

**WELLAND CENTENNIAL SECONDARY SCHOOL
STYLE GUIDE**

(YOUR ESSAY/REPORT TOPIC)

THESIS

Subject:
Teacher's Name:
Student's Name:
Date:
Number of Pages:

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AN INTRODUCTION TO RESEARCH

Regardless of which post-secondary course you will be taking, you will be expected to learn the research and writing skills needed to produce a polished research paper. Research papers, including reports and essays, are based on information gathered systematically from various sources.

Through research, you learn more about a topic in an active, participatory way. Good research is usually based on more than one source of information. Although you may rely heavily on information collected by others, (secondary research), you create an original paper by selecting, organizing and discussing information in a new way. Results of your primary research will help you to present your own approach to your topic.

THE RESEARCH PROCESS - INDEPENDENT STUDY - BASIC OUTLINE

1. PRE-SEARCH

Select a topic

Formulate the Central Question

Relate Question to Prior Knowledge

Identify Key Words, Names, Descriptors

Integrate Concepts

Develop Questions to Organize Search

Re-explore General Resources (when needed)

2. THE SEARCH ACTIVITIES

Locate Sources of Information

Search for Relevant Information

3. INTERPRETATION

Select and Evaluate Information

Interpret, Infer, Analyze and Paraphrase

4. APPLICATION

Organize Information for Applications

Apply Information for Intended Purpose

WRITING A THESIS STATEMENT

The thesis statement declares the controlling idea of the essay: it states the purpose of the essay and indicates the design by which the purpose will be fulfilled. The thesis statement should be a proposition, not a question or topic. Remember, it is something set down, an assertion or position statement.

Thesis statements do not need to be controversial: you may often write a thesis statement with which anyone conversant with the subject would agree. And originality in the sense of an approach never before committed to paper, is not required before the PhD dissertation. However, good thesis statements are never self-evidently true. Rather, they need the support of evidence, details and examples which a thorough consideration of the subject reveals.

The thesis of your essay is your opinion boiled down to one arguable statement. Everything else in the essay depends on the thesis statement for the whole purpose of the essay is to explain, clarify, defend and illustrate it and thus to persuade the reader of its truth. You arrive at this opinion through a process of selection that is the very essence of thought - the narrowing of a broad subject to one specific judgment.

The thesis statement appears in the introduction to your essay and in the conclusion. It should at all times be in your mind.

The process of finding a thesis is mainly a process of finding out first what you know about a subject and then determining what your opinion is of what you know. It can be reduced to five basic steps.

- * Take inventory. What do you know about your topic? Brainstorm.
- * Ask questions. Who? What? When? Where? How? Why?
- * Ask the yes or no question.
- * Look for relationships. Make connections. Use the words "and," "or," "but," "so."
- * Qualify. Qualification is the process of limiting your thesis to exactly the area you choose to defend, thus making your point of view precise and reasonable.

A CHECKLIST FOR THESIS STATEMENTS.

1. Does your thesis statement do more than restate the topic or question?
2. Does your thesis statement reflect the restrictions which your essay will impose on the topic?
3. Is your thesis statement written clearly so that it states the central idea of your essay precisely?
4. Does your thesis statement convey the priorities of your argument? You should give your reader a clear expectation of how your argument will develop and which ideas are most important.
5. Does the thesis statement reflect personal conviction? If you are committed to the subject, the process of writing - the reading, the thinking will be motivated by your desire to know.
6. Does the thesis statement have pertinence? Is it worthy of research? Is it relevant to you and to your audience?
7. Is the thesis statement suitable for the type and length of the essay? Is the proportion suitable?

SOME COMMON MISTAKES IN THESIS STATEMENTS

1. A thesis cannot be a fragment; it must be expressed in a sentence.
2. A thesis must not be in the form of a question. The answer could be a thesis.
3. A thesis must not contain such phrases as "I think" or "There is..." Avoid using "not" in a thesis statement.
4. A thesis must not contain elements that are not clearly related.
5. A thesis must not be expressed in vague, incoherent, or figurative language.

THE RESEARCH PAPER**WRITING STRUCTURE****1. INTRODUCTION:** should lead into your thesis by including:

- (a) a broad, general topic statement
- (b) a specific topic statement (refer to author and book titles)
- (c) a thesis statement
- (d) an overview of the arguments to be considered (not always applicable)

2. ARGUMENTATION:

- (a) is based on the research data that was previously gathered
- (b) should be organized into an outline
- (c) each argument should follow the format outlined below.

First paragraph - second strongest argument

- a) premise statement- **TOPIC SENTENCE**
- b) explanation/rationale of premise statement
- c) evidence
- d) interpretation and **ANALYSIS** of evidence
- e) thesis connection - relate the argument back to the thesis of the paper.

Second paragraph -

Opposing arguments or information which shows opposition to your thesis. This strategy shows your reader that you are aware of opposition but that your thesis can withstand criticism. (**NOTE:** Concession to the opposition is not always necessary.)

Third paragraph - Third strongest argument using the same format as the first paragraph.

n th paragraph - The strongest argument should be the last argument that is presented. It should use the same format as the other arguments.

3. CONCLUSION:

- (a) Moves the reader from specific thesis statement to a summary of the arguments to the general topic area.

4. EDITING THE RESEARCH PAPER:

Edit your paper for:

- (a) Logical development of arguments. Convincing?
- (b) Style. Technique.
- (c) Is the paper readable and interesting?
- (d) Are there spelling and grammatical errors?
- (e) Use spellcheck, thesaurus, and grammar checker in Word Perfect.

REPORT WRITING

WRITING STRUCTURE

NOTE the difference between an essay and a report. The purpose of a report is to present information. The purpose of an essay is to present a thesis which is based on a judgement, an opinion, an analysis or an evaluation of the subject.

1. The Introduction should include:

- (a) introductory topic sentence
- (b) specific topic statement
- (c) objectives of the report
- (d) parameters of the report - limit it to a specific area.

2. The Body should include:

- (a) Definition(s)
 - define the terms and concepts essential to the report.
 - any information necessary to understand the topic.
 - statistics that help explain the topic.
- (b) Historical Perspective
 - background information that provides a perspective for the topic.
- (c) Detailed Explanation
 - Key elements of the topic
 - most important factors to consider for your report
 - the meat of the report -the details
 - answers the how and why of the report
- (d) Benefits and Uses
 - uses, benefits, drawbacks
 - effects on people

3. The Conclusion should:

- summarize the information contained in the report.
- present an opinion, decision or point of view resulting from your examination of the topic.
- use of deductive or inductive reasoning or judgement to arrive at an evaluation of the topic.

A report should give information to the reader in a clear and objective form. Each paragraph should begin with a topic sentence which states clearly what will be discussed in the paragraph. The information in a report should be factual, based on evidence from print and non-print sources or from the writer's observations.

1. GENERAL INFORMATION

This guide is based upon Scholarly Reporting in the Humanities by R. M. Wiles, A Manual for Writers by Kate L. Turabian, MLA Style Manual Guide to Scholarly Publishing, by Joseph Gibaldi, and The Communications Handbook by Paul S. Goepfert (Editor).

Although there are a number of acceptable ways of doing essays, citing quotes, bibliographies, and Works Cited, it is most important to be consistent throughout the essay. Accordingly, this style guide will serve as a guide to all Welland Centennial students.

Note also that universities and colleges have their own style guide to which you will need to adapt.

Most post secondary institutions use variations of MLA (Modern Language Association) or APA (American Psychological Association) as guides.

2. FORMAT

- a) Only plain white paper, eight and one-half by eleven inches will be used.
- b) Essays will be word processed, double-spaced, on one side of the paper only.
- c) Margins should be one inch at the top and sides of the page.
Before you start, set the margins. Margins. Default for Word Perfect is 1".
- d) The last line on the page should be one inch from the bottom of the page. Word Perfect default is one inch.
- e) Number all pages at the upper right corner, one -half inch (1.25 cm) below the top edge. (The title page and the table of contents page are not included in the numbering.) Auto page numbering can be used.
- f) The title page is set up like the title page of this guide. Include the title of your essay: the subject, the teacher's name, the student's name, the due date, and the number of pages.
- g) Your paper should look like a professional product.
- h) Underline or italicize foreign words and phrases. Do not underline words and phrases that have been absorbed into the English language (carte blanche, en route, vice versa, etc.)

3. PLAGIARISM

Plagiarism is the act of representing another author's words or ideas as your own. Plagiarism is the direct copying of other people's materials and/or the representation of their research and ideas as your own, without giving them credit. Plagiarism is dishonest and unacceptable, and will be harshly penalized.

Research is an important part of essay and report writing because it is often necessary to study and use the work of experts in a given field. When using reference material to support, illustrate or develop a research paper's arguments, the writer must give credit to the original author of that material.

Obviously it's against the rules to buy essays or copy chunks from your friend's homework, and it's also plagiarism to borrow passages from books or articles without identifying them. In any case you want to do your own thinking, not just create a patchwork of borrowed ideas. But you may be wondering how you're supposed to give proper credit to all the reading you've done and all the ideas you've encountered.

The point of documenting sources in academic papers is not just to avoid unpleasant visits to the Vice Principal's office and marks of 0, but to demonstrate that you know what is going on in your field of study and to suggest that you're taking part in the discussion yourself. It's also a courtesy to your readers because it helps them consult the material you've found. So mentioning what others have said doesn't lessen the credit you get for your own thinking. Just the opposite -- it adds to your credibility.

i. **Can't I avoid problems just by listing every source in the Works Cited?**

No you need to integrate your acknowledgements into what you're saying. That may mean repeating "X says" and "Y argues against X," as well as indicating your stand.

ii. **If I put the ideas into my own words, do I still have to fill my pages with those citations?**

Sorry -- **yes**, you do. Authors of academic papers keep mentioning names and dates to show how their ideas are related to those of other experts. It's sensible to use your own words because that saves space and lets you connect ideas smoothly. But whether you quote a passage directly in quotation marks, paraphrase it closely in your own words, or just summarize it rapidly, you need to identify the source.

iii. **But I didn't know anything about the subject until I started this paper. So do I give a reference for every point I make?**

You're safer to over reference than to skimp. But you can reduce the number of citations by recognizing that some ideas are "common knowledge" in the field -- that is, taken for granted by people knowledgeable about the topic. Facts easily found in reference books are considered common knowledge: the date the atomic bomb was dropped, for example, or the present population of St. Catharines. In some disciplines information covered in class doesn't need acknowledgement. Some interpretive ideas may also be so well accepted that they don't need referencing -- that the Group of Seven are distinguished Canadian Painters, or that smoking is harmful to your health. Check with your teacher if you're in doubt whether a specific point is considered common knowledge in your field.

iv. **How can I tell what are my own ideas and what have come from somebody else?**

That can be hard especially when your way of thinking is still forming. Careful note-taking helps,

so you know what names and dates to attach to ideas. It's worthwhile to write summarizing notes in your own words rather than just highlighting – that helps you think the ideas as well as record them. Try making a deliberate effort, as you go through your readings, to work out connections among ideas, look for contrasts and disagreements, and note questions or objections of your own. As you write, notice whether references in your draft come from one or two books or articles. If so, deliberately look back in your notes for sources that take other views of the same topic -- then write about why the differences occur.

v. **So what exactly do I have to document?**

With experience in writing essays you will soon get used to the way writers in a particular subject refer to their sources. Here are the main times you should give credit for ideas.

(a) **Direct quotations, paraphrases, or summaries:**

Don't waste space on long quotations. In literary studies quote a few words at a time and comment on them. In other disciplines quote only when the original words are especially memorable. In most cases, summarize in your own words to save space and emphasize the points relevant to your argument. It's often a good idea to mention the author's name to give your argument some support and to indicate where the borrowing starts and stops .e.g. As Aceti puts it in A Time Before Welland Centennial, "we can always be sure of a new English assignment before the first is completed" (Aceti 22).

(b) **Specific facts used as evidence for your argument or interpretation:**

First consider whether the facts you are mentioning are common knowledge according to item number 3 above. When you're relying on facts that may be disputed by people in your discipline, perhaps because they are newly published or not well known, establish that they're trustworthy by referring to an authoritative source. e.g. In September 1945, more than 15,000 German soldiers were killed as allied troops advanced on Germany (Ross 234).

(c) **Distinctive or authoritative ideas, whether you agree with them or not:**

The way you make a reference can indicate your attitude and lead into your argument. Your next sentence will go on to explain, support with further detail, disagree, or continue the chain of reasoning. eg. Writing in 1967, Pierre Trudeau asserted that Canada was in a period of critical instability (Trudeau 22). That period is not over yet, judging by the same criteria of economic uncertainty, national debt and changing world economics.

If you use electronic sources (ie. Internet, e-library) you MUST print a copy of the item(s) that you use. You may be required to submit a copy of these sources with your final draft OR if plagiarism is suspected by the teacher.

4. **TABLE OF CONTENTS**

A table of contents should be included in your research paper (report) if there are several sections with specific headings.

The table of contents should be placed directly after the title page.

A Table of Contents does not normally appear in an essay.

You can automatically generate a Table of Contents in Word Perfect.

Table of Contents

Table of Figures	1
Introduction	1
Man's First Efforts at Flight	4
World War One Aircraft	8
World War Two Aircraft	10
Modern Aircraft	15
Conclusion	20
Citing Sources in MLA style	22
Works Cited	23

5. **FIGURES**

Figures are maps, graphs, illustrations, tables or diagrams used to convey information. These visual aids may be included within the text of your research paper or on separate pages. Figures are not required or

appropriate in all research papers.

To electronically include a figure in a report, you may scan a printed copy or create diagrams in other software.

If you think your paper will be enhanced by the inclusion of a figure, you should follow the following guidelines when you prepare the figure:

- a) Put a title at the top of the figure. Capitalize the first word only or use a caption if it is a computer generated graphic.
- b) Number the figure.
- c) If a figure is not the product of your own original research or an interpretation of primary sources, it must be cited. The notation for citing is placed at the bottom of the page.
- d) All figures are listed on a separate sheet of paper following the Table of Contents. Figures are numbered in the order they appear, with the page numbers for the pages on which they can be found.
- e) The figure must be referred to in the text of your report. Do not include a figure in a report without referring to it in the body of the text.

6. GRAPHS

A graph is a type of figure, that is used to present statistical data in a form that is quickly and easily understood. There are several types of graphs. The graph you select to use, will depend upon the information you wish to convey.

Using spreadsheet programs such as Lotus 1 2 3, P.C. Globe, E-Stat and Corel Chart, graphs can easily be computer generated. Each graph should have a title and the labels should be neatly printed or typed or computer generated. You can use coloured pencils to identify the various lines and sections.

If your paper has only two graphs they should be listed in the Table of Figures. If you use three or more graphs, a Table of Graphs should be included in your paper. The Table of Graphs uses the same format rules as a Table of Figures.

7. APPENDIX

An appendix contains materials that supplement or expand upon topics discussed in the main text of your paper. Most appendices are found in books and thesis, NOT in short research assignments. IF an appendix is required it is placed ahead of the Works Cited page at the end of the paper.

If you use more than one appendix, a Table of Appendices is also placed at the beginning of the paper. This table should use the same format rules as the Table of Contents. These can also be computer generated.

WORKS CITED

A reference list is a list of books, articles and other library materials actually used in preparing your essay, project, or report. It should only include works that are quoted to in your essay.

Compile your list of cited materials in alphabetical order by the author's last name. If the source does not have an author, alphabetize it on the works cited sheet by using the first word of the article's title.

On the following sheets, you will find a reference form with examples for each type of material. Please note the punctuation used in each example.

Check each example carefully.

ADDITIONAL SOURCES

For some essay submissions, an Additional Sources Consulted page, may be included. This page would list all the other sources that were consulted by the student, but were **not** quoted in the final paper.

Use the same rules that you followed to prepare your list of **WORKS CITED**. Check with your teacher if such a page is required or acceptable.

The words Bibliography or References are not used in MLA style.

WORKS CITED FORMAT

See the attached pages for the proper format for each of your entries.

FINAL CHECKLIST FOR YOUR WORKS CITED

Have you:

1. Listed all the entries in alphabetical order by author's last name? If there is no author, alphabetize according to the first word of the title.
2. Indented the second line of each entry five spaces? The default on the computer is 5.
3. Single spaced each entry?
4. Double spaced between each entry?
5. Checked the punctuation of each entry?
6. Cited each source in the text of your essay/report? If it is not cited, it should not be in your Works Cited.

IN-TEXT CITATIONS IN MLA STYLE

MLA style (MODERN LANGUAGE ASSOCIATION) does not necessitate footnotes or endnotes. Rather, citations of sources are placed in the body of the essay in parenthesis.

SIMPLE CITATION

If you are quoting from a work such as John Blumenson's Ontario Architecture, the citation would look like this:

"further interpretations will be made as architects continue to explore the new age of electronic technology and computer assisted architecture" (Blumenson 246).

This citation refers the reader to the following entry on the WORKS CITED page:

Blumenson, John. Ontario architecture. Toronto: Fitzhenry and Whiteside, 1990.

CITATION OF MORE THAN ONE WORK BY THE SAME AUTHOR

If there are references to two works by the same author, a more specific notation is required.

"Post-Modernists look to history for recognizable and symbolic motifs and forms" (Blumenson: Identifying American Architecture 177).

This citation clearly indicates that more than one work by Blumenson is listed in WORKS CITED.

CITATION OF A WORK IN MORE THAN ONE VOLUME

If a quotation is taken from a multi-volume work such as an encyclopedia, the citation would read as follows:

"Corsair, in the composition of his poems, dedicates his work to the search for happiness" (World Book Encyclopedia 3, 281).

The number 3 refers to the third volume of the set.

CITATION OF A POETIC DRAMA

A reference to a play must refer to act, scene, and line numbers as in the following:

In Shakespeare's Julius Caesar, Brutus asks: What means this shouting? I do fear the people choose Caesar for their king (1.2. 77-78).

LENGTH OF CITATIONS

If the citation is less than 40 words, it appears within the text of the essay.

EXAMPLE

"further interpretations will be made as architects continue to explore the new age of electronic technology and computer assisted architecture" (Blumenson 246).

If the citation is more than 40 words, it is indented from the left hand margin only; quotation marks are not used; it is double spaced.

EXAMPLE

Even among children whose parents feel the diet has helped them greatly, the improvement seems most often a placebo effect, e.g., due to the increased attention the child is receiving, than a true effect of an artificial colorings and flavouring. (Mattes 319)

SAMPLE WORKS CITED ENTRIES

Books

BASIC FORMAT FOR A BOOK	Navarra, John Gabriel. <u>Atmosphere, Weather and Climate: An Introduction to Meteorology</u> . Philadelphia: W.B. Saunder, 1979.
TWO AUTHORS	Bingham, John E. and Garth W.P. Davies. <u>A Handbook of Systems Analysis</u> . New York: The Macmillan Press Ltd., 1972.
THREE AUTHORS	Brown, Paul B., Gunter N. Franz and Howard Moraff. <u>Electronics for the Modern Scientist</u> . New York: Elsevier Science Publishing Co. Inc., 1982.
MORE THAN THREE AUTHORS	Gessell, Arnold, et. al. <u>The First Five Years of Life</u> . New York: Harper and Row, 1940.
EDITOR	Fisher, William P., ed. <u>Creative Marketing for the Foodservice Industry: A Practitioner's Handbook</u> . Toronto: J. Wiley and Sons, 1982.
AUTHOR AND EDITOR	Klein, Judy Graf. <u>The Office Book: Ideas and Designs for Contemporary Work Spaces</u> . ed. John Smallwood. New York: Facts on File, Inc., 1982.
CORPORATE AUTHOR	Chevron Corporation. <u>Chevron World</u> . San Francisco: Chevron Corporation, Fall 1991.
UNKNOWN AUTHOR	<u>Women at Work: Ontario 1850-1930</u> . Toronto: Canadian Women's Educational Press, 1974.
TWO AUTHORS AND EDITION AFTER THE FIRST	Ferguson, Mary and Richard Saunders. <u>Canadian Wildflowers</u> . 2nd. ed. Toronto: Van Nostrand Reinhold Ltd., 1976.
MULTIVOLUME WORK	Blom, Eric, ed. <u>Grove's Dictionary of Music and Musicians</u> . 20 Vols. London: Macmillan & Co. Ltd., 1990.
ENCYCLOPEDIA	Frame, J. Sutherland. "Euclidean Geometry." <u>McGraw-Hill Encyclopedia of Science and Technology</u> . 1982.
DICTIONARY/ ENCYCLOPEDIA (AUTHOR UNKNOWN)	"Canadian Football League". <u>Encyclopedia Americana</u> . 1974.
STORY OR ARTICLE FROM AN ANTHOLOGY	Callaghan, Morley. "Two Fishermen". <u>The Oxford Anthology of Canadian Literature</u> . eds. Robert Weaver and William Toye. Toronto: Oxford University Press, 1973.
FORWARD, INTRODUCTION, PREFACE OR AFTERWORD	Kroetsch, Robert. Afterword. <u>As For Me and My House</u> . By Sinclair Ross. Toronto: McClelland & Stewart, 1989. 217-221.
A WORK IN A SERIES	Time-Life Books eds. <u>World War II. The Aftermath: Asia</u> . Chicago: Time-Life Books, 1983.

Articles in a Periodical

ARTICLE IN A MONTHLY UNSIGNED ARTICLE	"Robots Invade the Farm." <u>Science Digest</u> May. 1982: 32-35.
ARTICLE IN A WEEKLY MAGAZINES	Ohlendorf, Pat. "Washington Wakes Up to Acid Rain." <u>Maclean's</u> 18 Dec.1983:40.
ARTICLE IN A JOURNAL	Rubec, C.D.A. "Applications of Remote Sensing in Ecological Land Survey in Canada." <u>Canadian Journal of Remote Sensing</u> 9 (1983):19-30.
COMPILATION, EMPHASIS ON AUTHOR OF ONE ARTICLE	Tolman, Edward C. "Cognitive Maps in Rats and Men." in <u>Readings in the Origins and Principles of Psychology</u> . comp. Daniel M. Robinson. Belmon, Cal.: Dickenson Publishing Co., Inc., 1972.
ARTICLE IN A DAILY NEWSPAPER	Shabecoff, Philip. "Scholars Ask for Action Now to Save Global Environment." <u>The New York Times</u> 2 May 1984: A20.
UNSIGNED ARTICLE IN A NEWSPAPER OR MAGAZINE	"Consumer Privacy and Data Protection." <u>Canadian Consumer</u> July/August. 1992:4.
EDITORIAL IN A NEWSPAPER	"Banks: the debit side." Editorial. <u>The Globe and Mail</u> [Toronto] 22 April 1985: A6.
LETTER TO THE EDITOR	Daniels, James. Letter. Sun [Vancouver] 21 July 1994: A18.
REVIEW OF A BOOK	Baumeister, R. F. "Exposing the self-knowledge myth." Rev. of <u>The self-knower: A hero under control</u> . <u>Maclean's</u> , 18 Dec.1994: 40.
REVIEW OF A FILM	Webb, W. B. "Silence and Terror." Rev. o f <u>Silence of the Lambs</u> . dir. Jonathan Demme . With Jodie Foster and Anthony Hopkins. Orion, 1984. <u>Time</u> 12 Jan. 1992: 54.
REVIEW OF A VIDEO	Kraus, S. J. (1992). "The vanishing rainforest." Rev. of <u>The Brazilian Rainforest</u> . <u>Newsweek</u> 12 June 1990: 21.

Miscellaneous Print and Nonprint Sources

PAMPHLETS & BROCHURES	American Dental Association. <u>Cleaning Your Teeth and Gums</u> . Chicago: ADA, 1977.
QUARTERLY REPORTS	Brown, Sandford. "West Germany." <u>The Lamp</u> . New York: Exxon Corporation, Spring 1984, 2 - 12.
GOVERNMENT PUBLICATION	Ontario. Ministry of Tourism and Recreation. <u>Annual Report</u> . Toronto: Government of Ontario, 1989.
WORK OF ART	Town, Harold. <u>Banners</u> . Norman MacKenzie Art Gallery, Regina.
MUSICAL COMPOSITION	Bunnett, Jane. <u>Elements of Freedom</u> . OR Shotakovich, Dimitri. Quartet no.1 in C, op.49.
LECTURES	Macademia, Reginald. "How Economic Factors Influence Fashion Trends." Fashion Marketing Board. Toronto, 24 Nov. 1992.
PERSONAL LETTER	Begin, Monique. Letter to author. 1 Dec. 1983.
PERSONAL INTERVIEW	Smith, Bruce. Personal interview. 30 Oct. 1989.
RADIO OR TELEVISION INTERVIEW	Collins, Judy. Interview. <u>Morningside</u> . CBC-AM Radio. Toronto. 19 June 1995.
FILM	<u>Much Ado About Nothing</u> . Dir. Kenneth Branagh. With Emma Thompson, Kenneth Branagh, Denzel Washington, Michael Keaton and Keanu Reeves. Goldwyn, 1993.
VIDEOTAPE	<u>The Burning Times</u> . Videotape. Dir Donna Reed. Narr. Martha Henry. National Film Board of Canada, 1990. 56 min.
TV OR RADIO PROGRAMS	"The Peacemakers." writer, director, and producer, Allan King. <u>Rearview Mirror</u> , CBC-TV. Toronto. May 13, 1989.
LIVE PERFORMANCE OF A PLAY	<u>Othello</u> . By William Shakespeare. Dir. Brian Bedford. Avon Theatre, Stratford, ON. 8 July 1994.
RECORDING	The Tragically Hip. Music@Work. Universal Music, 2000.
SONG	The Tragically Hip. "Putting Down." Music@Work. Universal Music, 2000.
CARTOON	Chast, Roz. "Are You All Right?" Cartoon. <u>New Yorker</u> 5 July 1993: 65.
MAP OR CHART	<u>Spain/Portugal</u> . Map. Paris: Michelin, 1992.

Electronic Sources

WEBSITE	Smith, John. <u>Student Initiated Drinking and Driving Prevention</u> . 4 Oct. 2000. National GRADD. 16 Feb. 2001 < http://www.saferide.org >. [Second date is the access date]
ONLINE DATABASE	Bass, Alison. "Women Are Just As Special As Men." <u>Maclean's</u> . 22 Feb. 1993. <u>Electric Library</u> . On-line. 28 Mar 1995 < http://www.elibrary.com/plus >.
MAGAZINE AND NEWSPAPER ARTICLES ACCESSED ONLINE	Landsburg, Steven E. "Who Shall Inherit the Earth?" <u>Slate</u> 1 May 1997. 2 May 1997 < http://slate.com/Economics/97-05-01/Economics.asp >.
REVIEW	Jenkins, James J. "Comprehending Comprehension." Rev. of <u>Language Comprehension as Structure</u> , by M.A. Gernsbacher. <u>Psychology</u> 95.6.26 (1995): 5 pars .3 Feb 1997 < gopher://gopher.lib.virginia.edu:70/00/alpha/psyc/1995/psyc.95.6.26.language-comprehension.6.jenkins >.
EDITORIAL	"Agents of Influence." Editorial. <u>Christian Science Monitor</u> 11 Mar. 1997. 11 Mar 1997 < http://www.scmonitor.com/todays_paper/graphical/today/edit/edit.1.html >.
ONLINE BOOK	Austen, Jane. <u>Pride and Prejudice</u> . Ed. Henry Churchyard. 1996. 10 Sept.1997 < http://www.pemberley.com/janeinfo/pridprej.html >.
CD-ROM	"O'Keeffe, Georgia." <u>The 1999 Grolier Multimedia Encyclopedia</u> . CD-Rom. Danbury:Grolier, 1995.
DOWNLOADED COMPUTER SOFTWARE	<u>MacCase</u> . Vers.1.0. 30 Apr. 1997 < ftp://ftp.adfa.0z.au/pub/mac/MacCase/ >.
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