

Gravenhurst High School



Writer's Guide

GHS Writing Standards

Academic Dishonesty: Plagiarism and/or Cheating

Information used for a school project that comes from any source (book, newspaper, magazine, Internet site) other than personal experience must be properly acknowledged. Failure to do so is plagiarism. Plagiarism is the intentional or accidental use of someone else's ideas or information without acknowledging the source of those ideas. It generally appears in the following ways:

1. Repeating, rephrasing or paraphrasing information without properly referencing its source.
2. Adopting an argument or line of thinking without properly referencing a source that has already established that stance.
3. Trying to pass off someone else's work as your own is also considered plagiarism.

A first offense may result in a mark of zero or an opportunity to resubmit the assignment after consultation with the student, the parent, the teacher, the Dept. Head, and administration. A second offense will result in a mark of zero on that assignment and the student will be referred to the Principal. A suspension may result after a third offense. Parents must be informed if a zero is assigned.

GHS General Guidelines for Written Documents

In Formal Writing Tasks...

- Use 8.5 x 11 paper
- Print single-sided
- All margins should be 1 inch
- Use 11 or 12 point (pt) font size
- Use of Times New Roman, Calibri, or Arial font
- Double space (no more, no less)
- All pages must be numbered on the top right corner
- All packages should be stapled on the left at a 45° angle
- All text should be left-justified except titles, which are centred and use title case.
- All headings and subheadings are left-justified, in title case and italicized
- Indent the first line of each new paragraph five spaces (one tab)
- Leave only one space after periods or other punctuation marks

Also, When Writing Requires APA, MLA or ERS-Style Referencing...

- The period should be placed behind the last bracket of a citation
- Titles of self-contained works (ie. novel) should be italicized, titles of works that appear within longer texts (ie. poem, Chapter Title) should appear in quotation marks
- A direct quote must have context: Information must be smoothly integrated into one's own writing
- All sources found in the text of the assignment will correspond with a detailed entry that is listed alphabetically on the last page of your package (ie. References (APA), Works Cited (MLA) or List of Sources (ERS))
- All images used in the report must be referenced using the same style of citation as the written sources

APA

Title Page

- Page number right justified in header
- Centred and 1/3 of the page down, add the following items on their own line:
 - The title of the paper in title case (the first letter of each word is capitalized)
 - Your name
 - School

Report Pages & Connecting to Your Sources

- The actual report starts on the second page. This page should have the title of the paper again, centered in title case.
- All research has in-text citations that indicate the author and date (and page number if it's a print text) of the research source. Each in-text citation corresponds with the full citation that is found in References.
- Use the following formatting guidelines to match the style of content integration you are using (ignore the page number for non-print sources):
 - **Direct Quote:** According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).
 - **Direct Quote:** One source stated, "Students often had difficulty using APA style" (Jones, 1998, p. 199), but she did not offer an explanation as to why.
 - **Paraphrase:** According to Jones (1998), APA style is an easy citation format for first-time learners (p.199).
 - **Paraphrase:** APA style is an easy citation format for first-time learners (Jones, 1998, p. 199).
- If your quotation is longer than 4 lines in your report, use Long Quote Formatting (see page 12)

References Page

Online Resources

Gravenhurst High School. (2011). *Welcome to Gravenhurst High School*. Retrieved from <http://www.ghs.tldsb.on.ca>

Searle, D. (2020). *10 songs to sing while curling*. *Web*. Retrieved from <http://www.darlasworld.com/articles/writeliving>

Print Resource:

Edwards, L. (1999). *Combatting Y2K with Music*. Gravenhurst: GHS Publishing.

Yule, C. (2002). "French is life". *Languages Monthly*, 7-10.

Classroom Content (change "Google Classroom" to "Lecture" if appropriate):

McPherson, J. (2030). *The Joy of Referencing*. ENG3C Google Classroom.

Issues in Using Technology with Secondary Students

Taylor Smith

Gravenhurst High School

Month, day, year

APA SAMPLE TITLE PAGE

Issues in Using Technology with Secondary Students

A classroom should be a dynamic space where learners interact with curricular content in meaningful ways. Educators must be aware of the needs of their students and be willing to adapt their practice to ensure student engagement. In this respect Garrison (2009) compares teachers to a mythical trickster figure, asserting that “Tricksters are devious shape-shifters that carry out some of the most profound cultural work possible. They break, bend, and remold the structures and identities that hold a society together...Tricksters break rules, violate laws and rewrite regulations” (p. 67). Just as tricksters change mythical worlds to carry out profound cultural work, teachers change the world of the classroom, enacting a profound educational transformation. In this educational age, teachers are transforming the use of technology in secondary schools to address three areas: the need for more student-centered classrooms, increased intrinsic motivation for student engagement, and improved communication skills of students. With these changes, the classroom can continue to evolve with purpose and efficacy.

Educational Transformation

An educational transformation begins with an examination of pedagogical practice. Recent evidence suggests that student engagement and motivation for learning can be improved through the use of child-centered teaching practices. According to Allison Zmuda (2009), the incorporation of 21st century skills within the classroom extends far beyond the simple acquisition of technology. In effect, it requires teachers to become expert coaches, mentors and facilitators under a new approach to learning that emphasizes differentiated learning and student interests.

APA SAMPLE PAGE

References

- Considine, G. Horton, J & Moorman, G. (2009). Teaching and reading the millennial generation through media literacy. *Journal of Adolescent and Adult Literacy*, 52(6), 471-481.
- Garrison, J. (2009). Teachers as prophetic trickster. *Educational Theory*, 59 (1), 67-83.
- Hargadon, Steve. (2009). *Educational Networking*. Retrieved from <http://audio.edtechlive.com/lc/EducationalSocialNetworkingWhitepaper.pdf>
- Horizon Report. (2010). K-12 edition. Retrieved from www.nmc.org/publications/2010-horizon-k12-report
- Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon*, 9(5), October 2001. Retrieved from <http://www.marcprensky.com/writing/default.asp> (Part I of II).
- Rovai, A. P., Ponton, M. K., Wighting, M. J., & Baker, J. D. (2007). A comparative analysis of student motivation in traditional classroom and E-Learning courses. *International Journal on E-Learning*, 6 (3), 413-432.
- Zmuda, A. (2009). Leap of faith: Take the plunge into a 21st-century conception of learning. *School Library Media Activities Monthly*, 26(3), 16-18.

MLA

First Page

- Use the header to ensure that all pages have your last name beside the page number
- Starting at the left side at the top of the first page, add the following items on their own line:
 - Your name
 - Your teacher's name
 - Course code
 - Due date
- On the next line, centre the text to add a title in title case.
- On the next line, left justify the text and indent to begin your first paragraph

Connecting to Your Sources

- All research has in-text citations that indicate the author and date (and page number if it's a print text) of the research source. Each in-text citation corresponds with the full citation that is found in the Works Cited
- Use the following formatting guidelines to match the style of content integration you are using (ignore the page number for non-print sources):
 - **Direct Quote:** According to Jones, "Students often had difficulty using MLA style, especially when it was their first time" (199).
 - **Direct Quote:** One source stated, "Students often had difficulty using MLA style" (Jones 199), but she did not offer an explanation as to why.
 - **Direct quote Shakespeare - Three lines and under:**
 - A famous quote from Shakespeare is, "All the world's a stage, And all the men and women merely players; They have their exits and their entrances," (*As You Like It* II.vii.1-3)
 - **Paraphrase:** According to Jones, MLA style is an easy citation format for first-time learners (199).
 - **Paraphrase:** MLA style is an easy citation format for first-time learners (Jones 199).

References Page

Online Resources

(Please note: web sources do not need the "http://www." of the address)

Gravenhurst High School. "Welcome to Gravenhurst High School." 2016, ghs.tldsb.on.ca.

Ledger, Penta. "5 Tips For Preserving Hides" 25 April 2017, trapperslife.ca/skinningshack.

Print Resource:

Horsley, Craig. *How to Care for Cats*. Psychological Science Publishing, 2016.

Dart, Mandy. "Making Amazing Memes". *Working the Web Journal*, 2015.

Classroom Content (change "Google Classroom" to "Lecture" if appropriate):

Sacrety, Earl. "The Magic of Yes, And." ENG3U Google Classroom, 25 April 2018, Gravenhurst High School.

Jamie Smith

Jacki McPherson

ENG1D

18 January 2030

Replacing *Freak the Mighty* with *Cue For Treason* in ENG1D

Research has found that “promoting children's engagement with reading can greatly enhance reading achievement” (Baker, Dreher & Guthrie 2016). For this reason, when choosing a novel for a grade nine course, it is important to select a novel that is interesting. *Cue for Treason* by Geoffery Trease should replace *Freak the Mighty* by Rodman Philbrook as the novel for ENG1P because of its setting, plot and connection to *Romeo and Juliet*. Not only is *Cue for Treason* an interesting book, it also includes excellent examples of story elements that are important lessons in a grade nine English classroom.

The first lesson that *Cue For Treason* would be a great resource for is teaching setting. The geographic location of the setting in *Cue for Treason* is more clearly defined than the geographic location in *Freak the Mighty*, which is a good reason why *Cue for Treason* should replace *Freak the Mighty*. In *Cue for Treason*, the setting is Elizabethan England (Trease 1). In the Cumberland Region and London. In *Freak the Mighty*, the geographic location is not clear, and the reader can only assume that the setting is a town in North America. Since the setting in *Cue For Treason* is more specific, it is a better setting than in *Freak the Mighty* and should replace it as the ENG1P novel.

Setting is not the only area for which *Cue for Treason* would be a better classroom resource: It also has a superior plot. The rising action of the plot in *Cue for Treason* builds with

MLA SAMPLE FIRST PAGE

Works Cited

Baker, Lois., Mark Dreher & John Guthrie. "Engaging Young Readers." 2016, guilfordpress.com/young-readers.

Philbrick, Rodman. *Freak the Mighty*. Scholastic, 1993.

Shakespeare, William. *Romeo and Juliet*. Harcourt Publishers, 1987.

Trease, Geoffery. *Cue For Treason*. Orange Publishers, 1961.

MLA SAMPLE WORKS CITED

ERS

Steps to ERS Writing

1. Set Up Your Formatting

You will follow the *GHS Guidelines for Written Work* by following these steps:

- Use 8.5 x 11 paper
- All margins should be 1 inch
- Use 11 or 12pt font size
- Use of Times New Roman, Calibri, or Arial font
- Double space (no more, no less)
- All text should be left-justified except titles, which are centred and use title case.
- Indent the first line of each new paragraph five spaces (one tab)
- Leave only one space after periods or other punctuation marks

2. Add Your Basic Information

Left justify the following information with each item on its own line:

- Student Name
- Course Code
- Date

3. Add A Title

On the next line, center-justify your title.

4. Start Writing!

Write your content in complete sentences that form paragraphs. To add content from course text and/or research sources, you will use a number system to show where your information has come from. You will number the information in your writing and then number your resource. If you mention the title of a source, it should be in italics. When sourcing a fact from a website and a class novel, your paragraph would look like this:

There are many animal attacks in Canada every year. The largest amount of attacks are from bears. There are 55 bear attacks in Canada every year (1). There are also cougars in Canada that attack people. There were 12 cougar attacks in Canada in 2015 (2). In the novel *Touching Spirit Bear*, Cole is attacked by a bear and is ripped to shreds (3). Humans have to learn to share the forest with these animals.

5. List Your Sources

At the end of your writing, you need to record where the sources of information came from. It should look like this, with the title **Sources** (center justified) with your list of sources numbered below (left-justified). Online sources need the active URL of the website that the information came from and print sources need the author and title. Your List of Source will look like this:

Sources

1. www.bearattack.com/Canada_Attacks
2. www.deadlyanimals.com
3. Mikaelson, B. *Touching Spirit Bear*

Dakota O’Cool

ENG8L

18 January 2030

The World’s Most Dangerous Animal

There are many animal attacks in Canada every year. The largest amount of attacks are from bears. There are 55 bear attacks in Canada every year (1). There are also cougars in Canada that attack people. According to www.bearattack.com there were, “12 cougar attacks in Canada in 2015” (2). In the novel *Touching Spirit Bear*, Cole is attacked by a bear and is ripped to shreds (3). Humans have to learn to share the forest with these animals.

Sources

1. www.bearattack.com/Canada_Attacks
2. www.deadlyanimals.com
3. Mikaelson, B. *Touching Spirit Bear*

ERS SAMPLE PAPER