

STYLE GUIDE

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PARTS OF SPEECH

<u>PARTS OF SPEECH</u>	<u>FUNCTIONS</u>	<u>EXAMPLES</u>
NOUNS	name person place or thing	Camel's Hump, chair, democracy
VERBS	action words, states of being	to fly, to be (am, is, was, were, etc.)
PRONOUNS	replace or refer to nouns	I, she, them
ADJECTIVES	modify nouns	furry, blank, that, many
ADVERBS	modify verbs, adjectives, or adverbs	quickly, too, really
PREPOSITIONS	show position (with exceptions)	under, on, by, from, of
CONJUNCTIONS	join words, phrases & clauses	and, but, or, so, because, unless

SUBJECTS, PREDICATES & OBJECTS

SUBJECT: the noun or pronoun performing the action in a sentence

I live in a drawer. –Ralph Wiggum (*I* is the subject)

PREDICATE: the action of the sentence

I *live* in a drawer. (*live* is the predicate)
Call me Ishmael. (*Call* is the predicate)

OBJECT: receives the action of the sentence

DIRECT OBJECT: receives the action of the verb directly

I ate *sand*. (*Sand* receives the action of the verb *ate* directly.)

INDIRECT OBJECT: receives the action of the verb indirectly

I baked an eel for my *sister*. (*Eel* is the **direct object** receiving the verb *baked*; *sister* is the **indirect object** of the verb *baked*.)

CLAUSES & PHRASES

CLAUSE: part of sentence that contains a subject and a predicate

DEPENDENT CLAUSE: contains a subject and a predicate, but cannot stand alone as a sentence

Since I swallowed your crayons *After I slashed your tires*

INDEPENDENT CLAUSE: contains a subject and a predicate and can stand alone as a sentence

I swallowed your crayons *We slashed your tires*

PHRASE: a group of grammatically related words without a subject & predicate and can function as a part of speech

VERBAL PHRASE: phrase that contains a verb and its modifiers

INFINITIVE: based on an infinitive and functions as a noun, an adjective or adverb

To tell you the truth, I don't really care.
I threw away your jewelry to make a point.
Do you have a license to shoot those street signs?

GERUND: based on the *-ing* form of a verb and functions as a noun

Kicking your dog is more fun than stamp collecting.
(*Kicking your dog* is a noun; it's the thing that's more fun than stamp collecting.)

PARTICIPIAL: contains past or present participle and modifiers and functions as an adjective; past participle is an *-ed* verb and present participle is an *-ing* verb

Running down the street, the criminal dropped his loot.

PREPOSITIONAL: contains a preposition, its object and any modifiers

Until the third period, we dominated the game.

APPOSITIVE: contains a noun and its modifiers and stands beside another noun, renaming it

Give the bill to my Dad, *the guy in the ugly sweater.*

ABSOLUTE: contains a noun and a participle; has a subject and a verbal, but it's not a clause because the tense and number differs from the tense and number in the main clause of the sentence.

The team having won, we went home.

SENTENCE PATTERNS

1. PHRASE OR WORD , IC .

Golly, that's a lot of grease.

Flopping on the ice, the seals sang like windshield wipers.

2. DC, IC.

After we eat these grebes, let's bike to Yellowknife.

3. IC ; IC.

I hate scallops; they make me hyperventilate.

4. IC , COORDINATING CONJUNCTION IC .

I do like walks on the beach, but must I wear this leash?

5. IC ; CONJUNCTIVE ADVERB, IC.

The wasps have infested my filing cabinet; therefore, Billy will be doing my filing today.

6. SHORT IC , SHORT IC , SHORT IC .

He sang, he danced, he fell over.

7. IC : SERIES OF THINGS .

There are only a few things I hate in this life: mosquitoes, cigar smoke, standing traffic, cold sores, and the sound of your voice.

IC = Independent Clause

DC = Dependent Clause

Coordinating Conjunctions:

for, and, nor, but, or, yet, so (Remember: FANBOYS)

Conjunctive Adverbs:

therefore, however, moreover, furthermore, consequently, fortunately, etc.

SENTENCE TYPES

SIMPLE: contain only one independent clause, but may contain compound subjects and predicates

Joseph dances awkwardly. (one subject + one predicate = IC)

Joseph and Kate dance awkwardly. (compound subject + one predicate = IC)

They danced and laughed awkwardly. (one subject + compound predicate = IC)

COMPOUND: contain two independent clauses (Patterns 3, 4 & 5)

They danced awkwardly; they left separately. (Pattern 3: IC ; IC)

They danced awkwardly, and they left separately. (Pattern 4: IC, cc IC).

They danced awkwardly; consequently, they left separately. (Pattern 5: IC ; ca, IC)

COMPLEX: contain one independent clause and at least one dependent clause (Pattern 2)

While they danced awkwardly, Kate looked for the exit. (Pattern 2: DC, IC)

COMPOUND-COMPLEX: contain two or more independent clauses and at least one dependent clause

After they finished the dance, Kate bolted from the gym and Joseph shuffled to the corner. (DC, IC cc IC)

After they finished the dance, Kate bolted from the gym; Joseph shuffled to the corner. (DC, IC; IC)

They danced awkwardly; when they finished, Kate bolted from the gym and Joseph shuffled to the corner. (IC; DC, IC cc IC)

MORE PUNCTUATION RULES

ELLIPSIS: Use three periods to show that words have been left out in a quotation. Leave one space before and after each period:

Original: “I found in myself, and still find, an instinct toward a higher, or, as it is named, spiritual life, as do most men, and another toward a primitive rank and savage one, and I reverence them both.” –Henry David Thoreau

Quotation: “ I found in myself . . . an instinct toward a higher . . . spiritual life . . . and another toward a primitive rank and savage one, and I reverence them both.” –Henry David Thoreau

When omitting words from a quotation at the end of a sentence, place the ellipsis after the period that marks the sentence’s conclusion.

Original: “Only that day dawns to which we are awake. There is more day to dawn. The sun is but a morning star.” –Henry David Thoreau

Quotation: “Only that day dawns to which we are awake. . . . The sun is but a morning star.” –Henry David Thoreau

Although using an ellipsis to indicate a dramatic pause may be effective on occasion, overuse of this device renders it ineffective. Generally, then, avoid the use of an ellipsis to indicate a pause.

COLONS: Use a colon to introduce a list or to emphasize a word, phrase or sentence that adds impact to the main clause.

We won for three reasons: tight defense, superb communication and flawless goaltending.

I spent a ridiculous amount of time writing that paper: six days.

Don’t use a colon when the list is informal or closely connected to the verb.

Wrong: A good team needs: tight defense, superb communication, and flawless goaltending.

Right: A good team needs tight defense, superb communication and flawless goaltending.

Use a colon to introduce formally a sentence, a question or quotation.

Huxley proposes a frightening idea in Brave New World: we will learn to love our oppression.

QUOTATION MARKS: Use double quotation marks to enclose direct quotations. Use single quotation marks to indicate a quotation within a quotation.

“Better a cruel truth than a comfortable delusion.” –Ed Abbey

“Livy screamed, then said, ‘Who is that? What is the matter?’ I said, ‘There ain’t anything the matter—I’m hunting for my sock.’ She said, ‘Are you hunting for it with a club?’” –Mark Twain

Use quotation marks to punctuate titles of short works.

As required by law, the dance ended with “Stairway to Heaven.”

Jasper unwittingly ended his relationship with Francine by reciting Marlowe’s “The Passionate Shepherd to His Love.”

Wrong: My semester project is a diorama of Melville’s “Moby Dick.”

Right: My semester project is a diorama of Melville’s Moby Dick.

Always place periods and commas inside quotations marks.

“Please don’t look at me,” said Trudy. “Pretend you don’t know me.”

Place a question mark or exclamation point inside quotation marks when it punctuates the quotation; if it punctuates the main sentence, place it outside.

I don’t know why she asked, “Are you always like this?”

Why do you think he insisted on repeating, “Let go of my ears”?

Place a semi-colon or a colon outside quotation marks.

I felt nauseous after listening to “American Pie”; “Piano Man” is the only other song that makes me so ill.

PARENTHESES, DASHES & HYPHENS

PARENTHESES: Use parentheses sparingly. Students often use parentheses to set off phrases from the rest of a sentence when actually they should use commas. Use parentheses to set off material that adds information to a sentence without affecting the sentence's grammatical structure. A short phrase or a brief comment might add relevant information to a sentence without altering the sentence's basic structure.

My paper route (I can't wait to quit it) has been in the family for years.
She insists (and why shouldn't she?) that she deserves the job.

Note that in the above examples one could use dashes in place of parentheses:

My paper route—I can't wait to quit it—has been in the family for years.
My math exam—I think I failed it—was on Wednesday.
She insists—and why shouldn't she?—that she deserves the job.

DASHES: “A dash is a mark of separation stronger than a comma, less formal than a colon, and more relaxed than parentheses.” —*Strunk and White, The Elements of Style*

Commas will usually do the trick when you need to set off phrases in sentences you write for school. Generally, reserve the use of dashes for informal prose. If you're uncertain whether an assignment calls for formal or informal prose, then you should ask your teacher.

The first mile was brutal—I thought I was going to puke—but then I settled into my pace.
Charlie started growling—low, fierce and threatening—and all the other children backed away from him and his *Legos*.

Note that a dash is not the same as a hyphen. A dash is long (—), while a hyphen is short (-). Most word-processing programs form dashes automatically if you hit the hyphen button twice without including spaces immediately before or after the two hyphens.

HYPHENS: Use a hyphen when you're joining two words to form a compound word. There aren't any easy rules for determining whether you need to use a hyphen to form a compound word. For instance, a hyphen's necessary when you're writing to your home-schooled friends who live in a working-class town. A hyphen's not necessary when you're writing about hunting waterfowl and other wildlife. Huh. As always, when in doubt, consult a dictionary.

AGREEMENT

SUBJECT & VERB AGREEMENT

The subject and verb in a sentence must agree. Verbs must agree in number with their subjects.

Wrong: **Is** there more **chimpanzees** in your family?

Right: **Are** there more **chimpanzees** in your family?

Wrong: The **team**, along with the referee, **were** exhausted.

Right: The **team**, along with the referees, **was** exhausted.

Wrong: American **pilots**, the inspiration behind the movie Top Gun, **is** my role model.

Right: American **pilots**, the inspiration behind the movie Top Gun, **are** my inspiration.

Singular subjects joined by the conjunctions *or* or *nor* take a singular verb because those conjunctions isolate the nouns. Indefinite pronouns like *each*, *either*, *neither*, *one*, *everybody*, *another*, *anybody*, *everyone*, *everything*, *somebody*, and *somebody* are singular, so they require a singular verb.

Wrong: Neither Lindros **nor** Yzerman **are** playing well right now.

Right: Neither Lindros **nor** Yzerman **is** playing well right now.

Wrong: **Each** of you **are** in huge trouble.

Right: **Each** of you **is** in huge trouble.

Wrong: **Everyone** on the teams **are** excellent.

Right: **Everyone** on the teams **is** excellent.

PRONOUN & ANTECEDENT AGREEMENT

An **antecedent** is the noun to which a verb or pronoun refers. Pronouns should agree with their antecedents in gender and number. That's an easy rule, until you run into indefinite pronouns. Remember, indefinite pronouns like *each*, *either*, *neither*, *one*, *everybody*, *another*, *anybody*, *everyone*, *everything*, *somebody*, and *someone* are singular, so they require not only a singular verb, but when they function as an antecedent, they require a singular pronoun too.

Wrong: Each player should bring their shirt to the game.

Right: Each player should bring her shirt to the game.

Wrong: Everybody wants to be rich when they grow up.

Right: Everybody wants to be rich when he grows up.

Wrong: Is anybody driving their car home tonight?

Right: Is anybody driving his car home tonight?

Obviously, using indefinite pronouns leads to tricky gender issues. In the above examples, it's unclear whether the people in question are male or female. Unfortunately, English doesn't provide a gender-neutral singular pronoun. To avoid gender confusion, use plural antecedents or the gender-inclusive, but awkward, "he and she" or "his and her." Historically, the singular masculine pronoun (he, him) sufficed in English when a speaker needed to refer to an indefinite pronoun, but over the last forty years readers have come to expect the use of gender-inclusive language.

Pronouns either refer to a noun performing an action or a noun receiving an action. The following sentences sound ridiculous because the speaker uses the wrong pronoun case:

Me like reading.

Me like she because she have nice eyes.

To avoid sounding like a Neanderthal, it's necessary to use the correct pronoun case. While your ear catches the mistakes in the above examples, there's a logical explanation for the mistakes as well.

The **nominative case** refers to the subject, the noun or pronoun **performing** the action.

The **objective case** refers to the object, the noun or pronoun **receiving** the action.

<u>Nominative</u>	<u>Objective</u>
I	me
She, he	her, him
We	us
They	them
Who	whom
You	you

The above examples, then, should read:

I like reading. (I is the subject doing the action.)

I like her because she has nice eyes. (*I* is the subject of the first clause; *her* is the object receiving the verb *like*. *She* is the subject of the second clause.)

Wrong: The principal beat Jeffrey and I at Black Jack.

Right: The principal beat Jeffrey and me at Black Jack.

Wrong: The police scolded the Chicagoans and I.

Right: The police scolded the Chicagoans and me.

Wrong: Me and my friends love to play hockey.

Right: My friends and I love to play hockey.

If a pronoun follows a preposition—if it's the object of a preposition—use the objective case.

Wrong: The referee yelled to we players when we committed the foul.

Right: The referee yelled to us players when we committed the foul.
(*us* is the object of the verb and the preposition *to*; *we* is the subject performing *committed*)

Who and whom. Who functions as a subject; whom functions as an object. Just as *he* or *she* is a **subject** and *him* or *her* is an **object**, *who* is a **subject** and *whom* is an **object**.

Wrong: Who should I tell about the fire?

Right: Whom should I tell about the fire?

Wrong: Whom is playing the guitar?

Right: Who is playing the guitar?

Right: Practice the trumpet with whomever you like.

(whomever is the object of like)

Right: Practice the trumpet with whoever strikes you as a good player.

(whoever is the subject of strikes)

PARALLEL STRUCTURE

Items in a series should be alike in part of speech and construction. Sentences with parallel construction problems sound fuzzy; they lack internal coherence.

Poor: My sled is fast, sleek and a gas-guzzler.

(Fast and sleek are adjectives; gas-guzzler is a noun.)

Better: My sled is fast, sleek and inefficient.

Better: My sled goes quickly, looks sleek and guzzles gas.

Poor: Paul is boring, with no personality, and quiet.

Better: Paul is boring, lacks personality, and has little to say.

To fix parallel structure problems, assign each item in the series a letter value (A, B, C, etc.). Then be sure each letter is the same part of speech and construction.

My sled is fast, sleek and a gas-guzzler.

My sled is A, B and C.

Fast and Sleek= adjectives; gas-guzzler = noun

A, B and C should all = adjectives

My sled is fast, sleek and inefficient.

POSSESSIVES

Form the possessive of a singular noun by adding an apostrophe and an *s*.

Larry's tail David's rifles the house's roof

Words that are two-syllables or more and end in *s* or *z* can be formed by adding just an apostrophe.

Thomas' puck Francis' paws Chris's essay (one syllable)

When more than one noun shares ownership, only the last noun in the series takes the possessive form:

Germany and France's border Itchy and Scratchy's show

If ownership is not joint, though, both nouns take the possessive form:

Germany's and France's armies Pedro's and Nomar's teams

In compound nouns, only the last word takes the possessive form:

their sisters-in-law's squirrel collections
the chairmen of the board's Cadillacs

Indefinite pronouns show possession by taking an apostrophe and an *s*.

everyone's jersey somebody else's teeth anyone's guess

HOMONYMS

THEIR / THEY'RE / THERE

Their: possessive (I like **their** engines.)

They're: contraction of *they are* (**They're** the ones who did it.)

There: shows place (Put the woodpecker over **there**.)

IT'S / ITS

It's: contraction of *it is* (**It's** time to swim with the fish.)

Its: possessive (The dog chewed **its** own tail.)

TOO / TO / TWO

Too: an adverb showing amount (There are **too** many rules!)

To: preposition (I will kick you **to** next week.)

Two: number (He has **two** nostrils and a finger in each.)

THROUGH / THREW

Through: preposition (The wind whistled **through** the trees.)

Threw: past tense of verb *to throw* (He **threw** the Frisbee.)

KNEW / NEW

Knew: past tense of verb *to know* (I **knew** the answer.)

New: adjective (I like your **new** sneakers.)

BRAKE / BREAK

Brake: verb *to stop* (I **brake** for moose.)

Break: verb *to sever*; noun state of being broken or a pause, interruption (I will **break** your legs after my coffee **break**.)

PASSED / PAST

Passed: overcame (Eric **passed** the Porsche in his 244 Volvo).

Past: former (My sister was a mongoose in her **past** life.)

WHERE / WERE / WEAR

Where: place (**Where** did you put your socks?)

Were: form of the verb *to be* (They **were** swimming.)

Wear: verb *to carry on the body, to waste or to consume*

(I **wear** a hockey jersey as if it **were** okay no matter **where** I go.)

THAN / THEN

Than: used as a comparison (I like paper cuts better **than** cat bites.)

Then: tells when (We hurled the snowballs and **then** hid like cowards.)

Note that this is not an exhaustive list.

SPELLING RULES

I. WRITE I BEFORE E, EXCEPT AFTER C OR WHEN SOUNDED LIKE AN A AS IN NEIGHBOR AND WEIGH:

Belief Perceive Relieve Vein

There are eight exceptions in this sentence: Neither sheik dared leisurely seize either weird species of financiers.

II. WHEN A ONE-SYLLABLE WORD (DRAG) ENDS IN A CONSONANT (G) PRECEDED BY ONE VOWEL (A), DOUBLE THE FINAL CONSONANT BEFORE ADDING A SUFFIX THAT BEGINS WITH A VOWEL (DRAGGING):

Drum- Drumming Trek-Trekking

When a multisyllable word (control) ends in a consonant (l) preceded by one vowel (o), the accent is on the last syllable (con trol'), and the suffix begins with a vowel (ing)—the same rule holds true: double the final consonant (controlling):

*Refer- referring patrol- patrolling
Permit- permitting admit- admittance*

III. WORDS WITH A SILENT E

If a word ends with a silent e, drop the e before adding a suffix that begins with a vowel. Do not drop the e when the suffix begins with a consonant.

*State- stating- statement like- liking- likeness
Use- using- useful nine- ninety- nineteen*

Exceptions: judgment, truly, argument, ninth

IV. WORDS THAT END WITH Y

When Y is the last letter in a word and the Y is preceded by a consonant, change the Y to I before adding any suffix except those beginning with I.

*Dry-dries-drying bury-buried-burying fairy-fairies
Ply-pliable sappy-sappiness beauty-beautiful*

When forming the plural of a word that ends in Y that is preceded by a vowel, add s.

Boy-boys day- days donkey- donkeys

STYLE TIPS

ACTIVE & PASSIVE VOICE:

Active Voice: uses a strong, vigorous verb, identifies the agent of the verb (the doer) and usually results in direct, sharp prose

Passive Voice: uses helping verbs, often leaves the agent of the verb unidentified and usually results in wordy, dull prose

Note the differences between these sentences:

Your dog was kicked. (passive voice)

I kicked your dog. (active voice)

In the first example, two words comprise the verb (*was* and *kicked*), and the agent of the verb (the kicker) is left unidentified. The sentence seems limp in comparison to the active voice sentence. Note that the first sentence may be preferable if you're trying to avoid responsibility for the injured hound, but recognize too that the second sentence is clearer and more vivid.

Here are a few other examples:

There were a bunch of students hanging out in the cafeteria. (passive)

A bunch of students hung out in the cafeteria. (active)

The crowd was brought to its feet. (passive)

Owen's goal brought the crowd to its feet. (active)

The play was written in 1600. (passive)

Shakespeare composed the play in 1600. (active)

The goal was scored on a slapshot from the blue-line. (passive)

James blasted the puck into the net from the blue-line. (active)

AVOID THE VERB *TO BE*

Since verbs drive the forward motion of your writing, avoid the static verb *to be* whenever possible. While it may be necessary to use *is, was, am, were* etc. on occasion, take the time to look for other, more active, more interesting options.

Your dog is a nuisance.

Your dog howls all day, dirties my lawn and never returns what it borrows.

That was a good race.

I nearly wet myself from excitement during that race.

CITATIONS & BIBLIOGRAPHIES

[insert Sylvia Allen's Citations & Bibliographies packet here]

ACADEMIC HONESTY

The following explanation appears in The Harwood Student Handbook.

Plagiarism is the use of the ideas or writings of another person as one's own. Material taken from the Internet or any other electronic source is considered the same as material from any other source. Academic dishonesty will not be tolerated at Harwood Union Middle/High School. Work that is characterized by plagiarism will be assigned a grade of zero.

There are proper methods to use when referencing another person's work. If you are not sure of the proper method, check with one of your teachers.

Any other form of cheating (copying a fellow student's test, for example) will result in a grade of zero. A student who knowingly assists another student in cheating will also be assigned a grade of zero for the work in question.

A new academic honesty procedure has been developed and approved. This document makes clear the definitions of academic dishonesty and the consequences any infractions. It is as follows:

ACADEMIC DISHONESTY PROCEDURE:

Academic dishonesty is considered a serious academic and disciplinary matter. Dishonesty violates both ethical and moral standards of Harwood Union Middle/High School. Honesty is primarily the responsibility of each student. Harwood Union High School considers cheating to be a voluntary act for which there may be reasons, but for which there is no acceptable excuse.

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

- * Plagiarism (representing someone else's words or ideas as one's own without giving credit to the source)
- * Receiving or knowingly supplying unauthorized information
- * Copying the work of another student or permitting copying by another student during any quiz, test or exam
- * Theft of or possession of any unauthorized materials during an exam
- * Changing an answer after work has been graded and presenting it as improperly graded
- * Copying and submitting the homework, notebook assignment or project of another student or person
- * Permitting the copying of homework, notebook, assignment or project (this includes using any copy machine, Xerox or other, to claim the work of another as your own)
- * Forgery (falsifying information, report cards or any school records or documents)
- * Sabotaging another student's work

All allegations of student behavior inconsistent with this policy must be documented on a discipline referral form in writing by the faculty or staff member who first becomes aware of the incident. The report of the incident will be submitted to the High School Administrator who will arrange a meeting with the student to discuss the incident and notify the student of the procedures to be followed.

If upon investigation, there is evidence of a student or students' violation of academic honesty at that time it will be decided by the Administration what the suitable disciplinary action will be. First offense will result in an automatic

Saturday detention. Further disciplinary action may include suspension. This will include no awarding of credit for any work associated with the assignment and may result in a failing grade for the course.

Every student will have the right to due process.

All decisions of the Administration will be documented in the student's official academic file. In the event allegations are dismissed, no actions will be recorded in a student's official academic file.

The Harwood staff has completed the development of clear procedures that will be implemented in cases of academic dishonesty. This document makes an attempt to define academic dishonesty and makes clear the consequences of such actions. Incidents will be documented by the use of the standard discipline forms. Copies of these forms are sent home as part of the discipline process. The records of any incidents that are resolved and indicate that the student was guilty of any of these infractions will remain in the student's file.

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