<http://www.ccs.neu.edu/home/lpb/mud-history.html>>.

Hamilton, Calvin J. *Views of the Solar System*. 12 Nov. 1999

<<http://solarviews.com/eng/homepage.htm>>.

Williams, Vanessa. "D.C. Votes to Limit Teenage Drivers: Council Sets 18 as Minimum Age for full License." *Washington Post* 3 Nov. 1999, final ed.: A1. *National*

*Newspapers*. ProQuest. Antioch Community High School, ACHS media center. 12 Nov. 1999 <<http://proquest.umi.com/pqdweb>>.

(Works Cited page example)

Works Cited

- Baker, Carlos. "Hemingway's Code Hero." *English Studies* June 1963: 106-08.
- Brooks, Van Wyck, ed. *Modern Literature*. Chicago: U of Chicago P: 1970.
- Famous First Facts*. London: Bantam, 1975.
- Gilbert, Sandra M., and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. New Haven: Yale UP, 1979.
- — —, eds. *The Norton Anthology of Literature by Women: The Tradition in English*. New York: Norton, 1985.
- Hawthorne, Nathaniel. *The Marble Faun*. New York: Harper, 1960.
- — —. *The Scarlet Letter*. New York: Random, 1965.
- Salwen, Peter. *Peter Salwen's Mark Twain Page*. 5 May 1997. 10 Dec. 1998  
<<http://salwen.com/pstwain.html>>.
- Wellek, Rene, and Austin Warren. *Theory of Literature*. New York: Harcourt, 1949.
- Zwick, Jim. "Mark Twain Was All Business Writing 'Conneticut Yankee.'" Hartford 4 Aug. 2002, statewide ed.: G7. ProQuest. Antioch Community High School, ACHS media center. 8 Oct. 2002 <<http://proquest.umi.com/pqdweb>>.

(title page example)

**Title of Paper**

Student Name

Teacher Name

Course Name & Period

Day Month Year

Student Name

1 inch top margin

Teacher Name

Course Name & Period

Day Month Year

Title of Paper  
(page 1 only)

1 inch left margin

1 inch right margin

1 inch bottom margin