

Harvard High School Writer's  
Handbook

2012-2013

Harvard High School  
Harvard CUSD50  
Harvard, IL

# Harvard High School Writer's Handbook

## PLAGIARISM

Plagiarism is the intentional or unintentional representation or use of another's *words or ideas* as the writer's own. These words may come from any written or electronic source. Some examples of plagiarism include the following:

- failing to cite a source when ideas or words are taken from another author;
- making up citations;
- taking of an entire paper or portions of a paper from an on-line or offline source;
- using statistics or graphics without citing the original source;
- paraphrasing too closely to the original wording of the source.

## THE WRITING PROCESS

Writing is a very personal process. Each writer goes about the process differently. But in order for the writing process to be successful, ideas need to be generated and organized. The writing process includes the following steps: prewriting, writing, revising, and sharing or publishing.

Because most of the writing assignments done at HHS are entered on computer, students are expected to use the tools of the computer program to assist them in the writing process: the thesaurus, the dictionary, the spell check, etc.

**Prewriting** is the step during which the writer gathers his or her observations, research, interview notes, and other materials to begin the organizational process of defining the audience, focusing on the purpose of the writing, and organizing thoughts that will develop the major ideas. Prewriting ideas can be put down on paper in a number of ways: outlining, graphic organizers, webs, lists, etc.

The **first draft** allows the writer to state the purpose and to put ideas on paper. This is the time when ideas from the prewriting process are expanded upon and organized. The structure of the paper begins to form as paragraphs are written, transitions are added, etc. All papers require a **thesis statement**, the idea or central thought that guides the entire paper's development. Thesis statements typically are found in the introduction. **Topic sentences** further develop this thesis statement. The topic sentences of each body paragraph give the reader the general information of what will be covered in the paragraphs. Details, examples, quotations, paraphrases, statistics, researched facts, and examples from the text are ways topic sentences are developed into paragraphs. **The audience** is important to keep in mind when writing. Writers must ask themselves who the audience is for that particular paper. Examples of possible audiences include the teacher, another student, an administrator, a parent, the editor of the newspaper, or a prospective employer. The formality of writing style, the choice of vocabulary, and the depth of explanation are important to consider once the audience is defined.

The **revision process** is perhaps the most important step in the writing process. The first draft is often far from perfect; it requires proofreading and editing for punctuation and grammatical errors, and revision--rewriting for clarity of thoughts, adding details, addressing transitions, and reworking sentences for interest and variety.

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The **sharing and publishing** step may mean that the assignment is turned in only for grading. Or the written material could be published in *The Buzz* or the *Literary Magazine*. Students may also share their written efforts with other students in a class setting or present their written assignments orally as part of a group or individual research project.

## TYPES OF WRITING

The major types of writing are *persuasive, expository, narrative, and descriptive*.

**Persuasive writing** attempts to convince or influence the reader to accept the writer's position.

**Expository writing** explains or gives information to the reader.

**Narrative writing** tells a story and usually develops chronologically.

**Descriptive writing** details what something looks or acts like focusing on observable traits.

## IN-CLASS ESSAYS

Students will write in-class essays and short answer essays in many classes at HHS. To write successful in-class essays, students should use the following suggestions to assist them:

- **Read the question carefully** and underline the specific verb that tells you exactly what you are going to be doing. Some examples of these verbs and their meanings are as follows:

*analyze* – separate into parts and examine

*compare* – point out similarities

*contrast* – point out differences

*define* – clarify meaning, classify

*discuss* – examine in detail

*evaluate* – give your opinion

*explain* – tell how, what or why

*illustrate* – give examples

*summarize* – briefly review main points

*trace* – show development or progress

- **Plan the answer.** A list of major points and subpoints, a graphic organizer, or a short outline of thoughts helps organize the answer so that the writing will go more quickly.

- **Watch time constraints.** Plan according to the value of the essay questions. If one question is worth more points than another, divide the time accordingly. If there is only one question to answer, the expectation is often that the answer will be in multi-paragraph form, not just a paragraph in length. A suggestion for a 50-minute essay test would be to spend

- 5 minutes to brainstorm, organize and jot down ideas

- 35 minutes to write the essay, and

- 10 minutes to revise, edit and check spelling.

- **Re-state the essay question** in statement form as the thesis statement of the essay. This provides focus for both the writer and the reader.

- Using the order of your outline or plan, **develop ideas** quickly with specific examples, statistics and supporting details. Be complete but not wordy. It's more important to get the ideas down in the desired order of development than it is to worry about form.

- **Write one paragraph** for each main point. **Write legibly.** If you word process, spell check.

- To connect ideas and examples, use transitions (see following section).

- Use a **strong concluding statement** that summarizes the main ideas of the essay and offers any final closing thought or personal insight as it applies to the assignment.

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## TRANSITIONS

Each type of writing needs good transitions as signposts for the reader. Transitions are also important to show the type of development being used. For example, chronological order shows sequencing or ordering of events. Time sequences are important to explain processes (process paper), to give directions (informative or expository paper), to relate a story (narrative paper).

Examples of **chronological transitions** include the following:

After a while	After that	As soon as	At first	At the same time	Before
During	Earlier	Eventually	Finally	From that time	Meanwhile
Last	First	Second	Later	In the beginning	Since
Once	Next	Now	In the end	Subsequently	Since then
Soon	Until	When			

Examples of **transitions for order of importance** include the following:

Above all	The best way	Equally important	Moreover	Of less importance
Primarily	Of lesser note	Of great importance	Worst of all	Of major concern

Below is a list of many of the most **common transitions** in our language. These words serve to clarify thinking and to lead the reader through the thoughts set on paper:

According to	After all	Afterwards	Also	And yet	As a consequence
And yet	As a result	At present	In summary	Later	In the first place
In the future	In the past	Indeed	Initially	Last of all	Most important
Likewise	Many times	Moreover	Nevertheless	Next	Notwithstanding
Put simply	Perhaps	Otherwise	Secondly	Similarly	On the contrary
Sometimes	Still	Then	Therefore	Thirdly	On the other hand
Stated briefly	Subsequently	Thus	To conclude	To illustrate	To begin with
Before	Besides	Briefly	But	Certainly	Consequently
Despite	Earlier	Even so	Even though	Finally	Equally important
First of all	For example	For instance	Foremost	Furthermore	For that reason
Generally	However	In addition	In brief	In contrast	In a few instances
In particular	In fact	In some cases	In short	In spite of	In like manner
To sum up	In other words		To summarize		At the same time

## RESEARCH PAPERS

A research paper is a form of expository writing that presents the results of an investigation into a specific topic. Information from a variety of sources is gathered, evaluated, organized and presented in a final form. It is necessary to give credit to the sources used to write the paper; this is called documentation. **MLA** (Modern Language Association) and **APA** (American Psychological Association) are two of the most commonly used documentation styles.

The research process involves the following steps:

- Selecting a topic and developing main points
- Gathering information
- Taking notes
- Writing the paper
- Documenting sources

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## Selecting a topic

The topic choice is a key element in the success of the research paper. Begin with a general subject area of interest, then, after some initial research, narrow the focus of the topic. At this point, a preliminary thesis statement should be developed.

## Gathering information

The requirements of the assignment will dictate how many sources are needed. Generally, it is best to have a variety of sources: books, periodicals, electronic media, and interviews. **Evaluate** all sources for appropriateness, accuracy, and bias. Students may use the following checklist to help them evaluate sources.

### Evaluation Checklist

#### All Sources (Including Internet)

Is the author a recognized authority?

Is the information up-to-date?

Are there bibliographies or references to other sources?

Can the information be confirmed by other sources?

Can bias be detected?

#### Internet Sites

Can the source of the information be determined?

Are there links to other appropriate sites?

Has the site been reviewed by a recognized agency?

**Create source cards or a source list** including each source of information. Follow the format for either **MLA** or **APA** documentation style. This will ensure that all of the information needed to create a Works Cited page at the end of the research paper has been included.

## Taking Notes

Complete, accurate **notes** are necessary for creating a well-organized, well-documented research paper. Be sure to include an identifying mark to indicate what source was used for each note card. Also, be sure to include the page number(s) of the source on each note card.

There are three types of note cards: direct quotation, paraphrase, and summary.

- **Direct quotation** – record the statement or idea word for word. Place in quotation marks.
- **Paraphrase** – restate information into one's own words. Do not leave out any ideas or facts.
- **Summary** – condense an author's ideas into one or two sentences; include only main points.

## Writing the Paper

Every research paper *must* be planned carefully. Every paper *should* have a working outline, a rough draft with sources cited, time for revision, and the final product that will include a bibliography or Works Cited page. Some instructors require a formal outline.

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## Outline

**Outline**—First, you need a plan. An outline serves as a plan for your paper. The first time it is written, it will be less formal. After research has begun, you will re-write it using proper outline guidelines. If things change again, the outline will need to change again.

**Rules of Outlining:** For every “one” you must have a “two”, and for every “a” you must have a “b”. The title will be at the top of the page (your thesis sentence can serve as your title), and the largest divisions will use Roman numerals (I, II, III, IV, V, etc.). The next divisions use capital letters (A, B, C, etc.) and then Arabic numerals (1, 2, 3, 4, 5, etc.). After that, move to small letters (a, b, c, etc.). So far, each of these divisions is punctuated with a period. (I. A. 1. a.) If smaller divisions are needed to break your outline down even further, return to Arabic numerals but punctuate with a parenthesis like so—1) then move on to small letters also punctuated with a parenthesis like this—a) and that should take you far enough. Remember that things must be broken down into more than one part, because if you use a 1. you must use a 2.

**Topic Outlines:** When one word or a short phrase is used it is a topic outline. If requested to write a topic outline, it's important to keep using the same format throughout the outline. Topic outlines follow all outlining rules—they are merely a type of outline.

**Sentence Outlines:** When a sentence outline is assigned, the instructor is expecting a complete sentence to be used at each number or letter in the outline. Sentence outlines transition into essays and reports easily because they are virtually complete already. Again, this is just a type of outline, and it follows all of the rules mentioned above.

- I. Daily Schedule
  - A. A days
  - B. B days
  - C. Homeroom
- II. Athletics
  - A. Sports
    - 1. Fall sports
      - a. Women's sports
        - 1) Volleyball
        - 2) Golf
        - 3) Cross Country
      - b. Men's sports
        - 1) Football
        - 2) Soccer
        - 3) Golf
        - 4) Cross Country
    - 2. Winter sports
      - a. Women's basketball
      - b. Men's basketball
      - c. Wrestling
  - 3. Spring sports
    - a. Women's
      - 1) Softball
      - 2) Soccer
      - 3) Track
    - b. Men's
      - 1) Baseball
      - 2) Track
  - 4. Cheerleading
- B. Eligibility requirements
  - 1. Grade point average
  - 2. Earned credits
  - 3. Attendance requirements

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## Documenting Sources

### Parenthetical citations in text

Two of the most commonly used methods for citing sources are the *MLA* (Modern Language Association) style and the *APA* (American Psychological Association) style. *MLA* is generally used by the humanities (literature, philosophy, history, etc.). *APA* is preferred by the social sciences (psychology, sociology, political science, etc.) and the pure sciences (biology, chemistry, physics, etc.). Usually the instructor will indicate which style to use; if no directions are given, choose one style and use it consistently throughout the paper.

Both *APA* and *MLA* use a system of brief parenthetical reference to a source within the text of the paper that refers the reader to the list of works cited. The citation in the text gives only enough information to make it possible to locate the source in the list of works cited at the end of the paper. *MLA* includes the author and page number (Bloom 32); *APA* includes author, date and page number (Bloom, 1997, p. 32). If more than one work by the same author is cited, include a shortened version of the title (Bloom, *Islamic* 32). If no author is given, include enough of the title to make it clear what source is being cited. When two authors have the same last name, include the first initial. Non-print sources such as World Wide Web sites, television programs, or electronic sources that do not have page numbers should be referred to by their titles. If questions arise, refer to the full handbooks, available in the library, or go to the organizations' web sites.

## WORKS CITED PAGE

### MLA Documentation Style

**General rules:** The author's name appears in full, all important words of a title are capitalized, and the publication date is followed by the medium of the source. The first line is flush with the left margin and extends to the right-hand margin. Subsequent lines are double spaced and indented (hanging indentation).

### Common Sources Sample Entries

#### *BOOKS*

Last name of author, First name. *Title of Book*. Place of Publication: Publishing

Company, copyright year. Medium of source.

Keller, Helen. *The Story of My Life*. New York: Bantam Books, 1988. Print.

#### *ENCYCLOPEDIA*

Last name of author, First name. "Article title." *Name of Encyclopedia*. Edition. Medium of source.

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"Tubman, Harriet." *Encyclopedia Americana*. 2008 ed. Print.

***On-line encyclopedia:*** \*Note: MLA does not require the site address, the URL, but your instructor might.

**Last name of author, First name. "Title of Entry." *Name of Encyclopedia*. Copyright.**

**Sponsoring company. Medium of source. Access date. <URL/site address>.**

"Anorexia Nervosa." *World Book Online Reference Center*. 2002. World Book, Inc. Web. 20 May 2008. <<http://www.worldbookonline.com/student/search?st1=anorexia%20nervosa&searchprop=WBS>>.

## PERIODICALS

***Magazine or newspaper article (hard copy):***

**Last name of author, First name. "Article Title." *Name of magazine or newspaper* Date published: page numbers. Medium of source.**

Adler, Terry. "Rudy to World: Drop Dead." *Newsweek* 21 Apr. 1997: 49-50. Print.

Goodale, Gloria. "High-tech Breathes Life into Ancient Greece." *Christian Science Monitor* 4 Feb. 2000: 17. Print.

***Article from an online service (like Ebscohost, for example)***

When citing material accessed via an electronic subscription service (e.g., a database or online collection your library subscribes to), cite the relevant publication information as you would for a periodical (author, article title, periodical title, and volume, date, and page number information) followed by the name of the database or subscription collection, the medium of source, and the date of access. If your teacher requires the URL, use the persistent link (Ebsco) or search address. For example:

**Last name of author, First name. "Article Title." *Name of original print source* Date published in print: pages in print. *Online service*. Medium of source. Access date. <URL>.**

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Mass, Peter. "How Private is Your Life?" *Parade* 19 Apr. 2008: 4-6. *Newspaper Source*. Web.

3 Mar. 2009. <<http://search.ebscohost.com/>

[login.aspx?direct=true&db=gsh&AN=12109357&site=ehost-live](http://search.ebscohost.com/login.aspx?direct=true&db=gsh&AN=12109357&site=ehost-live)>.

## ***World Wide Web (Internet) Site:***

### **Basic Style for Citations of Electronic Sources**

Always include as much information as is available/applicable. \*Note: MLA does not require the site address, the URL, but your instructor might.

**Last name of author, First name. "Article or Section Title." *Title of Site or Web Page*.**

**Date of posting, updating, or copyright. Agency or Corporate Sponsor. Web.**

**Access date. <URL> .**

Manning, Joseph. "Military and War." *History.Com: History Made Every Day*. 1996-2008.

A&E Television Networks. 27 Oct. 2008. <<http://www.history.com/topics/militarywar>>.

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## APA Documentation Style

### BOOKS

**Last name of author, Initials. (Year of publication). *Title of work*. Location of publisher:**

**Publisher.**

Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal publication*. Washington, DC: American Psychological Association.

### Encyclopedia

**Last name of author, Initial(s). (Year of publication). Title of entry. In *Name of encyclopedia* (Vol. #, pages). Place of publication: Publisher.**

Bergmann, P. G. (1993). Relativity. In *The new encyclopedia britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.

### On-line encyclopedia:

**Last name of author, Initial(s) if available. Title of Entry. (Publication date, if available or n.d. –no date) In *Name of Encyclopedia*. Retrieved access date, from URL**

Feminism. (n.d.) In *Encyclopædia Britannica online*. Retrieved March 16, 2008, from <http://www.britannica.com>

### PERIODICALS

#### Magazine article (hard copy)

**Last name of author, Initial(s). (Year, Month date). Title of article. *Title of Periodical*, volume number (issue number), pages.**

Henry, W. A., III. (1990, April 9). Making the grade in today's schools. *Time*, 135, 28-31.

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## *Newspaper article*

Unlike other periodicals, p. or pp. precedes page numbers for a newspaper reference.

**Last name of author, Initial (s). (Year, Month date). Title of article. *Title of Periodical*, page(s).**

Schultz, S. (2005, December 28). Calls made to strengthen state energy policies. *The Country Today*, pp. 1A, 2A.

## *Article from an Online service*

When referencing material obtained from an online database (such as a database in the library), provide appropriate print citation information.

**Last name of author, Initials. (Year, Month date). Title of article. *Title of Periodical*, volume and (issue #, if available). Retrieved month day, year, from Name of database.**

Smyth, A. M. (2002, March 16). A passion for passivity. *Newsweek*, 8(3). Retrieved February 20, 2003, from EBSCOhost database.

## *World Wide Web (Internet) Site*

List as much of the following information as possible. You sometimes have to hunt around to find the information; don't be lazy. Also, because online materials can potentially change URLs, APA recommends providing a Digital Object Identifier (DOI), when it is available, as opposed to the URL. DOIs are an attempt to provide stable, long-lasting links for online articles. They are unique to their documents and consist of a long alphanumeric code. Many--but not all--publishers will provide an article's DOI on the first page of the document.

**Last name of author, Initials). (Date of publication or N.D. for no date). *Title of document*. Retrieved month day, year (only if the text may potentially change over time), from <http://Web address or DOI>.**

Bellamy, P. (2007, April 18). *The depression years*. Retrieved September 6, 2008, from [www.historyfacts.spuniv287.com](http://www.historyfacts.spuniv287.com).

Brownlie, D. (2007). Toward effective poster presentations: An annotated bibliography. *European Journal of Marketing*, 41(11/12), 1245-1283.doi:10.1108/03090560710821161

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## MLA Report Style

Smith 1

Student Name

Teacher Name

Course Title

Date (Eur. Format)

### Title Centered

An MLA-style report has one-inch side, top, and bottom margins. The entire report is double-spaced, including quotations, documentation, and the space below the title. No title page is used. Information normally found on the title page (writer's name, teacher's name, course title, and date) is typed in a heading on the first page beginning one inch from the top margin and starting at the left margin.

Page numbers for all pages (including the first) are typed in the header at the right margin one-half inch from the top edge of the paper. The writer's last name precedes the page number.

If a quotation runs to more than four typed lines, set it off...by beginning a new line, indenting one inch or ten spaces if you are using a typewriter) from the left, margin, and typing it double-spaced, without adding quotation marks. A colon generally introduces a quotation displayed in this way, though sometimes the context may require a different mark of punctuation, or none at all. If you quote only a single paragraph, or part of one, do not indent the first line more than the rest. A parenthetical reference to a prose quotation set off the text follows the last line of the quotation (73).

The references are always listed on a separate page entitled Works Cited. It is also double-spaced and arranged in alphabetical order with the second and succeeding lines of each entry indented one-half inch, hanging indent.

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Case 1

Justin Case

Lauzon

English II, A-3

17 April 2012

## The Arctic's King

Two roly-poly balls of fur--white as the glistening snow--wrestle playfully. Their mother looks on as if in amusement. Basking in the rare warmth of the polar sun, she is the picture of maternal bliss. Someday, in the not so very far future, this scene may only live in the minds of our children. For polar bears, the great white carnivores of the Arctic, are nearing extinction. While there's still time to learn about these fascinating creatures, we should all find out more about them: their habitat, lifestyle, and their most dangerous enemy, man.

According to Jim Humphries' book, *King of the North*, the polar bear is a semi-aquatic marine mammal that relies almost entirely upon the ice packs and the marine food that surrounds them for survival. It has adapted for life on land, sea, and ice, and is dependent on this combination (72). The species is found in and around the Arctic Ocean, its southern range limited by pack ice (73). A *World Book Online* article entitled "Polar Bears" states that while polar bears' numbers decrease considerably north of 88 degrees, there is evidence of the great mammals all the way across the Arctic. Their southernmost point is James Bay in Canada (Humphries 76). Discovery Channel's special *Planet Earth* reports that the bears' most populous areas are along the perimeter of the polar ice cap with about 70% living in North America and western Greenland. The other 30% live in northern Eurasian regions ("Pole"). Numbers are declining in every habitat of the bears, with a current population of 20,000 to 25,000 bears worldwide (Derocher).

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Case 2

## Works Cited

Derocher, Andrew E. "Polar Bear." *World Book Online*. World Book, 2012. Web. 8 Apr.

2012. <<http://www.worldbookonline.com/student/article?id=ar436720>>.

Humphries, Jim. *King of the North*. New York: Signet, 2003. Print.

Morrison, Jim. "The Incredible Shrinking Polar Bears." *National Wildlife* Feb./Mar. 2004: 22-

29. *General Science Collection*. Web. 26 Apr. 2012. <<http://search.ebscohost.com/login.aspx?direct=true&db=gsh&AN=12109357&site=ehost-live>>.

"Pole to Pole." *Planet Earth*. Discovery Channel. Discovery Communications, Inc. 7 Apr.

2012. Television.

Simons, Jay. "Polar Bear Habitat." *Mammals of the Arctic*. World Wildlife Federation, 2012.

Web. 9 Apr. 2012. <<http://www.wwf.com/arctic=mamls/5>>.

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## APA Report Style

### General APA Guidelines

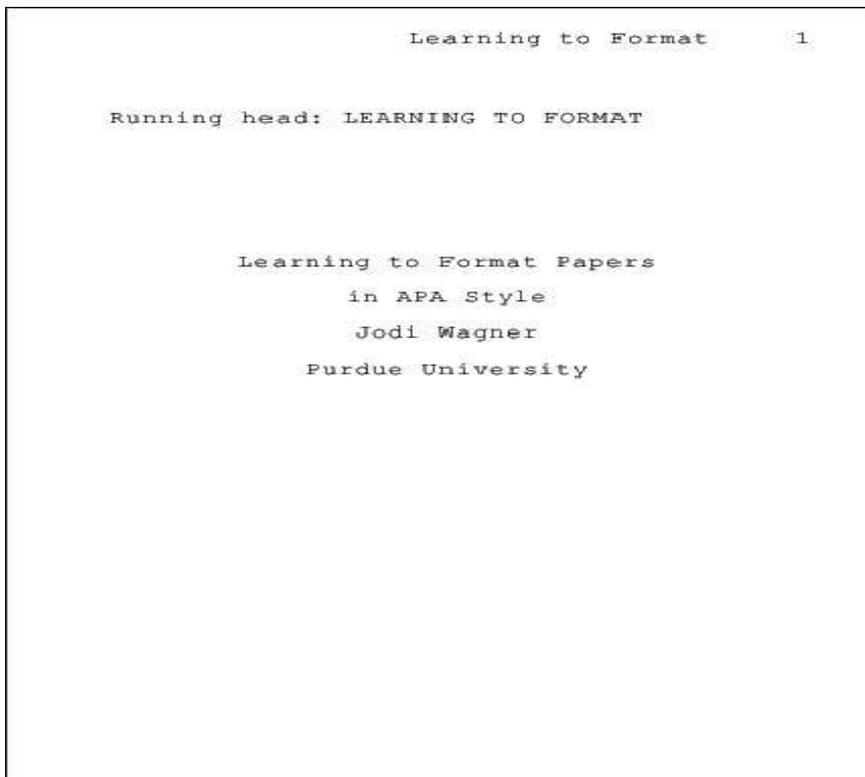
Your essay should be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use 10-12 pt. Times New Roman font.

Your essay should include **four** sections: **Title Page**, **Abstract**, **Main Body**, and **References**.

### Title Page

Your title page should begin with a **running head**. It should be flush-left on the first line of the title page. Begin the running head with the words "Running head" followed by a colon. Then give an abbreviated title of your paper in 50 characters or less in all caps. Note: Remember that the **running head** will appear on every page of your paper.

In the upper half of the title page, type your full title, your name, and class centered on separate lines. Your title may take up one or two lines as in the example below:

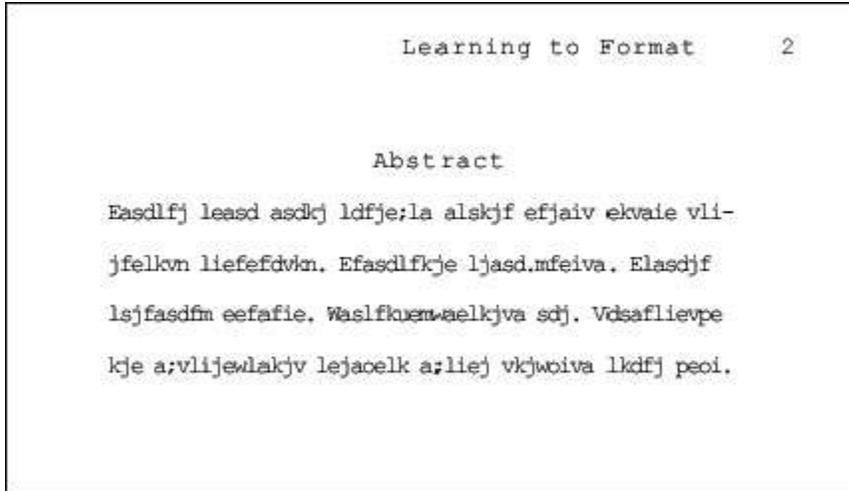


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## Abstract

Begin a new page. Your abstract page should already include the **running head** (described above). On the first line of the abstract page, center the word "Abstract" (otherwise unformatted, no bold, italics, underlining, or quotation marks).

Beginning with the next line, write a concise summary of the key points of your research. (Do not indent.) The abstract should be a single paragraph double-spaced of less than 120 words.



The format for the main body of the paper varies with the specific paper type, but generally, it is double spaced, indenting for new paragraphs, and ending with a final reference page.

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Running head: THE ARCTIC'S KING

1

The Arctic's King

Harmilda Bovine

Harvard High School

# Harvard High School Writer's Handbook

THE ARCTIC'S KING

2

## Abstract

This paper examines the habitat and lifestyle of the polar bear in the context of its relationship to mankind and its risk of extinction.

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THE ARCTIC'S KING

3

## The Arctic's King

Two roly-poly balls of fur-white as the glistening snow-wrestle playfully. Their mother looks on as if in amusement. Basking in the rare warmth of the polar sun, she is the picture of maternal bliss. Someday, in the not so very far future, this scene may only live in the minds of our children. For polar bears, the great white carnivores of the Arctic, are nearing extinction. While there's still time to learn about these fascinating creatures, we should all find out more about them: their habitat, lifestyle, and their most dangerous enemy, man.

The polar bear is a semi-aquatic marine mammal that relies almost entirely upon the ice packs and the marine food that surrounds them for survival. It has adapted for life on land, sea, and ice, and is dependent on this combination (Humphries, 2003). The species is found in and around the Arctic Ocean, its southern range limited by pack ice (Humphries, 2003). While polar bears' numbers decrease considerably north of 88 degrees latitude, there is evidence of the great mammals all the way across the Arctic. Their southernmost point is James Bay in Canada (Derocher, 2012). The bears' most populous areas are along the perimeter of the polar ice cap with about 70% living in North America and western Greenland. The other 30% live in northern Eurasian regions (Fothergill, 2006). Numbers are declining in every habitat of the bears, with a current population of 20,000 to 25,000 bears (Derocher, 2012).

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THE ARCTIC'S KING

4

## References

Derocher, Andrew E. Polar Bear (2012). In *World Book Online*. Retrieved from

<http://www.worldbookonline.com/student/article?id=ar436720>

Fothergill, Alistar (Producer). (2006). Pole to Pole [Television series episode]. *Planet Earth*.

United Kingdom: Discovery Channel.

Humphries, Jim. (2003). *King of the North*. New York: Signet.

Morrison, Jim. (2004). The Incredible Shrinking Polar Bears. *National Wildlife*, Feb/Mar 2004,

22-29. Retrieved from

<http://search.ebscohost.com/login.aspx?direct=true&db=gsh&AN=12109357&site=ehost-live>

Simons, Jay. (2012). Polar Bear Habitat. Retrieved from <http://www.wwf.com/arctic=mamls/5>

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## References

American Psychology Association. *Publication Manual of the American Psychology Association*. 5<sup>th</sup> ed. Washington, DC: American Psychology Assoc., 2001.

Gibaldi, Joseph, ed. *MLA Handbook for Writers of Research Papers*, 5<sup>th</sup> ed. New York: Modern Language Assoc., 1999.

*MLA Handbook for Writers of Research Papers*, 7<sup>th</sup> ed. New York: Modern language Assoc., 2009.

*The Purdue OWL*. 26 Aug. 2008. The Writing Lab and OWL at Purdue and Purdue University. 23 April 2008 <<http://owl.english.purdue.edu>>.

*Woodstock High School Writing Manual*, first Edition, 2000.

*Writing Style Manual*. William Fremd High School.