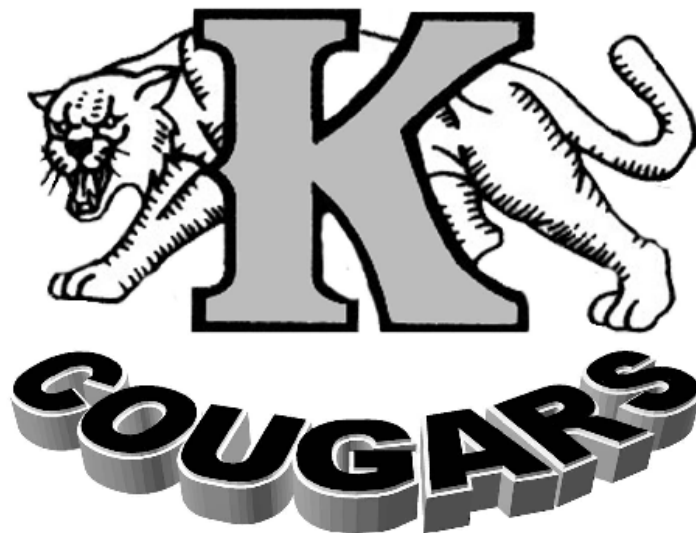


John F. Kennedy High School

Style Manual

2010-11 Edition



This style manual belongs to _____

Homeroom _____ Homeroom Teacher _____

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Purposes of This Manual

1. Uniformity, continuity, and consistency in student and teacher expectations.
2. Improving literacy in the areas of comprehension, composition, communication, and critical thinking.

Business Letter Format

2345 Your Address Lane
Sender City, CA 90000
June 20, 2006

Mr. Person I'm writing to
Important Position
6789 Address writing to Way
Recipient City, CA 90909

Dear Mr. I'm writing to:

I am writing this letter to remind you of the proper form to use when writing a business letter. First of all, in block format all the parts of the letter are lined up on the left margin (as they are here). In all business letters, the salutation, or greeting, is followed by a colon. The closing is followed by a comma, and only its first word should be capitalized. The sender's name should be typed or written below the closing, leaving room for a signature between the two.

Always remember that a business letter is a formal piece of writing, which should be reflected in form, tone, and word choice. This is not a time to be friendly or to use slang expressions. Make sure that your purpose for writing the letter is clearly stated, that you explain what action you wish to have taken, and that you don't forget to thank the recipient for taking the time to read your letter. In addition, business and personal business letters should always be typed.

A personal business letter is just as formal as a business letter. The salutation may be more personal, and is followed by a comma instead of a colon. The language may be slightly less formal, but it is still a good idea to avoid slang expressions. As with the business letter, make sure that you clearly state your purpose for writing and explain what action you wish to have taken. Finally, your closing may be more personal and you may just sign your name without typing or writing it below. The idea is that the recipient of a personal letter already knows you, so you may be less formal.

Thank you for taking the time to read this letter and review proper business and personal business letter forms. If you have any questions about these letters, please ask your English teacher.

Sincerely yours,

Ima Student

1. Get the phone numbers of several reliable students in each of your classes so that you can get the assignments you missed if you are absent.
2. Form study groups to help each other study before big tests.
3. Stay organized; keep careful track of your assignments and papers.
4. Review your materials regularly—do not wait until the night before the test.
5. Use a calendar to have a visual picture of upcoming due dates and tests.
6. When you are doing schoolwork or studying, remove all distractions and focus 100%.
7. Make sure you get a good night's sleep and eat healthy foods before a test (avoid soda, chips, and candy).

Test-Taking Strategies

1. Read all directions carefully and follow them exactly. Be sure to ask your teacher if you have questions.
2. Answer easy questions first. Easy questions may be at the end as well as at the beginning. Answer the hard questions if you have time.
3. Eliminate ridiculous or obviously wrong answers. Then select the best answer. If you are not sure, use what you know to make an “educated guess.”
4. On a Scantron test, fill in the answer bubbles completely and erase all stray marks.
5. Most tests do not take off extra points for wrong answers, so do not leave any blanks (with the exception of the PSAT and the SAT). With one or two minutes left, mark one letter for all the remaining questions.
6. Be aware of the time and do not spend too much time on any one question or section. If you finish early, take the time to check over your answers.
7. Watch for keywords such as *except*, *all*, *but*, *always*, and *never*. Note words underlined or in **boldface**.
8. Remain calm. All anyone can ask is that you try your best. Do not quit if you face a difficult question or section.

Key Strategies for Good Reading Comprehension

Four specific processes that good readers use:

- **Generating questions** about what the reader does not know, needs to know, or would like to know about the text.
- **Predicting** where the text is going by using information already given in the text in conjunction with prior knowledge.
- **Summarizing** by condensing the most important points of the text.
- **Clarifying** lack of understanding that poses a roadblock to comprehension.

An Active Reader

- Gives complete attention to the reading task.
- Keeps his/her purpose in mind.
- Keeps a constant check on his/her understanding.
- Re-reads for understanding.
- Connects with the text—asks how what he/she is learning fits with what he/she already knows, or generates strong personal feelings about what he/she is reading.
- Seeks to understand perspective—asks what the author is trying to say.
- Continues predicting—asks what is going to happen next.
- Generates questions and seeks answers.

A Passive Reader

- Is easily distracted.
- Does not know why he/she is reading.
- Does not monitor comprehension.
- Does not know whether he/she understands or does not understand.
- Does not re-read material.
- Does not or cannot make a connection between what he/she is reading and his/her own life. Does not have an opinion about what he/she reads.
- Does not make predictions or ask questions as he/she reads.

The above is from Canter, Lee. *Reading and Writing in the Content Areas*. p. 31-33.

Note-Taking Tips

1. When you are taking notes from a text, write a four or five word summary of each section or paragraph.
2. If the material is difficult, try putting it into your own words (paraphrase it).
3. Use verbal or visual clues: write down what the teacher repeats, writes on the board, or says will be on the test.
4. Use pictures or symbols with your notes when you can.
5. Use abbreviations or shorthand when possible.
6. Try to focus on the main ideas and do not write more than necessary.
7. When you are taking notes, try to think of questions the teacher might ask you about this material on a test.

Outlining

I. Main points and sub-topics

- A. Each main point should be listed as a Roman numeral.
 1. Remember when using Roman numerals that I = 1, V = 5, X = 10.
 2. When a smaller number is written before a larger number, the smaller number is subtracted from the larger number (IV = 4).
- B. Sub-topics should be written following capital letters.
 1. Each sub-topic should have at least two pieces of supporting evidence.
 2. Examples, reasons, or statistics may be part of the supporting evidence.
 3. If you do not have at least two sub-topics, do not divide the section into subtopics.

II. Purposes of outlining

- A. Checking your information
 1. Outlining allows you to make sure that you have enough information to prove your thesis.
 2. Outlining also gives you an opportunity to remove any irrelevant or unnecessary information before you write your essay or research paper.
- B. Organization
 1. Outlining allows you to be certain that you have organized your essay or paper in the most effective way.
 2. Outlining helps you to be certain that you have addressed all parts of the essay or research question.

Paragraphs

An effective paragraph

- has a topic sentence that states the main idea of the paragraph.
- shows unity (every sentence in the paragraph supports the topic sentence).
- is coherent (all the sentences are related and flow logically from one to the next).
- uses an appropriate pattern of organization (such as sequential, spatial, cause and effect, comparison and contrast, or order of importance).

When you are checking over or revising your own writing, use the following paragraph checklist.

Does each paragraph...

- have unity, with each sentence supporting the main idea?
- have sentences that relate to one another and flow logically?
- organize the information appropriately?

Essays and Compositions

Essays and/or compositions have three parts:

- an **introductory paragraph** with a thesis statement (a single sentence that tells what your essay will prove or accomplish)
- a **body of paragraphs** providing evidence that support and expand on the thesis statement
- a **conclusion** that winds up the essay or composition by restating the main idea, stating the significance of the topic, or calling on readers to take a course of action

When you are checking over or revising your own writing, use the following checklist for essays and compositions.

Does your essay or composition...

- Begin with a thesis statement that states the main idea and covers all of your major supporting ideas?
- Follow the order in your introduction, including at least one paragraph for each main point?
- Provide adequate support for each main point: using specific facts, examples, and/or other supporting details?
- Contain a logical progression of ideas?
- End with a strong concluding statement that summarizes, or brings closure to, the main idea of the essay?
- Have an overall sense of unity?
- Communicate your ideas clearly and effectively?
- Use standard written English in a neat, legible form?

Sample essays may be found in your English course language books.

Writing an Essay or Composition

The first step in answering an essay prompt is to figure out what the prompt is asking you to do.

If the prompt is worded as a question, **answer the question asked**. Be sure to address all the implied questions as well as the explicitly stated ones.

If the prompt is worded as a statement, find the directive word or words, and then **do what the directive word or words ask you to do**.

Examples of directive words are shown in the chart below. If you are not sure what a directive word is asking you to do, look it up in a dictionary or ask your teacher.

Category	What you are to do	More directive words with similar meanings
Recall	Observe and remember information	Collect, define, describe, examine, identify list, name, label, quote, show, state, tabulate, tell
Comprehend	Understand and interpret information; translate knowledge into new context (s).	Compare, contrast, defend, discuss, differentiate, distinguish, estimate, explain extend, give an example, illustrate, interpret, match, paraphrase, predict, restate, summarize.
Apply	Use information for a specific purpose; determine its relevance	Apply, compute, conclude, construct, demonstrate, determine, draw, give an example, illustrate, modify, operate, organize, produce, show, solve, use.
Analyze	Separate the whole into its parts; state the result.	Categorize, classify, compare, contrast, conclude, diagram, differentiate, distinguish, examine, infer, select, specify.
Synthesize	Combine separate elements to form a cohesive whole	Change, combine, compose, construct, create, design, develop, formulate, generate, hypothesize, invent, organize, originate, plan, predict, produce, propose
Evaluate	Determine the value or worth of something	Assess, choose, critique, conclude, decide, defend, judge, justify, prioritize, recommend, select, support.

Getting Started

- Read the prompt or question carefully, breaking it down so that you will be able to discuss each of its parts.
- Look for the key words to determine exactly what you are being asked to do.
- Start brainstorming to develop an appropriate thesis.

The Introduction

- Your essay or composition should begin with an opening paragraph that introduces your topic and states your thesis.
- This introduction will be your reader's first impression, and first impressions are important. You want to capture your reader's interest.

Writing an Effective Thesis

- Every essay, composition, or research paper needs to have a thesis which responds to the prompt or question. A thesis is a one- sentence statement that presents the focus and purpose of your writing.
- A good thesis follows the guidelines below:
 1. It is restricted, presenting small and specific issues that can be adequately discussed within your paper.
 2. It takes a clear position, stand, or attitude toward the subject; every statement in your essay or composition works to support it.
 3. It is not a title or phrase; it must be a complete sentence.
 4. It is not just a fact, but makes a judgment or interpretation that can be defended.
- Creating a good thesis may require several attempts or steps.

Supporting Your Thesis

- Brainstorm examples that will help you to support your thesis by taking notes, outlining, or using a graphic organizer.
- If you are writing a literary essay, look for specific quotes or examples and be prepared to discuss their significance.
- These examples will appear in the body of your essay, composition, or research paper. Each paragraph should be a mini-essay itself, with a topic sentence, supporting examples, transitions, and commentary or analysis that explains how these examples help to prove your topic sentence and thesis.
- Each paragraph must have a topic sentence that supports the thesis and provides a focus for that paragraph.

Ending Your Essay

- The conclusion is your last chance to make a positive impression on your reader(s). In the topic sentence, you should restate your thesis in different words.
- Use your conclusion to provide additional commentary or insight. End memorably.
- Do not introduce new topics in your final paragraph.

Revising Your Work

- It is nearly impossible for an essay or composition to be perfect after the first draft. Usually it will need to be revised once, twice, or even several times. Below are some things to consider when you are revising your work in an effort to improve it.

Typing Your Work

- Always use a 1" margin on all sides and a clear size 12 font (such as Times New Roman).
- Paper heading (name, class, date) in header, aligned on the left.
- A header is your last name and page number in upper right. Example: Gonzalez 2
- Check with your teacher on line spacing (MLA requires double spacing) and title requirements (your teacher may require a cover or title page--MLA does not).

Checklist for Revising Essays, Compositions, and Research Papers

1. Does my thesis statement respond to all part of the prompt and make my purpose and position clear?
2. Does my introduction set the tone and capture the reader's attention?
3. Does my writing have unity? Does the topic sentence of each paragraph relate directly to the thesis statement?
4. Are the paragraphs cohesive and arranged in a logical order?
5. Do transitions smoothly connect the paragraphs and the ideas within each paragraph?
6. Do I have a strong conclusion that will leave my reader(s) with a positive final impression?
7. Do I have an effective title?
8. Does every sentence in my writing support the paragraph's topic and my overall thesis?
9. Do I have enough supporting evidence and details to prove my thesis?
10. Does my writing include adequate commentary and analysis?
11. Does my writing demonstrate my own thoughts and analysis?
12. Are my sentences complete (no fragments or run-ons)?
13. Are my sentences varied (different lengths and with different beginnings)?
14. Did I use specific words?
15. Are the tone and language of my essay appropriate for my intended audience?
16. Did I check my writing for errors in spelling, capitalization, and punctuation?

Common Proofreading Marks

<u>Symbol</u>	<u>Explanation</u>	<u>Example</u>
^	insert letters or words	She likes job.
.	add period	It is time to go home
^	insert comma (or other punctuation)	Mix together butter sugar, and eggs.
#	add space	# Fillout this form.
↶↷	delete	laptop commputers
()	close up	Here is the video cassette.
¶	new paragraph	“Thank you,” I said. ¶“Do not mention it,” she replied.
≡	capitalize	I work for jim. =
/	lower case	He worked all Summer.
	change order	a item new
frag	fragment	Have been baking bread since prehistoric times.
RO	run-on	In the winter some trees lose their leaves others do not.
sp	spelling	We did not recieve our books. Their going to leave soon.
S=V	subject-verb agreement	There is many new techniques in animated films.
(?)	unclear—I do not understand what you are saying or what you mean by this	The oxen are slow, but the earth is patient.

Research Papers

There are several steps to the research process.

You will need a **clear topic**. Once you have a topic, break it down into several subtopics, either by asking questions or by doing some preliminary research.

When you have narrowed your topic, begin **gathering information**. The best way to do this is on **note cards**. Note cards are essential to the later stages of the research process when it is time to organize your information before beginning to write.

The note cards should be set up as follows:

Sequence #	Your Initials
Subtopic/Question	
Keywords	
Source #	Page Number

Please keep the following tips in mind while preparing your note cards:

- Include only one fact on each note card.
- Record only the important facts using keywords.
- Discard little words such as a, an, and the (use dashes instead).
- Do not use complete sentences.
- Each note card should contain a maximum of fifteen keywords.
- Write only on the front of each card.

How many note cards will you need to complete your paper?

It might take twenty or more cards to write a one-page paper, so plan accordingly.

Will you use all of your note cards in your final paper?

You may find that you have note cards that do not support your thesis or explain the topic of your paper, so you may not use all of your note cards in your final paper.

MLA Works Cited Format

Unless otherwise instructed, use standard MLA format.

You will need to keep a works cited page that lists all of the sources (books, articles, encyclopedias, web sites, etc.) you use while you are gathering information. You will list and number the sources in the order you find them.

Keep the following in mind when creating your Works Cited page:

- It should be the last page in your paper, and be numbered accordingly.
- You should double-space between successive lines of an entry and between entries.
- The first line of each entry should begin at the left margin, and each successive line should be indented ½ inch or five spaces.
- List all entries in alphabetical order, using the last name of the author or the first word of the entry if there is no author.
- Underline the titles of books if handwritten. If typed, *use italics*.
- Put article titles in quotation marks.

Books

When citing books, provide the following general categories of information:

Author's last name, first name. *Book title*. City of publication: Publisher, publication date.

A Book by One Author typed

Light, Richard J. *Making the Most of College: Students Speak Their Minds*. Cambridge: Harvard UP, 2001.

A Book by Two or More Authors typed

Atwan, Robert, Donald McQuade, and John W. Wright. *Edsels, Luckies, and Frigidaires: Advertising the American Way*. New York: Dell, 1979.

Articles in Periodicals

When citing articles in periodicals, provide the following general categories of information:

Author's last name, first name. "Article title." *Periodical title*. Date: inclusive pages.

A Signed Article from a Daily Newspaper

Barringer, Felicity. "Where Many Elderly Live, Signs of the Future."
New York Times 7 Mar. 1993: B1: 3.

An Article from a Monthly or Bimonthly Magazine

Wills, Garry. "The Words That Remade America: Lincoln at Gettysburg."
Atlantic June 1992: 57–79.

An Article from a Weekly or Biweekly Magazine

Sedaris, David. "Who's the Chef?" *New Yorker* 10 March 2003: 40-41.

Internet and Web Sources

In the past, the MLA Handbook recommended including URL's of Web sources. However, they have limited value since they often change and are prone to transcription errors. Do not include a URL unless your instructor requires it. Rather, include enough information on the author and title that the reader can find this source.

When citing information from Internet and World Wide Web sources, provide the following categories of information in sequence:

1. Name of the author, compiler, director, editor, or translator of the work.
2. Title of the work (italicized if the work is independent; in roman type and quotation marks if the work is part of a larger work)
3. Title of the overall Web site (italicized)
4. Version or edition used
5. Publisher or sponsor of the site; if not available, use *N.p.*
6. Date of publication (day, month, and year); if nothing is available, use n.d.
7. Medium of publication (*Web*)
8. Date of access (day, month, and year).

Each item is followed by a period except the publisher or sponsor, which is followed by a comma. If you cannot find some of this information, cite what is available.

Examples:

Antin, David. Interview by Charles Bernstein. *Dalkey Archive Press*. Dalkey Archive P, n.d. Web 21 Aug. 2007

"de Kooning, Willem." *Encyclopaedia Britannic Online*. Encyclopaedia Britannica, 2008. Web. 15 May 2008.

Green, Joshua. "The Rove Presidency." *The Atlantic.com*. Atlantic Monthly Group, Sept. 2007. Web. 15 May 2008.

Salda, Michael N., ed. *The Cinderella Project*. Vers. 1.2. U of Southern Mississippi, Oct. 2005. Web. 15 May 2008.

Plagiarism

Plagiarism is passing off someone else's work as your own. Borrowing, buying, or stealing someone's paper is plagiarism, as is using words or ideas without giving credit to the author. The purpose of notes in an essay or a research paper is to give proper credit to the author. Students in college can be expelled if they plagiarize, and employers can fire employees who plagiarize work.

It is important that you get into the habit of giving proper credit for ideas and words that are not your own. If you are caught plagiarizing at Kennedy, you will be given a zero on the entire assignment and will not be allowed to make it up. Do not put yourself in a situation in which your permanent academic record may be blemished or compromised.

Original:

The organizers of Women's Professional Fastpitch (WPF) softball will always recall opening night in Durham, a balmy and breezeless evening when all was as right as a perfect game.

Plagiarized Version:

Everyone who was there will always remember the first night of Women's Professional Fastpitch softball, in Durham, North Carolina, on May 30, 1997, because it was such a balmy and breezeless evening with everything as right as a perfect game.

Acceptable Student Model:

According to Kostya Jones, the first night of Women's Professional Fastpitch softball will always be remembered as "a balmy and breezeless evening when all was as right as a perfect game" (23).

Acceptable Student Model:

The first night of Women's Professional Fastpitch softball will always be remembered as "a balmy and breezeless evening when all was right as a perfect game" (Jones 23).

Academic Integrity Policy

John F. Kennedy High School

John F. Kennedy High School expects all students to abide by ethical academic standards. Academic dishonesty—including plagiarism, cheating or copying the work of another, using technology for illicit purposes, or any unauthorized communication between students for the purpose of gaining advantage during an examination—is strictly prohibited. Kennedy’s Academic Integrity Policy covers all school-related tests, quizzes, reports, class assignments, and projects, both in and out of class. The purpose of Kennedy’s Academic Integrity Policy is to prepare students for the reality created by the technology explosions, for the world of college and beyond, where cheating and plagiarism have dire consequences.

Plagiarism is not the same as cooperation or collaboration. Teachers often expect, even encourage, students to work on assignments collectively. This is okay, as long as whose work is being presented is clearly relayed.

- *Collaboration* is to work together (with permission) in a joint intellectual effort.
- *Plagiarism* is to commit literary theft; to steal and pass off as one’s own ideas, words, or created production of another. When you use someone else’s words, you must put quotation marks around them and give the writer or speaker credit by citing the source. Even if you revise or paraphrase the words of some else, if you use someone else’s ideas you must give the author credit. Some Internet users believe that anything available on-line is public domain. Such is not the case. Ideas belong to those who create and articulate them. To use someone else’s words or ideas without giving credit to the originator is stealing.
- *Cheating* includes, but is not limited to, copying or giving an assignment to a student to be copied (unless explicitly permitted by the teacher). Cheating also includes using, supplying, or communicating in any way any unauthorized materials, including textbooks, notes, calculators, computers or other unauthorized technology, during an exam or project.
- *Forgery or stealing* includes, but is not limited to, gaining unauthorized access to exams or answers to an exam, altering computer or grade-book records, or forging signatures for the purpose of academic advantage.

The determination that a student has engaged in academic dishonesty shall be based on specific evidence provided by the classroom teacher or other supervising professional employee, taking into consideration written materials, observations, or information from others.

Students found to have engaged in academic dishonesty shall be subject to disciplinary as well as academic penalties as outlined below.

Range of Possible Consequences	
Copying classwork or homework	<ul style="list-style-type: none"> • zero on assignment • parent notification • counselor notification • teacher issued class suspension • parent/ student/ teacher/ • counselor conference • suspension
Plagiarizing or cheating on exam or assignment	<ul style="list-style-type: none"> • referral to Academic Integrity Team ¹ • final contract (i.e., probation) • referral to administration • dismissal from extracurricular activities, elected or appointed • student offices, athletics, and/or senior privileges • Involuntary transfer*
Forgery or stealing	<ul style="list-style-type: none"> • referral to Academic Integrity Team ¹ • final contract (i.e., probation) • referral to administration • dismissal from extracurricular activities, elected or appointed • student offices, athletics, and/or senior privileges • Involuntary transfer*

¹ composed of an administrator or administrator’s designee, a dean, and a teacher

* subject to appeal

Resume'

There is no specific format that you must follow when writing a resume. The key to a successful resume is to highlight your strengths. If you do not have any work experience, do not include a section on work experience. If your grade point average was not very good in school, do not include it. The purpose of a resume is to impress a prospective employer.

The following are sections that might be included in your resume. Make sure that each section you do include is complete and free of errors.

- **Personal Information - REQUIRED**
This should be at the top of your resume and should include your full name, address, home phone, and cell phone. If you include more than one phone number, make sure you identify what each number is (home, cell, pager, etc.)
- **Career Goal**
One sentence stating your career goal. This should be directly related to the job that you are applying for with this resume.
- **Education**
Include information about your graduation from high school (write as anticipated graduation if you have not yet graduated). Include your grade point average here, as well as any special honors or awards you have received (if you have received many, you may wish to make this a separate category).
- **Work Experience**
If you have paid work experience, begin with your present or most recent job and work backward. For each job, list the name of the company you worked for, your title or position, the city and state in which the company is located, the phone number of the company (with area code), the dates of your employment, the name and title of your boss, any special skills that you learned at this job that might help you with the job you are currently seeking, and any awards or honors you earned.
- **Related Education**
Any courses that you took during your high school years (on or off campus) that are related to the job you are seeking should be listed here. For each course list its title, where and when you took the course, and what specific skills you learned.
- **Other Experience/Training**
If you have not had paid work experience but have done volunteer or unpaid work, make sure that you include it. This is especially important if it is related to your stated career goal.
- **Other Interests**
List any personal interests that you have that are related to your career goal.
- **References**
You should always have a list of references with you on job interviews. The references should be people who have known you or worked with you, but not parents or close relatives. Your reference sheet should include the name of each reference, his or her position or title and company (if applicable), an address, and a phone number with area code. Make sure that you ask permission before listing anyone as a reference. On your resume, you may just include a line such as "References will be furnished upon request."

Vision Statement

The vision statement has two parts: first, your short and long term educational goals; and second, your short and long term career goals. For each, try to be as specific as you can. If you plan to attend a community college after high school, which one(s) are you considering? Which classes do you plan to take? Do you plan to transfer to a four-year university? If so, which one? Do not just say that you want to be a pediatrician. That is a good ultimate career goal, but you need to discuss the different steps that you will need to take to reach your goal.