**Purpose of this Handbook**

We expect that all students attending Inderkum High School are preparing for college. In light of this, we want all of our students to be practiced in the skill of following a style sheet. Though there are many (MLA, APA, Chicago, etc.), we have chosen MLA (Modern Language Association) because most of the instruction for writing papers will happen in the language arts classroom where MLA is the traditional expectation. Once a student has mastered one style of writing (MLA in this case), making adaptations when using a different style is almost easy. You will use this same handbook in ninth, tenth, eleventh, and twelfth grade. By twelfth grade, you will be an expert at MLA style and will find the transition to college writing quite manageable.

Happy Writing!!!

The English Department
Inderkum High School

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A pdf version of this handbook as printed here is available on the Inderkum High School homepage: [http://www.natomas.k12.ca.us/ihs/site/default.asp](http://www.natomas.k12.ca.us/ihs/site/default.asp)

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Phone 916.567.5640
Incredible Student
Mrs. Teacher
English 9, P1
10 August, 2009

Sample Handwritten MLA

1. For numbered assignments format your paper this way, single-spacing your answer.

2. Skip one line between questions and always write in complete sentences.

   If you are writing an essay for your teacher, skip a line between text so that the teacher has room for comments.

   Do not skip an extra line between paragraphs. For final draft essays, your teacher may require pen rather than pencil. You may use the back as well.
Guidelines for Using MLA Headings

Any paper turned in for English class needs to have an MLA header. This is a sample of what that looks like in typed format. This might seem like a ridiculous attention to detail, but this is what a college professor will expect. He or she will assign a certain format to follow, and if that format is not followed precisely, the assignment will most likely not be graded or will be given a zero.

The acronym “MLA” stands for Modern Language Association. This is the “style” or form that most college or university English departments require. You will get lots of practice using this format in English College Preparatory classes here at Inderkum so that it will become second nature to you in the college classroom.

All type-written work should be double-spaced and formatted exactly like the work here. Never add an extra line between paragraphs, and never, ever, ever bold or make the title of your paper a different sized font.

On the next page, there is a sample handwritten assignment for your reference. Please single-space the header in order to save paper. Also give the assignment a title and format your work as shown. You may write on the back of each page as another means to save paper.
David Craig
Professor Turkman
English 219
8 December 2003

Instant Messaging: The Language of Youth Literacy

The English language is under attack. At least, that is what many people would have you believe. From concerned parents to local librarians, everybody seems to have a negative comment on the state of youth literacy today, and many pin the blame on new technology, saying that teachers often must struggle with students who refuse to learn the conventionally correct way to use language.

In the Chronicle of Higher Education, Wendy Leibowitz quotes Sven Birkerts of Mount Holyoke College as saying that students “strip-mine what they read” on the Internet. Those casual reading habits, in turn, produce “quickly generated, casual prose” (A67). When asked about the causes of this situation, some point to instant messaging (IM), which coincides with new computer technology.

Instant messaging allows two individuals to engage in real-time, written communication; however, many messengers disregard standard writing conventions. For example, here is part of an IM conversation between two teenage girls:

Teen One: sorry im talkinto like 10 ppl at a time
Teen Two: u izzyful person
Teen Two: kwel
Teen One: hey i g2g

---

1 This transcript of an IM conversation was collected on 20 Nov. 2003. The teenagers’ names are concealed to protect privacy.

Source: Andrea A. Lunsford (Bedford/St. Martin’s, 2006)
Works Cited


MLA Style: In-Text Citations

MLA style requires documentation in the text for every quote, paraphrase, or summary, or for other material that must be cited. In-text citations document material from other sources with both signal phrases and parenthetical references. Signal phrases introduce the material, often including the author's name.

Keep your parenthetical references short, but include enough information in the parentheses to allow readers to locate the full citation in the list of works cited. Place the parenthetical citation as near the relevant material as possible without disrupting the sentence. Note in the following examples where punctuation is placed in relation to the parentheses.

Directory to MLA Style for In-Text Citations

1. Author named in a signal phrase
   - Ordinarily, you can use the author's name in a signal phrase—to introduce the material—and cite the page number(s) in parentheses.
   - Herrera indicates that Kahlo believed in a "vitalistic form of pantheism" (328).
   - To quote a long passage (more than four typed lines), place the page reference in parentheses one space after the final punctuation of the block quotation.

2. Author named in parentheses
   - When you do not mention the author in a signal phrase, include the author's last name before the page number(s) in the parentheses. Use no punctuation between the author's name and the page number(s).

3. Two or three authors
   - Use all the authors' last names.
   - Gortner, Hebrun, and Nicolson maintain that "opinion leaders" influence other people in an organization because they are respected, not because they hold high positions (175).

4. Four or more authors
   - Use the first author's name and et al. ("and others"), or name all the authors.
   - As Belenky et al. assert, examining the lives of women expands our understanding of human development (7).

5. Organization as author
   - Give the group's full name if it is brief or a shortened form if it is long.
   - Any study of social welfare involves a close analysis of "the impacts, the benefits, and the costs" of its policies (Social Research Corporation iii).

6. Unknown author
   - Use the full title if it is brief or a shortened form if it is long.
   - "Hype," by one analysis, is "an artificially engendered atmosphere of hysteria" ("Today's Marketplace" 51).

7. Author of two or more works
   - If your list of works cited has more than one work by the same author, include the title (if it is brief) or a shortened form of the title.
   - Gardner shows readers their own silliness in his description of a "pointless, ridiculous monster, crouched in the shadows, stinking of dead men, murdered children, and martyred cows" (Grendel 2).

8. Authors with the same last name
   - Include the author's first and last names in a signal phrase or first initial and last name in a parenthetical reference.
   - Children will learn to write if they are allowed to choose their own subjects, James Britton asserts, citing the Schools Council study of the 1960s (37–42).
   - In places, Beauvoir "sees Marxists as believing in subjectivity" (Whitmarsh 63).
Note the volume number first and then the page number(s), with a colon and one space between them.

Modernist writers prized experimentation and gradually even sought to blur the line between poetry and prose, according to Forster (3:150).

If you name only one volume of the work in your list of works cited, include only the page number in the parentheses.

Dostoyevsky's character Mitya wonders aloud about the "terrible tragedies realism inflicts on people" (376; bk. 8, ch. 2).

For a poem, cite the part (if there is one) and line(s), separated by a period. If you are citing only line numbers, use the word line(s) in the first reference (lines 33–34).

On dying, Whitman speculates, "All goes onward and outward, nothing collapses, / And to die is different from what anyone supposed, and lucky" (6.129–30).

For a verse play, give only the act, scene, and line numbers, separated by periods.

As Macbeth begins, the witches greet Banquo as "Lesser than Macbeth, and greater" (1.3.65).

Narratives of captivity play a major role in early writing by women in the United States, as demonstrated by Silko (219).

Economists recommendation that unemployment be regarded to include unpaid domestic work.

In your text, spell out the names of books. In parenthetical references, use abbreviations for books with names of five or more letters.

He ignored the admonition, "Pride goes before destruction, and a haughty spirit before a fall" (Prov. 16:18).
17. Electronic or nonprint source

Give enough information for readers to locate the source in the list of works cited. Usually use the author or title under which you list the source. Specify a source’s page, section, paragraph, or screen numbers, if numbered, in parentheses.

Describing children’s language acquisition, Pinker explains that “what’s innate about language is just a way of paying attention to parental speech” (Johnson, sec. 1).

The St. Martin’s Handbook Resources / Documenting Sources /

MLA Style: List of Works Cited

A list of works cited is an alphabetical list of the sources you have referred to in your essay. (If your instructor asks you to list everything you have read as background, call the list Works Consulted.)

For the basic format for a works-cited entry in MLA style, download these PDFs:

→ Citing books using MLA style
→ Citing articles from periodicals using MLA style
→ Citing articles from databases using MLA style
→ Citing works from Web sites using MLA style

List of Works Cited Index

BOOKS:
1. One author
2. More than one author
3. Organization as author
4. Unknown author
5. Two or more books by the same author
6. Editor
7. Author and editor
8. Work in an anthology
9. Two or more items from an anthology
10. Translation
11. Edition other than the first
12. Multivolume work
13. Preface, foreward, introduction, or afterword
14. Entry in a reference work
15. Book that is part of a series
16. Republication
17. Publisher’s imprint
18. Title within a title
19. Government publication
20. Sacred text

PERIODICALS
21. Article in a journal paginated by volume
22. Article in a journal paginated by issue
23. Article in a magazine
24. Article in a newspaper
25. Editorial or letter to the editor
26. Review
27. Unsigned article

ELECTRONIC SOURCES
28. Article from an online database or a subscription service
29. Work from a Web site
30. Entire Web site
31. Online book
32. Part of an online book
33. Article in an online journal, magazine, or newspaper
34. Online editorial or letter to the editor
35. Online review
36. Posting to a discussion group
37. Email
38. Real-time communication
39. CD-ROM

OTHER SOURCES (INCLUDING ONLINE VERSIONS)
40. Report or pamphlet
41. Dissertation
42. Dissertation abstract
43. Unpublished or personal interview
44. Published interview
45. Broadcast interview
46. Unpublished letter
47. Legal source
48. Film, video, or DVD
49. Television or radio program
50. Sound recording
51. Musical composition
52. Lecture or speech
53. Live performance
54. Work of art or photograph
55. Map or chart
56. Advertisement
57. Cartoon or comic strip
1. One author


2. More than one author

For the first two or three authors, list all the names. For more authors, either list all the names or give the first author listed on the title page, followed by a comma and et al. ("and others").


3. Organization as author


4. Unknown author


5. Two or more books by the same author


6. Editor


7. Author and editor


8. Work in an anthology


9. Two or more items from an anthology

Salzer, Susan K. "Miss Libbie Tells All." Walker 199–212.

10. Translation


11. Edition other than the first


12. Multivolume work

12. Multivolume work, cont.
If you cite more than one volume, give the total number of volumes after the title.

13. Preface, foreword, introduction, or afterword

14. Entry in a reference work

15. Book that is part of a series

16. Republication

17. Publisher’s imprint
Gilligan, Carol. The Birth of Pleasure: A New Map of Love. New York:

18. Title within a title

19. Government publication


20. Sacred text
If the version is not part of the title, list the version after the title. If you are not citing a particular edition, do not include sacred texts in the works-cited list.

21. Article in a journal paginated by volume

22. Article in a journal paginated by issue

23. Article in a magazine
Give the month if published monthly or date (if weekly) of publication. Abbreviate the names of months except for May, June, and July.

24. Article in a newspaper
25. Editorial or letter to the editor

26. Review

27. Unsigned article

28. Article from an online database or a subscription service
For a work from an online database, provide all of the following elements that are available: the author's name; the title of the work (in quotation marks); any print publication information; the name of the online database (underlined or italicized); the name of its editor (if any) preceded by Ed.; the version number of the site, if given, preceded by Vers.; the date of electronic publication or of the latest update; and the name of the sponsoring institution or organization.


For a work from a library subscription service, include the name of the database (if you know it), the name of the service, the library, the date of access, and the URL of the service's homepage (if you know it).


For a personal online subscription service such as America Online, follow the guidelines for the appropriate type of work. End the entry with the URL of the specific work or, if it is long, the URL of the service's search page. If the service supplies no URL or one that is not accessible to other subscribers, provide other access information after the date. Depending on the service's retrieval system, give either the word Keyword and the keyword you used or the word Path and the sequence of links you followed, separated with semicolons.


Path: Reading & Learning; Poetry; Analysis and Interpreting Poetry.

To cite a personal Web site, include the name of the person who created the site and the title or (if there is no title) a description, such as Home page.

Further guidelines for citing electronic sources can be found in the MLA Handbook for Writers of Research Papers and online at www.mla.org.
29. Work from a Web site

Include all of the following elements that are available: the author, the title of the document, the name of the Web site, the editor, the date of publication or latest update, the name of the institution or organization associated with the site, the date of access, and the document's URL.


Cite an entry from a blog as you would any document from a Web site, including the title of the blog, followed by the date of the posting.


30. Entire Web site

Follow the guidelines for a specific work from the Web, but begin with the title of the entire site and name the editor(s), if any.


To cite a personal Web site, include the name of the person who created the site and the title or (if there is no title) a description, such as Home page.


For the site of an academic course, include the name of the instructor, the title of the course, a description such as Course home page, the dates of the course, the name of the department, and the name of the institution.


For the site of an academic department, give the name of the department, a description such as Dept. home page, and the name of the institution.


31. Online book

Cite an online book as you would a print book. After the print publication information, if any, give the date of access and the URL.


32. Part of an online book

Include the title of the part.


33. Article in an online journal, magazine, or newspaper

Cite the article as you would an article from a print periodical. Include the range or total number of pages, paragraphs, parts, or other sections, if numbered, before the date of access.


34. Online editorial or letter to the editor

Include the word Editorial or Letter after the author (if given) and title (if any). Include the name of the Web site, the date of electronic publication, and the access information.


35. Online review

Begin with the author's name and the title of the review (if any), followed by Rev. of: the title of the reviewed work; and the name of the work's author, editor, or director. Then add the name of the Web site, the date of electronic publication, and the access information.


36. Posting to a discussion group

Include the author's name and the title of the posting (in quotation marks), the description Online posting, and the date of posting. For a listserv posting, give the name of the listserv; the date of access; and the URL of the listserv, the email address of its moderator, or (preferably) the URL of an archival version of the posting.


For a newsgroup posting, end with the date of access and the name of the newsgroup in angle brackets, with the prefix news.


37. Email

Include the writer's name, the subject line of the message, a description that mentions the recipient, and the date of the message. Note that MLA style hyphenates e-mail.

Harris, J. "Thoughts on Impromptu Stage Productions." E-mail to Sarah Eitzel. 16 July 2003.

38. Real-time communication

In citing a posting in a forum such as a MUD or MOO, include all of the following information that is available: the name(s) of any specific speaker(s) you are citing; a description of the event; its date; the name of the forum; the date of access; and the URL. Always cite an archival version of the posting if one is available.

39. CD-ROM

For a periodically revised CD-ROM, after the publication information for the text's print version, if any, include the term CD-ROM, the name of the company or group producing it, and the electronic publication date.


If the CD-ROM is not regularly updated, cite it much like a book. Add the term CD-ROM and, if appropriate, the number of the electronic edition, release, or version. If you are citing only a part of the source, indicate which part and end with the numbers of the part (pp. 78–83, 8 screens) if provided.


If the CD-ROM includes more than one disc, include the term CD-ROM and either the total number of discs (3 discs) or, if you used material from only one, the number of that disc.


OTHER SOURCES (INCLUDING ONLINE VERSIONS)

40. Report or pamphlet


41. Dissertation


42. Dissertation abstract


43. Unpublished or personal interview

Freedman, Sasha. Personal interview. 10 Nov. 2003.

44. Published interview

Include the name of the interviewer after the label Interview, if relevant.


45. Broadcast interview


46. Unpublished letter


47. Legal source

For a legal case, give the name followed by the case number, the name of the court, and the date of the decision.


For an act, followed by the Public Law number of the act, the date it was enacted, and the Statutes at Large cataloging number of the act.
48. **Film, video, or DVD**


49. **Television or radio program**


50. **Sound recording**


51. **Musical composition**

Mozart, Wolfgang Amadeus. Symphony no. 41 in C major, K551.

52. **Lecture or speech**

Eugenides, Jeffrey. Lecture. Portland Arts and Lectures. Arlene Schnitzer

53. **Live performance**


54. **Work of art or photograph**


55. **Map or chart**


56. **Advertisement**


57. **Cartoon or comic strip**

Reference Guide for Using Quotations or
Everything you ever needed to know about quotations and their punctuation.

When to use direct quotations:
1) When the original is striking or memorable.
2) When the original phrasing is so well known that a paraphrase would be a distortion.
3) When the quotation is used to typify a writer or character in a work of literature.
4) When you want to retain the special feeling or style of the original.

What to cite sources for:
1) Direct quotations
2) Statistics
3) Ideas or opinions
4) Examples
5) Someone else’s evidence or testimony.

Marks with other punctuation:
Quote is a verb, and quotation, a noun.
1) To introduce a quoted sentence with a phrase, use a comma:
   According to G.B Shaw, “Economy is the art of making the most of life.”
2) To introduce a quoted statement with a clause, use a comma or colon:
   The captain said, “I need a volunteer”
   The order read: “Attack at dawn.”
3) To introduce a quoted word or phrase, use quotation marks alone:
   The coach said she was “dismayed” by the loss.
4) To end a quoted statement followed by a tag, use a comma: “I’m leaving,” said Nora.
5) To set off an interruptive tag, use a pair of commas: “In the first place,” said Sally, “I need a job.”
6) A closing comma or period goes inside the closing quotation mark:
   “High school,” wrote Ellen Willis, “permanently damaged my self-esteem.”
   The exception to the mark’s placement inside quotation marks occurs in the MLA parenthetical system wherein page numbers are enclosed in parentheses after the closing quotation marks:
   Gwendolen explains to Jack, whom she believed to be Ernest, that “Whatever influence I ever had over mama, I lost at the age of three” (17).
7) A closing semicolon or colon goes outside the closing quotation mark:
   She said she felt “vindicated”; then she left.
   The company offered what it called “benefits”; free parking, free coffee, and free uniforms.
8) A question mark or exclamation point that belongs to the quotation goes inside the closing quotation mark:
   Who wrote, “What’s in a name?”
   Suddenly he screamed, “Get out!”
9) A question mark or exclamation point that does not belong to the quotation goes outside the closing quotation mark:
   Just how freely given is a gift that is called “free?”
   Examples courtesy of Heffernan and Lincoln’s 3rd edition of the Norton handbook.
10) To introduce a quotation with that, use quotation marks alone and no capital unless the quotation begins with a proper name:
    Sarah Jones notes that “Thomas Jefferson wanted to defeat tyranny.”
    Rufus Jones notes that “tyranny appalled Jefferson.”

The “Reference Guide for Using Quotations” is a compilation from the files of the composition department of North Carolina State University, Raleigh.
11) Long quotations (four or more typewritten lines) should be indented and double-spaced; they should not be put in quotation marks. The first line of such a quotation should be set in five spaces only when it appears that way in your source (when it is the first line of a new paragraph).

12) To quote a phrase or a sentence that originally does not have quotation marks, use quotation marks:
Lewis makes it clear that “Of love there was no talk between them” (12).

13) To quote a phrase that originally contains quotation marks, use single quotation marks (apostrophes):
Babbitt knew that one should not “think about her that way at all ’unless one was going to marry her” (12).

14) To use the beginning of a quoted sentence in the middle of your sentence, begin with a capital letter:
Lewis makes it clear that “Of love there was no talk between them.” (12).

15) You don’t want to quote the beginning of a sentence, and the phrase you want begins with a small letter:
Babbitt was concerned with the “inexactitudes of popular thought which we would correct” (11).

16) You don’t want to quote the beginning of a sentence, and the phrase you want begins with a capital letter:
Babbitt knew “…Myra was distinctly a Nice Girl…” (10).

17) You are quoting more than one sentence, but you want to omit the end of a sentence or an entire sentence:
Then once “when he was weary and soft-minded, he saw that she had been weeping….Somehow her head was on his shoulder and he was kissing away the tears…” (9).

18) You want to omit the middle of a sentence:
Babbitt knew she “was distinctly a Nice Girl—one didn’t kiss her…unless one was going to marry her” (10).

19) If the first part of your sentence uses material from a source, but the second part does not, place a parenthetical reference after the first part:
Babbitt “was weary and soft minded” when he became engaged (9). And he was in the same condition when he began his affair.

20) Ellipses are not required for a brief phrase (three or fewer words):
He planned to fight “the Unjust Rich” (3).

21) Use brackets to mark additional information:
Myra was crying because “She had been left out of a party given by Zilla [her cousin’s girlfriend]” (25).

22) If something is in italics in your source, you must underline it.
Mr. Eric Moody has taken Ms. Andrea Lunsford’s work on the most common errors in student writing, compiled them into a list, and reorganized them by type. Here is his reorganization along with Ms. Lunsford’s examples on correcting them.

25 Most Common Errors
A Quick Reference Guide to Fixing Them

Word Choice
1. Vague pronoun reference
   - Possible reference to more than one word.
   - Does they refer to the singular or the plural? The adjective clarifies what is being limited.
   - What does whom refer to? The adverb clarifies what employees represented.

   A pronoun—a word such as she, her, he, his, it, this, who, or which—should clearly refer to the word or words it replaces (called the antecedent) elsewhere in the sentence or in a previous sentence. If more than one word could be the antecedent or if no specific antecedent is present in the sentence, edit to make the meaning clear.

2. Wrong word
   - Nouns and verbs that contain many syllables in classical mythology.
   - Writing is a composite of all other forms and is probably of composite periods of time.

   Wrong word errors involve mixing up words that sound alike, using a word with the wrong shades of meaning, or using a word with no completely wrong meaning. Many wrong word errors are due to the improper use of homonyms—words that are pronounced alike but spelled differently, such as their or there.

3. Wrong or missing preposition
   - We met on Union Street in San Francisco.
   - President Richard Nixon compared the United States with a pigtail, helplessly and.

   Many words in English are regularly used with a particular preposition to express a particular meaning. Throwing a ball to someone is different from throwing a ball at someone. Because many prepositions are short and not stressed or pronounced clearly in speech, they are often accidentally left out or mixed up in writing.

4. Pronoun and antecedent agreement
   - Each of the puppies thrilled in their new home.
   - Either Niagara or Scenic will be asked to give their speech to the graduates.
   - The team frequently changed its positions to get varied experience.
   - Every student must provide his own supplies.

   Pronouns must agree with their antecedents in gender (for example, using he or she to replace Abraham Lincoln and one or her to replace Queen Elizabeth) and in number.

5. Missing
   - The site has been dramatically transformed and promoted now with less experience.
   - Christopher's behavior becomes intense that his family seeks help.

   Be careful not to omit little words, including prepositions, parts of two-part verbs, and correlative conjunctions. Read carefully for any other omitted words, and be particularly careful not to omit words from quotations.

Commas
6. Missing comma after an introductory element
   - Determined to get the job done, we worked all weekend.
   - In German, nouns are always capitalized.

   Readers usually need a small pause between an introductory word, phrase, or clause and the main point of the sentence, a pause most often signaled by a comma. Try to get into the habit of using a comma after every introductory element. When the introductory element is very short, you don’t always need a comma after it, but you’re never wrong if you do use a comma.
7. Missing comma in a compound sentence

- The words “I do” may sound simple, but they mean a lot to some.

A compound sentence consists of two or more parts that could each stand alone as a sentence. When the parts are joined by a coordinating conjunction and, but, so, yet, or, nor, or for, use a comma before the conjunction to indicate a pause between the two thoughts. In very short sentences, the comma is optional if the sentence can be easily understood without it. But you’ll never be wrong to use a comma.

8. Missing comma(s) with a nonrestrictive element

- Maling, who was the president of the club to know the basic meaning of the sentence. Maling was first to speak.

A nonrestrictive element – one that is not essential to the basic meaning of the sentence – could be removed and the sentence would still make sense. Use commas to set off any nonrestrictive parts of a sentence.

9. Unnecessary comma(s) with a restrictive element

- People who wanted to preserve wilderness areas to the plan to preserve national parks.

A restrictive element is essential to the basic meaning of the sentence. It is not set off from the rest of the sentence with commas.

10. Missing comma in a series

- Shells cut mostly squid, shrimp, crabs, and other fish.

When three or more items appear in a series, many disciplines require them to be separated from one another with commas. Although newspapers and magazines do not use commas between the last two items, the best advice in writing other than journalism is to use a comma because a sentence can be ambiguous without one.

Verbs

11. Wrong or missing verb ending

- The United States drop an atomic bomb on Hiroshima on August 6, 1945.

It’s easy to forget the verb endings -s (or -es) and -ed (or -d) because they are not always pronounced clearly when spoken. In addition, some varieties of English use the endings in ways that are different from uses in academic and professional English.

12. Subject-verb agreement

- A strategist behind the scenes create the candidate’s public image.

The subject is the singular noun strategist, not strategies.

- Each of these designs coordinates with the others.

The subject, reasons, is plural, so the verb is plural.

- My brothers or my sister come every day to see Dad.

Here, the noun closest to the verb is singular (sister). The verb must agree with that singular noun.

- Johnson was one of the athletes who was sexually qualified.

Here, who refers to athletes, to the verb is plural.

A verb must agree with its subject in number and in person. In many cases, the verb takes a form depending on whether the subject is singular or plural: The old man is angry and stumbles into the house. But the old men are angry and stumble into the house. Lack of subject-verb agreement is often just a matter of carelessly leaving the -s ending off the verb or of not identifying the subject correctly.

13. Unnecessary shift in verb tense

- A few countries produce almost all of the world’s illegal drugs, and addiction affected many countries.

Verb tenses tell readers when actions take place: saying from past to present indicates a past action whereas saying he will go indicates a future action. Verbs that shift from one tense to another with no clear reason can confuse readers.

Mechanics

14. Possessive apostrophe – missing or misplaced

- Confrontation was the most disturbing influence.

Possessive apostrophes can be very important to vividness of well-being.

- Poe’s Machines is one of the most electrifying places.

To make a noun possessive, add either an apostrophe and an -s (Ed’s book) or an apostrophe alone (the boys’ gym).
15. Capitalization — unnecessary or missing

- Traditional Chinese: 不必要的或缺少的
- Pinyin: bùyào de huò shǎo de

Capitalize proper nouns and proper adjectives, the first words of sentences, and important words in titles, along with other words indicating directions and family relationships. Do not capitalize most other words, and proofread to make sure your word processor has not automatically added unnecessary capitalization (after an abbreviation ending with a period, for example). When in doubt, check a dictionary.

16. Hyphen — unnecessary or missing

- This paper looks at fictional and real-life examples.
- A compound adjective might be missing a hyphen or hyphenated incorrectly.
- The joining of certain words can be hyphenated incorrectly.
- The team was to leave the house and read it.
- A compound adjective should not be hyphenated.

A compound adjective that appears before a noun often needs a hyphen. However, be careful not to hyphenate two-word verbs or word groups that serve as subject complements.

**Sentence Structure**

17. Comma splice

- We board or a train and joined the city. When the train arrived it was a very exciting moment.
- He was very happy and the train arrived on time. He was very happy.

A comma splice occurs when only a comma separates clauses that could stand alone as a sentence. To correct a comma splice, you can insert a semicolon or period, connect the clauses clearly with a word such as and or because, or restructure the sentence.

18. Fused sentence

- The current was swift, he could not swim in it.
- We had a painting that was simple. It was very sophisticated.
- Although she admired the value of meditation, she decided to try it once.

A fused sentence (also called a run-on sentence) is created when clauses that could stand alone as a sentence are joined with no punctuation or words to link them. Fused sentences must be either divided into separate sentences or joined by adding words or punctuation.

19. Sentence fragment

- No subject
  - Marie Antoinette spent huge sums of money on her favorites. She helped bring the French Revolution.
  - Sitting cannot function alone as the end of the sentence. The auxiliary verb was making it a complete verb.

A sentence fragment is a part of a sentence that is written as if it were a whole sentence, with a capital letter at the beginning and a period, a question mark, or an exclamation point at the end. A fragment may lack a subject, a complete verb, or both. Other fragments may begin with a subordinating conjunction, such as because, and so depend on the meaning of another sentence. Reading your draft out loud, backwards, sentence by sentence, will help you spot sentence fragments.

20. Misplaced or dangling modifier

- Beginning with a prepositional phrase
  - We returned to the bookstore. There we waited for our books.

- Misplaced modifier
  - The biologist could see the eagles soaring and diving with binoculars.

- Dangling modifier
  - Looking down the sandy beach people are seeing themselves.

Every modifier (whether a word, phrase, or clause) should be as close as possible to the word it describes or relates to. Misplaced modifiers may confuse your reader by seeming to modify some other element in the sentence. A dangling modifier is always a problem from the beginning or end of a sentence, attached to no other part of the sentence. The element that the phrase modifies may exist in your mind but not in your draft. Each modifier must refer to some other element in the sentence.
21. Faulty sentence structure

When a sentence starts out with one kind of structure and then changes to another kind, it confuses readers. If readers have trouble following the meaning of your sentence, read the sentence aloud and make sure that it contains a subject and a verb. Look for mixed structures, subjects, and predicates that do not make sense together, and comparisons with unclear meanings. When you join elements (such as subjects or verbs phrases) with a coordinating conjunction—and, but, or, nor, or, so, or yet—make sure that the elements have parallel structures.

22. Mechanical error with a quotation

Start up the letter or note setting the quote and give page (209).

Capt. Scullard (Charles Baker) said to the deplanes—almost to find something solid on which to stand (209).

Follow conventions when using quotation marks with emmas, semicolons, question marks, and other punctuation. Always use quotation marks in pairs, and follow the guidelines of your documentation style for block quotations and poetry. Use quotation marks to mark titles of short works, but use italics for titles of long works.

23. Poorly integrated quotation

A 1981 study of what makes food appealing (Charles DeLores) suggested that the method was actually (209) and that (209) were given; some people believe it (209).

It’s the self-esteem that makes the difference (Charles DeLores). (209)

Quotations should fit smoothly into the surrounding sentence structure. They should be linked clearly to the writing around them (usually with a signal phrase) rather than dropped abruptly into the writing.

MLA

24. Incomplete or missing documentation

Sources say that, when we arrive, we have to make an analysis and conferring. (209)

The writer needs a print source using MLA guidelines and needs to identify the source number where the information is found.

According to the source, James Joyce wrote one of the best novels of all time.

Theories must be cited by the source (Be sure not to list the MLA style guide, etc.) in order to avoid plagiarism.

Spelling

25. Spelling (including homonyms)

No one runs faster to the same destination (209).

According to (209), people are not always aware of the path they are taking or the destination they are headed for.

The most common kinds of misspellings today are those that spell checkers cannot identify. The categories that spell checkers are most likely to miss include homonyms (words that sound alike but have different meanings), compound words incorrectly spelled as two separate words, and proper nouns, particularly names. Proceed carefully for errors that a spell checker cannot catch—and be sure to run the spell checker to catch other kinds of spelling mistakes.

Your teacher may use the numbers of “20 Most Common Errors” when correcting essays. The next page of this booklet has a quick reference guide that cites the number of the error and the corresponding page where you may find more information in your Holt Handbook.

Information cited from:


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