

# Cristo Rey Jesuit High School Writers' Manual

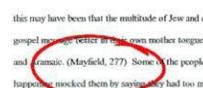
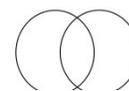


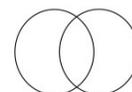
This guide is designed to help you with the writing process. It includes tools for brainstorming, outlining, revising, writing, proofreading, submitting papers and editing papers. This guide is meant to include tools that you would use most often, but does not include everything you will need. Make sure that you also refer to other resources when you need to, including:

- For assistance with **works cited and MLA style**, refer to the Purdue Writing Lab at: <http://owl.english.purdue.edu/owl/resource/747/01/>.
- To avoid **plagiarism**, see the Cristo Rey Jesuit High School's Student Handbook policy on plagiarism. You may also refer to the Purdue Writing Lab's section on this topic at: <http://owl.english.purdue.edu/owl/resource/589/1/>.
- For specific **information and instructions about your class assignments**, you may view websites for all of your courses. To view your course websites, go to [www.cristoreytc.org](http://www.cristoreytc.org), click on "student" at the top, then click on course websites, and click your grade.

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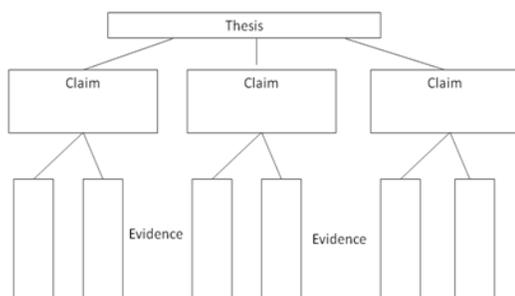
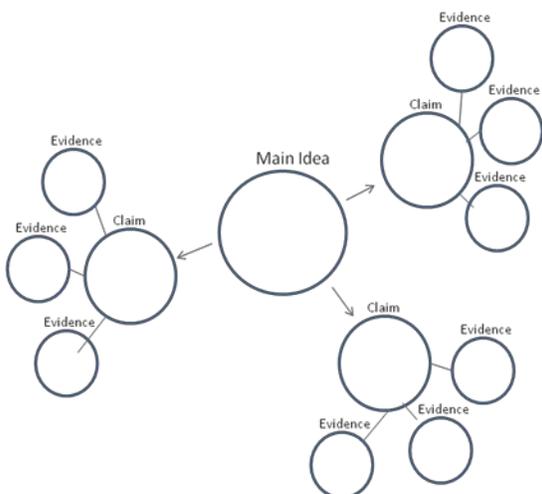
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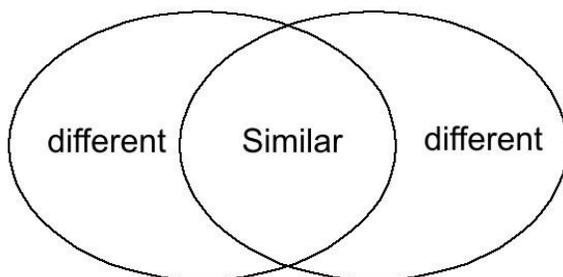


# Pre-Writing Tools and Graphic Organizers

Before completing an outline and writing your paper, it is important to complete a graphic organizer or pre-writing tool. These will be assigned by your teacher for each essay, but below are a few that can help you.



**Venn Diagram**



<b>Introduction:</b> Grabber: Bridge: Thesis:
<b>Body Paragraph 1:</b> Claim:  Evidence:
<b>Body Paragraph 2:</b> Claim:  Evidence:
<b>Body Paragraph 3:</b> Claim:  Evidence:
<b>Conclusion:</b>

## Types of Writing Assignments

**Compare and Contrast Essay:** Discuss and give examples of the similarities and differences between two or more person, places or things.

**Critical (Literary) Analysis Essay:** Analyze characteristics or literary elements of a text.

**Definition Essay:** Define a key term by stating the criteria/rules by which a person meets the term.

**Expository Essay:** A factual essay that explains, gives information or persuades about a topic.

**Narrative/Personal Essay:** Tell a story from author's point of view about themselves with supporting details and examples based on personal experiences.

**Persuasive (Argumentative) Essay:** State a position about a specific topic and research information that supports and opposes your position. Then give details and examples to show why your position is right to persuade the reader to believe your point of view.

**Reflection/Journaling:** State an overall reaction to content by supporting your opinion with specific reasons and examples.

**Research Essay:** A factual essay which presents information from a variety of valid sources to support a point of view on a particular topic.

**Short Story:** A short piece of fiction that often takes place in one setting

**Summary Essay:** Restate main points of a topic under study without personal opinion.

*Adapted from the Essay Writing Manual Quick Reference at Verbum Dei High School in Los Angeles, CA.*



# GRADE 9 OUTLINE TEMPLATE

Refer to individual assignments assigned by your teachers for exact outline structures. Below is the structure that you will often see.

## Introductory Paragraph

**Thesis:** State your argument in a way that answers the essay question.

## Body Paragraph 1

**Claim:** Gives a reason that supports your thesis.

**Evidence:** Provide the fact that proves your claim.

(Sentence starter: For example, \_\_\_\_\_)

**Explanation:** Explain your evidence.

(Sentence starters: Because \_\_\_\_\_, since \_\_\_\_\_ or due to the fact that \_\_\_\_\_)

## Body Paragraph 2

**Claim:** Gives a reason that supports your thesis.

**Evidence:** Provide the fact that proves your claim.

(Sentence starter: For example, \_\_\_\_\_)

**Explanation:** Explain your evidence.

(Sentence starters: Because \_\_\_\_\_, since \_\_\_\_\_ or due to the fact that \_\_\_\_\_)

## Body Paragraph 3

**Claim:** Gives a reason that supports your thesis.

**Evidence:** Provide the fact that proves your claim.

(Sentence starter: For example, \_\_\_\_\_)

**Explanation:** Explain your evidence.

(Sentence starters: Because \_\_\_\_\_, since \_\_\_\_\_ or due to the fact that \_\_\_\_\_)

## Conclusion Paragraph

**Look Back:** Refer back to your thesis.

Refer back to the major claims and ideas of your essay.

**Closer:** Connect to the reader, to the world or to the future. Give the reader something to take away.



# GRADE 10 OUTLINE TEMPLATE

Refer to individual assignments assigned by your teachers for exact outline structures. Below is the structure that you will often see.

## Introductory Paragraph

**Grabber sentence:** Grabs the readers' attention

**Bridge sentence:** Makes a connection between your grabber to your thesis

**Thesis:** State your argument in a way that answers the essay question.

## Body Paragraph 1

**Claim :** Gives a reason that supports your thesis

**Evidence:** Provide the fact that proves your claim.

**Explanation:** Explain your evidence.

**Explanation 2 (Grade 10):** Further explain your evidence and connect back to your main idea.

## Body Paragraph 2

**Claim:** Gives a reason that supports your thesis.

**Evidence:** Provide the fact that proves your claim.

**Explanation:** Explain your evidence.

**Explanation 2 (Grade 10):** Further explain your evidence and connect back to your main idea.

## Body Paragraph 3

**Claim :** Gives a reason that supports your thesis.

**Evidence:** Provide the fact that proves your claim.

**Explanation:** Explain your evidence.

**Explanation 2 (Grade 10):** Further explain your evidence and connect back to your main idea.

## Conclusion Paragraph

**Look Back:** Refer back to your thesis.

Refer back to the major claims and ideas of your essay.

**Closer:** Connect to the reader, to the world or to the future. Give the reader something to take away.



# Grades 11-12 OUTLINE TEMPLATE

Refer to individual assignments assigned by your teachers for exact outline structures. Below is the structure that you will often see.

## Introductory Paragraph

**Grabber:** This is the first sentence of your introduction. It should “grab” the readers’ attention

**Bridge sentences:** Make a connection between your grabber and your thesis.

**Thesis:** Subject + Topic + because + Reasons

## Body Paragraph 1

**Claim:** Gives a reason that supports your thesis.

**Evidence 1:** Provide a fact that proves your claim.

**Explanation & Commentary 1:** Explain your evidence.

**Explanation & Commentary 2:** Further explain your evidence and/or connect back to your main idea.

**Evidence 2:** Provide a fact that proves your claim.

**Explanation & Commentary 1:** Explain your evidence.

**Explanation & Commentary 2:** Further explain your evidence and/or connect back to your main idea.

**Evidence 3:** Provide a fact that proves your claim.

**Explanation & Commentary 1:** Explain your evidence.

**Explanation & Commentary 2:** Further explain your evidence and/or connect back to your main idea.

## Body Paragraph 2

**Claim:** Gives a reason that supports your thesis.

**Evidence 1:** Provide the fact that proves your claim.

**Explanation & Commentary 1:** Explain your evidence.



**Explanation & Commentary 2:** Further explain your evidence and connect back to your main idea.

**Evidence 2:** Provide a fact that proves your claim.

**Explanation & Commentary 1:** Explain your evidence.

**Explanation & Commentary 2:** Further explain your evidence and/or connect back to your main idea.

**Evidence 3:** Provide a fact that proves your claim.

**Explanation & Commentary 1:** Explain your evidence.

**Explanation & Commentary 2:** Further explain your evidence and/or connect back to your main idea.

### **Body Paragraph 3**

**Claim:** Gives a reason that supports your thesis.

**Evidence 1:** Provide the fact that proves your claim.

**Explanation & Commentary 1:** Explain your evidence.

**Explanation & Commentary 2:** Further explain your evidence and connect back to your main idea.

**Evidence 2:** Provide a fact that proves your claim.

**Explanation & Commentary 1:** Explain your evidence.

**Explanation & Commentary 2:** Further explain your evidence and/or connect back to your main idea.

**Evidence 3:** Provide a fact that proves your claim.

**Explanation & Commentary 1:** Explain your evidence.

**Explanation & Commentary 2:** Further explain your evidence and/or connect back to your main idea.

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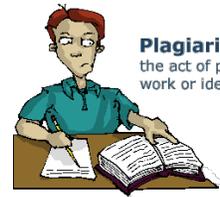


### **Conclusion Paragraph**

**Look Back:** Refer back to your thesis.

Refer back to the major claims and ideas of your essay.

**Closer:** Connect to the reader, to the world or to the future. Give the reader something to take away.



**Plagiarism:**  
the act of presenting another's  
work or ideas as your own.

## Plagiarism Policy with Examples

Always remember that plagiarism is not permitted in high school or in college. See the student handbook for the full policy on Academic Integrity, but when writing, keep the following in mind:

### **Examples of academic dishonesty include, but are not limited to:**

- Plagiarism “occurs when a writer uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.” ([www.wpacouncil.org](http://www.wpacouncil.org))
  - cutting and pasting from electronic sources without using quotations or citing sources
  - paraphrasing ideas without giving credit to the original author
  - failing to cite sources for pictures, graphs, etc.
  - taking an essay off the internet
- copying another student’s homework or class work or offering your work to someone else
- sharing details from a specific test or quiz before, during, or after the event
- the use of unauthorized aids on tests or quizzes, such as cheat sheets, programmed calculators, cell phones or online translators
- recycling/reusing a previous paper or project of one’s own or another’s without the explicit consent of the teacher.

### **Information that is considered common knowledge (and therefore does not need a citation):**

- facts or information commonly known (e.g., the current President of the United States.)
- familiar proverbs (e.g., An eye for an eye.)
- well-known quotations (e.g., I have a dream.)

### Quotation, Paraphrasing, Summarizing:

- quotation – repeating word for word the ideas of another. A good rule of thumb is if you copy four words in a row, quotation marks and a citation within the text are needed. A quotation requires the use of quotation marks or indentation to show the words are not your own.
- paraphrasing – rewording the ideas of another. This does not require quotation marks, but you must cite the source within the text if the ideas are not common knowledge.
- summarizing – presenting main points in a shortened form. Cite the source within the text if ideas are not common knowledge.



### **First Violation of Academic Integrity:**

- teacher/student conversation about the instance
- teacher or school administrator notifies parent(s) or guardian(s) of the instance
- student must re-train with an Academic Administrator
- student will sign an academic integrity statement to be kept on file in the Academic Office.
- credit reduction is at the discretion of the teacher if cheating is confirmed (may include redoing an assignment or test, loss of credit on an assignment or test, no credit on an assignment or test)

### **Second Violation of Academic Integrity:**

- teacher/student conversation about the instance
- School Administrator notifies parent(s) or guardian(s) of the instance
- student and student's parent(s) or guardian(s) must meet with an Academic Administrator
- credit reduction is at the discretion of the teacher if cheating is confirmed (may include redoing an assignment or test, loss of credit on an assignment or test, no credit on an assignment or test)
- Service to the community dependent upon severity

### **Third Violation of Academic Integrity:**

- A third instance of cheating at any point may lead to failure in a course and/or dismissal from CRJHS-TC

### **New for 2012-2013! Turnitin.com**

In order to ensure the authenticity and originality of student writing assignments, Cristo Rey Jesuit High School is now subscribing to turnitin.com. Students will submit their writing assignments to this website, and teachers will receive a report detailing the level of originality. Turnitin.com has an Originality Check that ensures original work by checking all submitted papers against 20+ billion web pages, 220+ million student papers and leading library databases and publications. It does this by displaying a "similarity index" showing how much of the student's paper matches content from other sources and written assignments. This gives instructors a quick understanding of how much of the paper is original. The site is also able to color-code portions of student work that have been cited and quoted, or that are at a high level of similarity to other sources and allow the teacher to immediately access the source to check for originality and accuracy.

### **A note for students taking Spanish class**

Plagiarism includes using an on-line translator to translate passages. Translating more than ONE word or phrase in sequence, from English to another language, such as Spanish, German, French and/or Latin and then using the provided translation on your assignments will not be tolerated.

# Glossary

**Argument:** A writer’s position on an issue

**Body Paragraphs:** These are the paragraphs (often 3 of them) in between your introduction and conclusion. Each starts with a topic claim that refers back to the thesis and continues with evidence and explanation.

**Bridge sentence:** Bridge sentences connect the grabber to the thesis statement. They fill out the introduction into a complete paragraph as well as giving information necessary before the thesis statement.

**Conclusion:** The conclusion wraps up the essay by 1) restating the thesis, 2) reviewing main points and 3) leaving the audience something to think about after they finish reading. It should be about the same length as the introduction.

First: Re-state the thesis (Do not re-write the exact same words as earlier in your essay). You might use key words and ideas or refer back to your grabber.

Second: Review the major points and ideas of your essay.

Third: Finish the conclusion by connecting to the reader, the future, or the world. Give the reader something to think about.

**Claim:** A sentence that starts each body paragraph and that supports one of the arguments of your thesis statement.

**Criteria:** A rule or principle for judgement

**Edit:** To proofread your paper for grammar mistakes, spelling and punctuation errors and word choices.

**Evidence:** A statement that backs up or proves your claim.

**Explanation:** A sentence that further explains your evidence.

**Fragment:** A sentence fragment is a group of words that looks like a sentence but does not express a complete thought. (ex: Leaving her team at a time when we needed her).

**Grammar:** The way that sentences are constructed and written, and the way that language is used. Correct grammar means clear sentences and ideas.

**Grabber:** This is the first sentence of an essay, should “grab” the readers’ attention and make them want to read your essay. This sentence should be vivid and dramatic. This sentence could be a startling statement, a statistic, an analogy, a quote from literature or from another source, a rhetorical question or a statistic.

**In-text citation:** A brief mention in the text of your paper (usually at the end of a sentence, and in parentheses) that leads the reader to the complete information about that reference.

**Introduction:** The introduction is the first paragraph of your essay. It includes the grabber, then the bridge sentence(s), and then the thesis statement.

Grabber: The grabber applies to everyone and should make all readers think.

Bridge Sentences: The bridge sentences connect the grabber to the thesis statement. It narrows down the essay bringing it closer to the arguments of the thesis.

Thesis Statement—The thesis is the most narrow and specific part of the introduction. It is a one-sentence summary of the entire essay. There are typically 3-4 arguments in a thesis statement.

**In-Text Citation:** When the writer mentions the author or source of a fact within the sentence. This can be done in many ways, but one format is:

According to \_\_\_\_\_(source name)\_\_\_\_, “\_\_\_\_\_ (quote)\_\_\_\_\_.” (cite)

**MLA:** MLA stands for Modern Language Association and is one style of documentation. It is the standard style used by CRJHS. Expectations for following MLA style are throughout this guide.

**Pre-write/Graphic Organizer:** These help a student to organize their thoughts and ideas before putting them into writing.

**Revise:** To make changes to a paper to make it more clear and readable, to make sentences and paragraphs sound better, to ensure that your paper follows the topic assigned as well as supports your thesis statement.

**Run-On Sentence:** Run on sentences are two complete thoughts joined without the correct punctuation. (ex: This is going to be the most difficult exam of your high school career you had better start studying for it immediately.)

**Thesis:** A thesis statement directs an essay by introducing the main idea, what the writer will say about the topic, and the primary pieces of evidence within the essay. It is basically a one-sentence summary of the essay.

**Formula:** To create a strong thesis statement, follow the Thesis Statement Formula:

Subject + Topic + because + (3) Reasons

Subject—The question asked in the assignment

Topic—The answer a writer gives to the question

Because—A connecting word. (*Because* is usually the best option but sometimes there are other options like *by using* or *by*.)

Reasons—The reasons become the major sections in your essay. In a five-paragraph essay, use three reasons and create one paragraph for each reason.

**Example:**

- Question: What was the most significant event in United States history? Why?
- The most significant event in United States history was the American Revolution because it established the country’s independence, proved democracy could be effective, and gave many of the nation’s leaders their start.
  - Subject—The most significant event in US history
  - Topic—was the American Revolution
  - Because—because
  - Reasons—it established the country’s independence, proved democracy could be effective, and gave many of the nation’s leaders their start

As you become a more sophisticated writer, you may move beyond this thesis statement formula for 3.5 and 4.0 options at the discretion of your teacher.

**The Thesis Outline:**

- The thesis statement becomes your essay outline.
- The Reasons become the topics of your body paragraphs (in a 5-paragraph essay) or sections of your body (in longer essays).

**Example:**

- Body Paragraph #1= Establishing the country's independence
- Body Paragraph #2= The effectiveness of democracy
- Body Paragraph #3= The nation's leaders who started during the Revolution

*Provided by Anne McCarney*

**Warrant:** A statement that connects the claim to the evidence

**Works cited:** An alphabetical list of sources that you make reference to in a paper. This is found at the end of a paper and gives credit to sources used and referred to throughout.



this may have been that the multitude of Jew and of  
gospel message better in their own mother tongue, i  
and aramaic. (Mayfield, 277) Some of the people v  
happened mocked them by saying they had too mu

### **MLA citation for sources from the Internet:**

Rule: (Author, title of page or name of whatever appears first in your works cited entry followed directly by page, paragraph, section, or chapter number if provided followed by abbreviated URL if needed).

-Do not add page, paragraph, section or other numbers if the source itself does not contain them.

-Do not include URL unless it is required for the reader to find the entry. Only use partial URL's, such as CNN.com or nytimes.com.

### Examples:

One high school states that, "In the Jesuit tradition, we promote the values of *cura personalis* (care for the whole person), *magis* (always going above and beyond), and *AMDG* - Ad Majorem Dei Gloriam – giving glory to God in all things we do" ("Campus Ministry").

In addition, "Mr. Goldstein became a man in the news in the mid-2000s while organizing against the Atlantic Yards development" (Harris).

Many mountain climbers know that, "September marks the beginning of the fall climbing season, which runs through November" (Fry sec. 3).

In a recent article, Ornes states that, "when the researches looked at the shapes traced by the birds' flights, the formations looked familiar (par. 3 sciencenewsforkids.org).

*Adapted from Emily Byrne*



## MLA Style Guide

In order to create a works cited page to cite sources used in your papers, Cristo Rey Jesuit High School follows the MLA (Modern Language Association) form of citation. Some of the rules for following MLA guidelines are below. There is also a more thorough list in the appendix of this manual, starting on page 27. Also, refer to the Purdue Writing Center Website at: <http://owl.english.purdue.edu/owl/resource/747/01/> for more information if needed.

### Works Cited Page: Book with One Author

First or single author's name is written last name, first name. The basic form for a book citation is:

Last name, First name. *Title of Book*. Place of Publication: Publisher, Year of Publication. Medium of Publication

#### Example:

Gleick, James. *Chaos: Making a New Science*. New York: Penguin Books, 1987. Print.

Henley, Patricia. *The Hummingbird House*. Denver: MacMurray, 1999. Print.

### Works Cited: Periodicals

#### An Article in a Newspaper or Magazine

Basic format:

Author(s). "Title of Article." *Title of Periodical* Day Month Year: pages. Medium of publication.

When writing the date, list day before month; use a three-letter abbreviation of the month (e.g., Jan., Mar., Aug.). If there is more than one edition available for that date (as in an early and late edition of a newspaper), identify the edition following the date (e.g., 17 May 1987, late ed.).

Poniewozik, James. "TV Makes a Too-Close Call." *Time* 20 Nov. 2000: 70-71. Print.

Trembacki, Paul. "Brees Hopes to Win Heisman for Team." *Purdue Exponent* 5 Dec. 2000: 20. Print.



## Works Cited: Electronic Sources

### Entire Web Sites

Basic Format:

Author(s). "Title of Article." Title of Web Site. Version number. Name of publisher/  
institution/organization creating the site, Date of Publication/posting. Medium of  
publication. Date of Access.

If no publisher/institution name is available, use n.p. instead. If no publishing date is  
given, use n.d. instead. If other information is unavailable, leave it out.

### A Page or Article on a Web Site

For an individual page or article on a Web site, list the author or alias if known, followed  
by the information covered above for entire web site. If the author is not known, move to  
the next piece of information available.

"How to Make Vegetarian Chili." *eHow.com*. eHow, n.d. Web. 24 Feb. 2009.

Stolley, Karl. "MLA Formatting and Style Guide." *The OWL at Purdue*. Purdue University Writing Lab, 10 May 2006. Web.  
26 Feb. 2009.

Taken primarily from:

Purdue OWL. "MLA Formatting and Style Guide." *The Purdue OWL*. Purdue U Writing Lab, 10 May 2008. Web. 15  
Nov. 2008.

*Anne McCarney*

**Note:**

Some websites have tools that can help you to create a bibliography quickly and efficiently. One website is:

<http://citationmachine.net>

If you would like to use a website like this, citation machine is the preferred site because it is the most accurate. Once on the website, click “MLA 7<sup>th</sup> Ed” on the left-hand side. From here, you can click the type of source you are using (i.e. book, journal, etc.), enter important information into empty boxes provided, and it will automatically create a bibliography entry for you. If this is helpful for you, you may use it. However, use information from your teacher and from the pages within the writer’s manual to DOUBLE CHECK THE ENTRY that the website gives you for accuracy. You want to be sure that the entry that is generated is correct, and correct any errors that it may have.



## Example of a Works Cited

### Works Cited

Basinger, Jeanine. *A Woman's View: How Hollywood Spoke to Women, 1930-1960*. New York:

Knopf, 1993. Print.

Dyer, Carolyn Stewart and Nancy Tillman Romalov, ed. *Rediscovering Nancy Drew*. Iowa City:

U of Iowa P, 1995. Print.

Gatlin, Rochelle. *American Women Since 1945*. Jackson: Mississippi UP, 1987. Print.

Linden-Ward, Blanche and Carol Hurd Green. *Changing the Future: American Women in the*

*1960s*. New York: Twayne Publishers, 1993. Print.

“Nancy Drew’ Author still Writing Generations Later.” *Minneapolis Star Tribune* 5 Jan. 2002:

E 10. Print.

Population Reference Bureau. *2000 United States Population Data Sheet: The American*

*Workforce*. U. S. Census Bureau, 2001. Web. 18 December 2001.

“Simon & Schuster Celebrates 75<sup>th</sup> Anniversary.” *SimonSays.com*. Simon &

Schuster, 12 Apr. 1999. Web. 25 Jan. 2002.

Smith, Denise I. and Renee E. Spraggins. *Gender: 2000, Census 2000 Brief*. U. S.

Census Bureau, Sept. 2001. Web. 18 December 2001.

*Provided by Anne McCarney*



## Revising your Writing

To revise your writing means that you make changes to a paper to make ideas and content in your paper more clear and readable, to make sentences and paragraphs sound better, and to ensure that your paper follows the topic assigned as well as supports your thesis statement. Your teacher will give you instruction on the revision process.

Some ideas and steps you may consider during the revision process are below:

### **Find your main point.**

What are you trying to say in the paper? In other words, try to summarize your thesis, or main point, and the evidence you are using to support that point. Try to imagine that this paper belongs to someone else. Does the paper have a clear thesis? Do you know what the paper is going to be about?

### **Evaluate your evidence.**

Do your claims, your evidence and your explanation support your thesis? Do you offer enough evidence to support your claim? If you are using quotations from the text as evidence, did you cite them properly?

### **Save only the good pieces.**

Do all of the ideas relate back to the thesis? Is there anything that doesn't seem to fit?

### **Tighten and clean up your language.**

Do all of the ideas in the paper make sense? Are there unclear or confusing ideas or sentences? Read your paper out loud and listen for awkward pauses and unclear ideas. Cut out extra words, vagueness, and misused words.

### **Eliminate mistakes in grammar and usage.**

Do you see any problems with grammar, punctuation, or spelling?

*Adapted from OWL at Purdue (<http://owl.english.purdue.edu/>)*

Below are two paragraphs: one before the revision process, and one after the revision process. This may give you an idea of the types of changes you will make when revising.

### **Before Revision:**

Chapter 2 is called "Dis-Grace" and it is about shame. For example, "Guilt, of course, is feeling bad about one's actions, but shame is feeling bad about oneself." This means that when we feel guilty, we feel bad about our actions, but when we feel shame, we feel bad about ourselves. Homies feel so much shame that they just answer "Me?"

### **After Revision:**

In Chapter 2 ("Dis-Grace"), Fr. Greg Boyle defines shame by contrasting it with guilt. He explains, "Guilt, of course, is feeling bad about one's actions, but shame is feeling bad about oneself" (Boyle 46). While guilt is something we all experience, shame makes people feel worthless. The gang members often feel so much shame that they don't believe anyone could care about them or their ideas.



## Editing your Writing

To edit your writing means that you proofread your paper for grammar mistakes, spelling and punctuation errors and word choices. When teachers edit your writing, they use similar symbols and shortcuts when editing your work. Below is a key for what symbols are used, so that you can know what to revise.

Symbol	Meaning
_a-	Delete
—	Close up
...J2-	Delete and close up
^	Insert
A	Insert quotes
...	Insert semi-colon
'	Insert apostrophe or single quote
A	Insert colon
/:'-.	Insert comma
/ O, /c.	Lower case
=	capitalize
1P	New paragraph
(0 TP	Remove paragraph break
	Move to a new position
0	Period
(-1_)	Check this fact/accuracy
.. } \$	Put in italics
o( =	Align
;-	Capitalize first letter and lower case remainder
.:J C	Center
RO	Run on sentence
F	Fragment
O	incorrect word choice
O v;-	verb tense
"7	Indent
<b>AWK</b>	Awkward or confusing phrasing
TNR 12	Times New Roman, Size 12
SP	Spelling
OT	Off topic
Q	Embed a quote
<b>AV</b>	Academic Voice
<b>WC</b>	Word choice
	Missing citations



## Essay Draft Checklist

Before handing a paper in, the following this draft checklist gives you, the writer, the chance to carefully proof-read, make sure that grammar and punctuation are correct, and that all required components of your essay are present. Follow your teacher's directions about the use of this checklist. This also helps your teachers to grade your essays more efficiently so that they can give you feedback more quickly.

**These are some things that your teacher may require you do before you submit an essay:**

### **SENTENCES:**

- Underline the capital letter of the word that begins the sentence.
- Circle each punctuation at the end of the sentence.
- Draw a squiggly line under the verb of each sentence (make sure it AGREES with the subject).

### **Content:**

- Draw a box around the thesis of the paper in the introduction.
- Place a star next to each claim.
- Double underline the quote or fact from your source.
- Double underline the evidence in each paragraph.
- Draw another box when you re-state or refer back to your thesis in the conclusion.

### **STRUCTURE:**

- Place a paragraph symbol (¶) at the beginning of each paragraph.
- Read your essay out loud to yourself.
- Box the parentheses with the source inside for all in-text citations.

\*If you notice that something on the list is not in your paper, or is incorrect, revise it before turning it in!



## Essay Draft Self-Check

Before handing a paper in, read your paper to verify that you can answer “YES!” to the following questions. This gives you, the writer, the chance to carefully proof-read, make sure that grammar and punctuation are correct, and that all required components of your essay are present.

**Be sure that you can say “YES!” to all of the questions below:**

### **SENTENCES:**

- Do all of my sentences begin with a capital letter?
- Do all of my sentences end with the correct punctuation mark?
- Do the verbs and the subjects of all of my sentences agree with one another?

### **Content:**

- Does my paper have a clearly stated thesis statement that addresses the topic at hand?
- Does each paragraph begin with a claim that connects back to the thesis?
- Does every paragraph have the required amount of evidence?
- Do all of my paragraphs contain evidence that matches my claim?
- Do I re-state or refer back to my thesis in my conclusion?

### **STRUCTURE:**

- Are the first lines of all of my paragraphs indented?
- Have I read my essay out loud to myself?
- Do all sentences that include citations have parentheses and the correct citation format?  
(see p. 14-15 for support).

\*If you notice that something on the list is not in your paper, or is incorrect, revise it before turning it in!



## MLA Formatting Guidelines

**Before a paper will be graded, it must be formatted in the following way:**

- Typed
- Double spaced
- Left Aligned
- 1 inch margins on all sides
- All paragraphs indented .5 inches from left (1 tab)
- Heading has your name, teacher's name, course name and due date in the upper right corner of the first page of the paper.
- Title of the paper is centered. Important words are capitalized. No special fonts.
- Number all pages in the upper right corner. Your last name should appear before the page number (Myers 2).
- Citations (if needed): In-text parenthetical citations
- Works cited (if needed): Is the last page of the paper, and is titled Works Cited (centered, regular text). Alphabetize each citation according to the first word of the entry. Use the MLA style guide to write your works cited.
- On standard 8.5 X 11 inch paper
- Have 12 point, Times New Roman font
- Spell Checked



## Lab report template

Below is a general description of the parts of a CRJHS Formal Lab Report. Your instructor may emphasize different sections of the report depending the science course you are taking. Use the descriptions below as a general guideline and consult your instructor if you have specific questions about a particular section.

### Objective

- Purpose or goal of the experiment.
- Describes what you are trying to find out.

### Hypothesis

- A proposed explanation based on limited evidence. (An educated guess).
- A starting point for further investigations.
- Written as an “If-then ” statement.  
If **<independent variable>**, then **<dependent variable>**.

### Procedure

- A description of how you tested your hypothesis.
- Can include diagrams and sketches.

### Data

- Measurements and/or observations collected and recorded while testing your hypothesis.
- Often organized into a data table.

### Results

- When scientists analyze the data from the experiment.
- Includes calculations, graphs and conversions from one unit to another.

### Conclusion

- Compares your hypothesis to your data or results.
- Use the format: CLAIM, EVIDENCE, EXPLANATION (CEE).

*Provided by Trish Flock-Johnson*

## Information about the ACT Writing Exam

### ACT Essay Guidelines:

1. Should be 5 paragraphs- intro, 3 body paragraphs, conclusion
2. Have a thesis (at the end of the intro para) that follows our formula
3. Should be mapped first
4. Last 30 minutes
5. Always have a prompt that follows the same formula

### ACT writing prompts always have the same formula:

- a. They present a point of view on a topic or question and explain it
- b. They then present the opposite pt of view an explain it
- c. They ask you for your point of view.

### Here is a sample: iPods

Teachers and students often disagree about the presence of iPods in the classroom. Students claim that listening to music helps them concentrate better, makes the period pass more quickly, and keeps them from conducting side conversations with friends during class. Teachers, on the other hand, say iPods disrupt class because students who listen to them sometimes turn them up too loud, fiddle with them when they should be working, or listen to them when they should be listening to oral instructions. In order to eliminate these potential disruptions, (Your) High School will institute a “no tolerance” policy with regard to iPods. Anyone caught using one during class will be given one warning. After that, iPods will be confiscated. Is this a policy you could support, or do you believe it would be a mistake to institute this new rule?

***In your essay, take a position on the question. You may write about either point of view given, or you may present a different one. Use specific reasons and examples to support your position.***

Write: the first point of view: \_\_\_\_\_

The second pt of view: \_\_\_\_\_

What is the question you will answer? \_\_\_\_\_

What could be a thesis? \_\_\_\_\_

### Timing

1. Spend about a minute reading and UNDERSTANDING THE PROMPT AND WHAT IT IS ASKING
2. Outline your essay for 2-3 minutes. THIS IS CRUCIAL. INCLUDE THESIS AND MAIN IDEAS
3. Spend 23 minutes writing
4. Spend 3-5 minutes EDITING

*Provided by Sarah McCann*

# APPENDIX



# MLA Style Guide (continued from p. 16-17)

## 1. Works Cited Page: Books

### Books

First or single author's name is written last name, first name. The basic form for a book citation is:

Last name, First name. *Title of Book*. Place of Publication: Publisher, Year of Publication. Medium of Publication

### Book with One Author

Gleick, James. *Chaos: Making a New Science*. New York: Penguin Books, 1987. Print.

Henley, Patricia. *The Hummingbird House*. Denver: MacMurray, 1999. Print.

### Book with More Than One Author

First author name is written last name first; subsequent author names are written first name, last name.

Gillespie, Paula, and Neal Lerner. *The Allyn and Bacon Guide to Peer Tutoring*. Boston: Allyn, 2000. Print.

If there are more than three authors, you may list only the first author followed by the phrase *et al.* (the abbreviation for the Latin phrase "and others"; no period after "et") in place of the other authors' names, or you may list all the authors in the order in which their names appear on the title page.

Wysocki, Anne Frances, et al. *Writing New Media: Theory and Applications for Expanding the Teaching of Composition*. Logan, UT: Utah State UP, 2004. Print.

or

Wysocki, Anne Frances, Johndan Johnson-Eilola, Cynthia L. Selfe, and Geoffrey Sirc. *Writing New Media: Theory and Applications for Expanding the Teaching of Composition*. Logan, UT: Utah State UP, 2004. Print.



## Two or More Books by the Same Author

After the first listing of the author's name, use three hyphens and a period instead of the author's name. List books alphabetically by title.

Palmer, William J. *Dickens and New Historicism*. New York: St. Martin's, 1997. Print.

---. *The Films of the Eighties: A Social History*. Carbondale: Southern Illinois UP, 1993. Print.

## Book by a Corporate Author

A corporate author may be a commission, a committee, or any group whose individual members are not identified on the title page:

American Allergy Association. *Allergies in Children*. New York: Random, 1998. Print.

## Book with No Author

List and alphabetize by the title of the book.

*Encyclopedia of Indiana*. New York: Somerset, 1993. Print.

## Anthology or Collection

List by editor or editors, followed by a comma and "ed." or, for multiple editors, "eds."

Hill, Charles A. and Marguerite Helmers, eds. *Defining Visual Rhetorics*. Mahwah, NJ: Lawrence Erlbaum Associates, 2004.  
Print.

Peterson, Nancy J., ed. *Toni Morrison: Critical and Theoretical Approaches*. Baltimore: Johns Hopkins UP, 1997. Print.

## An Edition other than the First

Particularly useful for classic books that have been published numerous times. This citation includes the original copyright date and the editor's name.

Author Last name, First name. *Title*. Original publication date. Ed. Editor's Name. Publication City: Publisher, Edition Date.  
Print.

Crane, Stephen. *The Red Badge of Courage*. 1895. Ed. Fredson Bowers. Charlottesville: UP of Virginia, 1975. Print.

## A Part of a Book

Book parts include an essay in an edited collection or anthology, or a chapter of a book. The basic form is:

Lastname, First name. "Title of Essay." *Title of Collection*. Ed. Editor's Name(s). Place of Publication:  
Publisher, Year. Pages. Print.



Some actual examples:

Harris, Muriel. "Talk to Me: Engaging Reluctant Writers." *A Tutor's Guide: Helping Writers One to One*. Ed. Ben Rafoth.  
Portsmouth, NH: Heinemann, 2000. 24-34. Print.

Swanson, Gunnar. "Graphic Design Education as a Liberal Art: Design and Knowledge in the University and The 'Real World.'" *The Education of a Graphic Designer*. Ed. Steven Heller. New York: Allworth Press, 1998. 13-24. Print.

## 2. Works Cited: Periodicals

MLA style is slightly different for popular periodicals, like newspapers, and scholarly journals, as you'll learn below.

### An Article in a Newspaper or Magazine

Basic format:

Author(s). "Title of Article." *Title of Periodical* Day Month Year: pages. Medium of publication.

When writing the date, list day before month; use a three-letter abbreviation of the month (e.g., Jan., Mar., Aug.). If there is more than one edition available for that date (as in an early and late edition of a newspaper), identify the edition following the date (e.g., 17 May 1987, late ed.).

Poniewozik, James. "TV Makes a Too-Close Call." *Time* 20 Nov. 2000: 70-71. Print.

Trembacki, Paul. "Brees Hopes to Win Heisman for Team." *Purdue Exponent* 5 Dec. 2000: 20. Print.



## An Article in a Scholarly Journal

Author(s). "Title of Article." *Title of Journal* Volume.Issue (Year): pages. Medium of publication.

### Actual example:

Bagchi, Alaknanda. "Conflicting Nationalisms: The Voice of the Subaltern in Mahasweta Devi's Bashai Tudu." *Tulsa Studies in Women's Literature* 15.1 (1996): 41-50. Print.

## 3. Works Cited: Electronic Sources

### Basic Style for Citations of Electronic Sources

Here are some common features you should try and find before citing electronic sources in MLA style. Always include as much information as is available/applicable:

Author(s). "Title of Article." *Title of Web Site*. Version number. Name of publisher/ institution/organization creating the site, Date of Publication/posting. Medium of publication. Date of Access.

If no publisher/institution name is available, use *n.p.* instead. If no publishing date is given, use *n.d.* instead. If other information is unavailable, leave it out.

It is necessary to list your date of access because web postings are often updated, and information available on one date may no longer be available later. MLA no longer requires web addresses in the citations.

### An Entire Web Site

*The Purdue OWL Family of Sites*. The Writing Lab and OWL at Purdue and Purdue University, 26 Aug. 2005. Web. 23 April 2006

Felluga, Dino. *Guide to Literary and Critical Theory*. Purdue University, 28 Nov. 2003. Web 10 May 2006.



## A Page or Article on a Web Site

For an individual page or article on a Web site, list the author or alias if known, followed by the information covered above for entire Web sites.

"How to Make Vegetarian Chili." *eHow.com*. eHow, n.d. Web. 24 Feb. 2009.

Stolley, Karl. "MLA Formatting and Style Guide." *The OWL at Purdue*. Purdue University Writing Lab, 10 May 2006. Web. 26 Feb. 2009.

## An Article from an Online Database (or Other Electronic Subscription Service)

Cite articles from online databases (e.g. EBSCOhost, LexisNexis, ProQuest, JSTOR, ScienceDirect) and other subscription services just as you would print sources. Since these articles usually come from periodicals, be sure to consult the appropriate sections of the Works Cited: Periodicals page. In addition to this information, provide the title of the database italicized, the medium of publication, and the date of access.

Junge, Wolfgang, and Nathan Nelson. "Nature's Rotary Electromotors." *Science Digest* 29 Apr. 2005: 642-44. *Science Online*. Web. 5 Mar. 2009.

Langhamer, Claire. "Love and Courtship in Mid-Twentieth-Century England." *Historical Journal* 2007: 173-96. *ProQuest*. Web. 27 May 2009.

## E-mail or Other Personal Communication

Author. "Title of the message (if any)." Message to person's name. Date of the message. Medium of publication.

Kunka, Andrew. "Re: Modernist Literature." Message to the author. 15 Nov. 2000. E-mail.

Neyhart, David. "Re: Online Tutoring." Message to Joe Barbato. 1 Dec. 2000. E-mail.



## A Listserve, Discussion Group, or Blog Posting

Cite Web postings as you would a standard Web entry. Provide the author of the work, the title of the posting in quotation marks, the Web site name in italics, the publisher, and the posting date. Follow with the medium of publication and the date of access. Include screen names as author names when author name is not known. If both names are known, place the author's name in brackets. Remember if the publisher of the site is unknown, use the abbreviation *n.p.*

Editor, screen name, author, or compiler name (if available). "Posting Title." *Name of Site*. Version number (if available).

Name of institution/organization affiliated with the site (sponsor or publisher). Medium of publication. Date of access.

Salmar1515 [Sal Hernandez]. "Re: Best Strategy: Fenced Pastures vs. Max Number of Rooms?" *BoardGameGeek*.

BoardGameGeek, 29 Sept. 2008. Web. 5 Apr. 2009.

## 4. Works Cited: Other Sources

### A Personal Interview

Listed by the name of the person you have interviewed.

Purdue, Pete. Personal Interview. 1 Dec. 2000.

### A Letter or Memo

Johnson, Christy. Letter to President Obama, Washington D.C. 18 Dec. 2012

Cox, Donna H. "Grading Policies." Memo to the English/Philosophy dept. faculty, Monroe Community College, Rochester, NY. 10 Jan. 2006.

Ronchelli, Colleen. Letter to the author. 26 Feb. 2010.

### A Lecture or Speech

Include speaker name, title of the speech (if any) in quotes, details about the meeting or event where the speech was given, including its location and date of delivery. In lieu of a title, label the speech according to its type, e.g., Guest Lecture, Keynote Address, State of the Union Address.

Stein, Bob. Keynote Address. Computers and Writing Conference. Union Club Hotel, Purdue University, West Lafayette, IN.

23 May 2003.

## Broadcast Television or Radio Program

Put the name of the episode in quotation marks, and the name of the series or single program underlined or in italics. Include the network, followed by the station, city, and date of broadcast.

"The Blessing Way." *The X-Files*. Fox. WXIA, Atlanta. 19 Jul. 1998.

## Sound Recordings

### Entire Albums

List by name of group or artist (individual artists are listed last name first). Album title underlined or in italics, followed by label, year and medium of publication.

Foo Fighters. *In Your Honor*. RCA, 2005. CD.

Waits, Tom. *Blue Valentine*. 1978. Elektra/Wea, 1990. Audiocassette.

### Individual Songs

Place the names of individual songs in quotation marks.

Nirvana. "Smells Like Teen Spirit." *Nevermind*. Geffen, 1991. CD.



## Digital Files (PDFs, MP3s, JPEGs)

Determine the type of work to cite (e.g. article, image, sound recording) and cite appropriately. End the entry with the name of the digital format (e.g. PDF, JPEG file, *Microsoft Word* file, MP3). If the work does not follow traditional parameters for citation, give the author's name, the name of the work, the date of creation, and the medium of publication. Use *Digital file* when the medium cannot be determined.

Beethoven, Ludwig van. *Moonlight Sonata*. Crownstar, 2006. MP3.

Smith, George. "Pax Americana: Strife in a Time of Peace." 2005. *Microsoft Word* file.

Bentley, Phyllis. "Yorkshire and the Novelist." *The Kenyon Review* 30.4 (1968): 509-22. *JSTOR*. PDF file.

## Films and Movies

List films by their title, and include the name of the director, the film studio or distributor and its release year. If other information, like names of performers, is relevant to how the film is referred to in your paper, include that as well.

### Movies in Theaters

*The Usual Suspects*. Dir. Bryan Singer. Perf. Kevin Spacey, Gabriel Byrne, Chazz Palminteri, Stephen Baldwin, and Benicio del Toro. Polygram, 1995. Film.

## Recorded Movies

List films by their title. Include the name of the director, the distributor, and the release year. If relevant, list performer names after the director's name. Use the abbreviation *perf.* to head the list. End the entry with the appropriate medium of publication (e.g. DVD, VHS, Laser disc).

*Ed Wood*. Dir. Tim Burton. Perf. Johnny Depp, Martin Landau, Sarah Jessica Parker, Patricia Arquette. Touchstone, 1994. DVD.

Taken primarily from:

Purdue OWL. "MLA Formatting and Style Guide." *The Purdue OWL*. Purdue U Writing Lab, 10 May 2008.

Web. 15 Nov. 2008.

Anne McCarney

## Social Media

Cite social media as you would a standard Web entry. Provide the author of the word by adding their Last and First name, as well as their Username when applicable. Provide the title/message of the posting in quotation marks, and the Web site name in italics, the publisher, and the posting date. Follow with the medium of publication and the date of access.

### Blog Post

Lastname, Firstname. "Title of the Blog Post Entry." *Blog Title*. Publisher. Date posted. Web. Date Accessed.

### YouTube Video

Title of Video. Date of Publication of Video. YouTube. Web. Date Accessed.

### Tweet

Lastname, Firstname (Username). "Enter the tweet message here." Date posted, time viewed. Tweet.

### Facebook Post

Lastname, Firstname. "Enter Facebook post here." Facebook. Date posted. [Date accessed. <web address>]

Taken mostly from:

Rao, Aditi. "How to Cite Social Media: MLA & APA Formats." *TeachBytes*. Wordpress, 2013. Web. 14 October 2016.

# Grabber Sentences

Below are some types of grabbers that you may consider using in the introduction of an essay. Examples of each are also provided.

**Startling Statement:** All human beings are capable of the most gruesome crimes imaginable.

**Quote from another source:** “Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness, which frightens us most.”  
Nelson Mandela

**Rhetorical Question:** How would you feel if you found out that the murderer of the person you loved most in the world was about to be set free after only two years in prison?

**Shocking Statistic:** On a recent survey, over ninety percent of high school males admitted to secretly enjoying the music of One Direction and to practicing their songs.

You could also use a grabber that is a quote from literature, a scenario for your reader to consider, an analogy, or something humorous.

## **List of General Academic Words and Phrases**

Below is a list of words that you will often see in high school, college and in your future career when you are reading, writing, speaking or listening!

**Analyze:** to examine something in great detail in order to understand it better or discover more about it

**Compare and Contrast:** to examine two or more people or things in order to discover similarities and differences between them

**Conclude:** to form an opinion or make a logical judgment about something after considering everything known about it

**Describe:** to give an account of something by giving details of its characteristic

**Evaluate:** to consider or examine something in order to judge its value, quality, importance, extent, or condition

**Explain :** to make the meaning of something clear to somebody

**Formulate:** to express or communicate something carefully or in specific words

**Identify:** to recognize somebody or something and to be able to say who or what he, she, or it is

**Infer:** to come to a conclusion or form an opinion about something on the basis of evidence or reasoning

**List :** to arrange a series of related words, names, numbers, or other items one after the other

**Predict :** to say what is going to happen in the future, often on the basis of present indications or past experience

**Summarize:** to give a shortened version of something that has been said or written, stating its main points

## Scientific Root Words, Prefixes, And Suffixes

a-, an-	not, without, lacking, deficient	centi-	hundredth	-escent	becoming
ab-	away from, out from	centr-	center	eso-	inward, within, inner
-able	capable of	cephal-	head	eu-	well, good, true, normal
ac-	to, toward	cerat-	horn	eury-	widen
-aceous	of or pertaining to	cerebr-	brain	ex-	out of, away from
acou-, acous-	hear	cervic-	neck	extra-	beyond, outside
ad-	to, toward	chel-	claw	-fer-	bear, carry, produce
aden-	gland	chem-	dealing with chemicals	ferro-	iron
adip-	fat	chir-	hand	fibr-	fiber, thread
aero-	air	chlor-	green	-fid, fiss-	split, divided into
agri-	field, soil	chondr-	cartilage	-flect, -flex	bend
-al	having the character of	chrom-, -chrome	color	flor-	flower
alb-	white	chron-	time	flu-, fluct-, flux	flow
alg-, -algia	pain	-chym-	juice	foli-	leaf
alto-	high	-cid-, -cis-	cut, kill, fall	fract-	break
ambi-	both	circa-, circum-	around, about	-gam-	marriage
ameb-	change, alternation	cirru-	hairlike curls	gastr-	stomach
amni-	fetal membrane	co-	with, together	geo-	land, earth
amphi-, ampho-	both	cocc-	seed, berry	-gen, -gine	producer, former
amyl-	starch	coel-	hollow	-gene-	origin, birth
ana-	up, back, again	coll-	glue	-gest-	carry, produce, bear
andro-	man, masculine	coni-	cone	-glen-	eyeball
anemo-	wind	contra-	against	-glob-	ball, round
ang-	choke, feel pain	corp-	body	-gloss-	tongue
angi-	blood, vessel, duct	cort-, cortic-	outer layer	gluc-, gly-	sweet, sugar
ante-	before, ahead of time	cosmo-	world, order, form	glut-	buttock
anter-	front	cotyl-	cup	gnath-	jaw
antho-	flower	counter-	against	-gon-	angle, corner
anti-	against, opposite	crani-	skull	-grad-	step
anthropo-	man, human	cresc-, cret-	begin to grow	-gram, graph	record, writing
-ap-, -aph-	touch	crypt-	hidden, covered	grav-	heavy
apo-, ap-	away from	-cul-, -cule	small, diminutive	-gross-	thick
aqu-	water	cumul-	heaped	gymno-	naked, bare
archaeo-	primitive, ancient	cuti-	skin	gyn-	female
-ary, -arium	denotes a place for something	cyan-	blue	gyr-	ring, circle, spiral
arteri-	artery	-cycle, cycl-	ring, circle	-hal-, -hale	breathe, breath
arthr-	joint, articulation	-cyst-	sac, pouch, bladder	halo-	salt
-ase	forms names of enzymes	cyt-, -cyte	cell, hollow container	hapl-	simple
aster-, astr-	star	dactyl-	finger	hector-	hundred
-ate	verb form – the act of	de-	away from, down	-helminth-	worm
anther-	fatty deposit	deca-	ten	hem-	blood
-ation	noun form – the act of	deci-	tenth	hemi-	half
atmo-	vapor	deliquesc-	become fluid	hepar-, hepat-	liver
audi-	hear	demi-	half	herb-	grass, plants
aur-	ear	dendr-	tree	hetero-	different, other
auto-	self	dent-	tooth	hex-	six
bacter-, bactr-	bacterium, stick, club	derm-	skin	hibern-	winter
barb-	beard	di-, dipl- (Latin)	two, double	hidr-	sweat
baro-	weight	di-, dia- (Greek)	through, across, apart	hipp-	horse
bath-	depth, height	dia- (Latin)	day	hist-	tissue
bene-	well, good	digit-	finger, toe	holo-	entire, whole
bi- (Latin)	two twice	din-	terrible	homo- (Latin)	man, human
bi-, bio- (Greek)	life, living	dis-	apart, out	homo- (Greek)	same, alike
-blast-	sprout, germ, bud	dorm-	sleep	hort-	garden
brachi-	arm	dors-	back	hydr-	water
brachy-	short	du-, duo-	two	hygr-	moist, wet
brady-	slow	-duct	lead	hyper-	above, beyond over
branchi-	fin	dynam-	power	hyph-	weaving, web
brev-	short	dys-	bad, abnormal, difficult	hyphno-	sleep
bronch-	windpipe	ec-	out of, away from	hypo-	below, under, less
cac-	bad	echin-	spiny, prickly	hyster-	womb, uterus
calor-	heat	eco-	house	-iae	person afflicted with disease
capill-	hair	ecto-	outside of	-iasis	disease, abnormal condition
capit-	head	-elle	small	-ic	(adjective former)
carcin-	cancer	-emia	blood	-chthy-	fish
cardi-	heart	en-, endo-, ent-	in, into, within	ign-	fire
carn-	meat, flesh	-en	made of	in-, il-, im-, ir-	not
carp-	fruit	encephal-	brain	in-, il-, im-, ir-	to, toward, into
carpal-	wrist	enter-	intestine, gut	in-	very, thoroughly
cata-	breakdown, downward	entom-	insects	-ine	of or pertaining to
caud-	tail	-eous	nature of, like	infra-	below, beneath
-cell-	chamber, small room	epi-	upon, above, over	inter-	within, inside
cen-, cene-	now, recent	-err-	wander, go astray	intra-	between
cente-	pierce	erythro-	red	-ism	a state or condition

iso-	equal, same	oo-	egg	saur-	lizard
-ist	person who deals with	ophthalm-	eye	schis-, schiz-	split, divide
-it is	inflammation, disease	opt-	eye	sci-	know
-ium	refers to a part of the body	orb-	circle, round, ring	scler-	hard
-kary-	cell nucleus	-orium, -ory	place for something	-scop-	look, device for seeing
kel-	tumor, swelling	ornith-	bird	-scribe, -script	write
kerat-	horn	orth-	straight, correct, right	semi-	half, partly
kilo-	thousand	oscu-	mouth	sept-	partition, seven
kine-	move	-osis	abnormal condition	-septic	infection, putrefaction
lachry-	tear	oste-	bone	sess-	sit
lact-	milk	oto-	ear	sex-	six
lat-	side	-ous	full of	-sis	condition, state
leio-	smooth	ov-	egg	sol-	sun
-less	without	oxy-	sharp, acid, oxygen	solv-	loosen, free
leuc-, leuk-	white, bright, light	pachy-	thick	som-, somat-, -some	body
lign-	wood	paleo-	old, ancient	somn-	sleep
lin-	line	palm-	broad, flat	son-	sound
lingu-	tongue	pan-	all	spec-, spic-	look at
lip-	fat	par-, para-	beside, near, equal	-sperm-	seed
lith-, -lite	stone, petrifying	path-, -pathy	disease, suffering	-spher-	ball, round
loc-	place	-ped-	foot	spir-, -spire	breathe
-log-	word, speech	-ped-	child	-spor-	seed
-logist	one who studies	pent-	five	stat-, -stasis	standing, placed, staying
-logy	study of	per-	through	stell-	stars
lumin-	light	peri-	around	sten-	narrow
-lys, -lyt, -lyst	decompose, split, dissolve	permea-	pas, go	stern-	chest, breast
macr-	large	phag-	eat	stom-, -stome	mouth
malac-	soft	pheno-	show	strat-	strat
malle-	hammer	-phil-	loving, fond of	stereo-	solid, 3-dimensional
mamm-	breast	phon-, -phone	sound	strict-	drawn tight
marg-	border, edge	-phore,, pher-	bear, carry	styl-	pillar
mast-	breast	photo-	light	sub-	under, below
med-	middle	phren-	mind, diaphragm	super-, sur-	over, above, on top
meg-	million, great	phyc-	seaweed, algae	sym-, syn-	together
mela-, melan-	black, dark	phyl-	related group	tachy-	quick, swift
-mer	part	-phyll	leaf	tarso-	ankle
mes-	middle, half, intermediate	physic-	nature, natural qualities	tax-	arrange, put in order
met-, meta-	between, along, after	phyt-, phyte	platin	tele-	far off, distant
-meter, -metry	measurement	pino-	drink	telo-	end
micro-	small, millionth	pinni-	feather	terr-	earth, land
milli-	thousandth	plan-	roaming, wandering	tetr-	four
mis-	wrong, incorrect	plasm-, -plast-	form, formed into	thall-	young shoot
mito-	thread	platy-	flat	-the-, -thes-	put
mole-	mass	pleur-	lung, rib, side	-thel-	cover a surface
mono-	one, single	pneumo-	lungs, air	therm-	heat
mort-	death	-pod	foot	-tom-	cut, slice
mot-	move	ply-	many, several	toxico-	poison
morph-	shape, form	por-	opening	top-	place
multi-	many	port-	carry	trache-	windpipe
mut-	change	post-	after, behind	trans-	across
my-	muscle	pom	fruit	tri-	three
myc-	fungus	pre-	before, ahead of time	trich-	hair
mycel-	threadlike	prim-	first	-trop-	turn, change
myriad-	many	pro-	forward, favoring, before	-troph-	nourishment, one who feels
moll-	soft	p[ro]to-	first, primary	turb-	whirl
nas-	nose	pseudo-	false, deceptive	-ul-, -ule	diminutive, small
necr-	corpse, dead	psych	mind	ultra-	beyond
nemat-	thread	pter-	having wings or fins	uni-	one
neo-	new, recent	pulmo-	lung	ur-	urine
nephro-	kidney	puls-	drive, push	-ura	tail
-ner-	moist, liquid	pyr-	heat, fire	vas-	vessel
neur-	nerve	quadr-	four	vect-	carry
noct-, nov-	night	quin-	five	ven-, vent-	come
-node	knot	radi-	ray	ventr-	belly, underside
-nom-, -nomy	ordered knowledge, law	re-	again, back	-verge	turn, slant
non-	not	rect-	right, correct	vig-	strong
not-	back	ren-	kidney	vit-, viv-	life
nuc-	center	ret-	net, made like a net	volv-	roll, wander
ob-	against	rhag-, -rrhage	burst forth	-vor-	devour, eat
ocul-	eye	rhe-, rhea	flow	xanth-	yellow
oct-	eight	rhin-	nose	xero-	dry
odont-	tooth	rhiz-	root	xyl-	wood
-ond	form, appearance	rhodo-	rose	zo-, -zoa	animal
olf-	smell	roto-	wheel	zyg-	joined together
oligo-	few, little	rubr-	red	zym-	yeast
-oma	abnormal condition, tumor	sacchar-	sugar		
omni-	all	sapr-	rotten		
onc-	mass, tumor	sarc-	flesh		