

Writing Strong Expository Papers for College



“Write. Rewrite. When not writing or rewriting, read. I know of no shortcuts.”

—Larry L. King, **WD**, Playwright

Andrew Rusnak

Your essays this semester require:

- **On time completion;**
- **An active, original title;**
- **1,500 words;**
- **A strong thesis;**
- **A strong narrative that defends your thesis;**
- **Three legitimate outside references. Direct quotations or paraphrasing must be 20 percent or less of your overall content. Do not string quotes together;**
- **Use 2-3 direct quotes from the text or film;**
- **MLA or APA format with a "Works Cited" page with proper citation;**
- **An attached and completed essay response form. This means a commitment that your essay will be free of grammatical, mechanical, punctuation, spelling errors; and**
- **No cover page or plastic folders (these I feed to my dog!).**

Caution: I will not grade your paper until these basic elements are complete. Do not even hand it in. You will have every opportunity to complete these for a grade. In other words, your fate is in your hands.

Buy a grammar text!

Those of you in English 101 who are reading Stanley Fish's *How to Write a Sentence and How to Read One* must also purchase a grammar text. When I grade your papers, I will refer to certain concepts of grammar, punctuation, mechanics, organization that are listed on the completed Essay Response form that you will attach to each assignment you turn in. It is your responsibility to study these in the grammar text. You will have an opportunity to correct the mistakes on your returned essay for a better grade. Also, you will need to demonstrate improvement on the next essay.

Examples include:

- The Little Seagull Handbook;
- McGraw Hill Handbook of English Grammar and Usage;
- The Only Grammar Book You'll Ever Need: A One-Stop Source for Every Writing Assignment;
- Merriam-Webster's Guide to Punctuation and Style;
- The Bedford Handbook; or
- Prentice Hall Handbook for Writers.

I don't care which one you purchase, you can get them cheap in any bookstore or at Amazon. Check CCBC book store as well. You must have one. It does not have to be the current edition. Just find something.

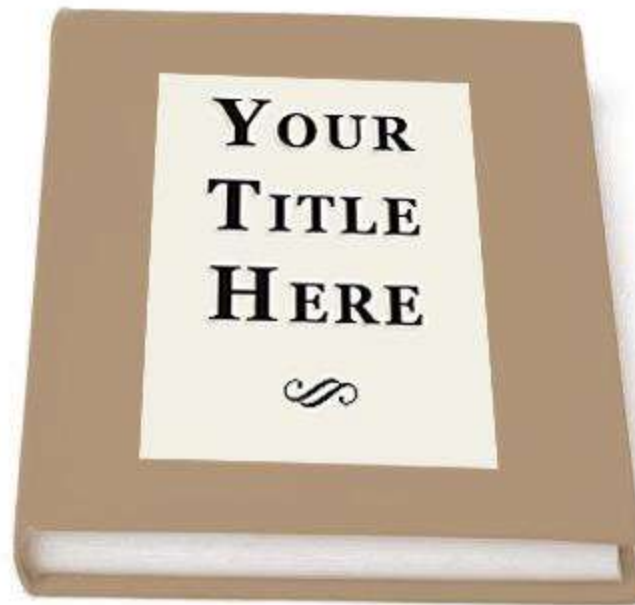
On Time



Turn your papers in on time. If you have a family emergency, let me know about it.

On Titles

Title your essay in a way that cleverly, creatively, reflects your thesis position. DO NOT use the title of the text or film that you are writing about as the title for your own essay! Be creative! Also, use title case. "Your Title Here," not "Your title here."

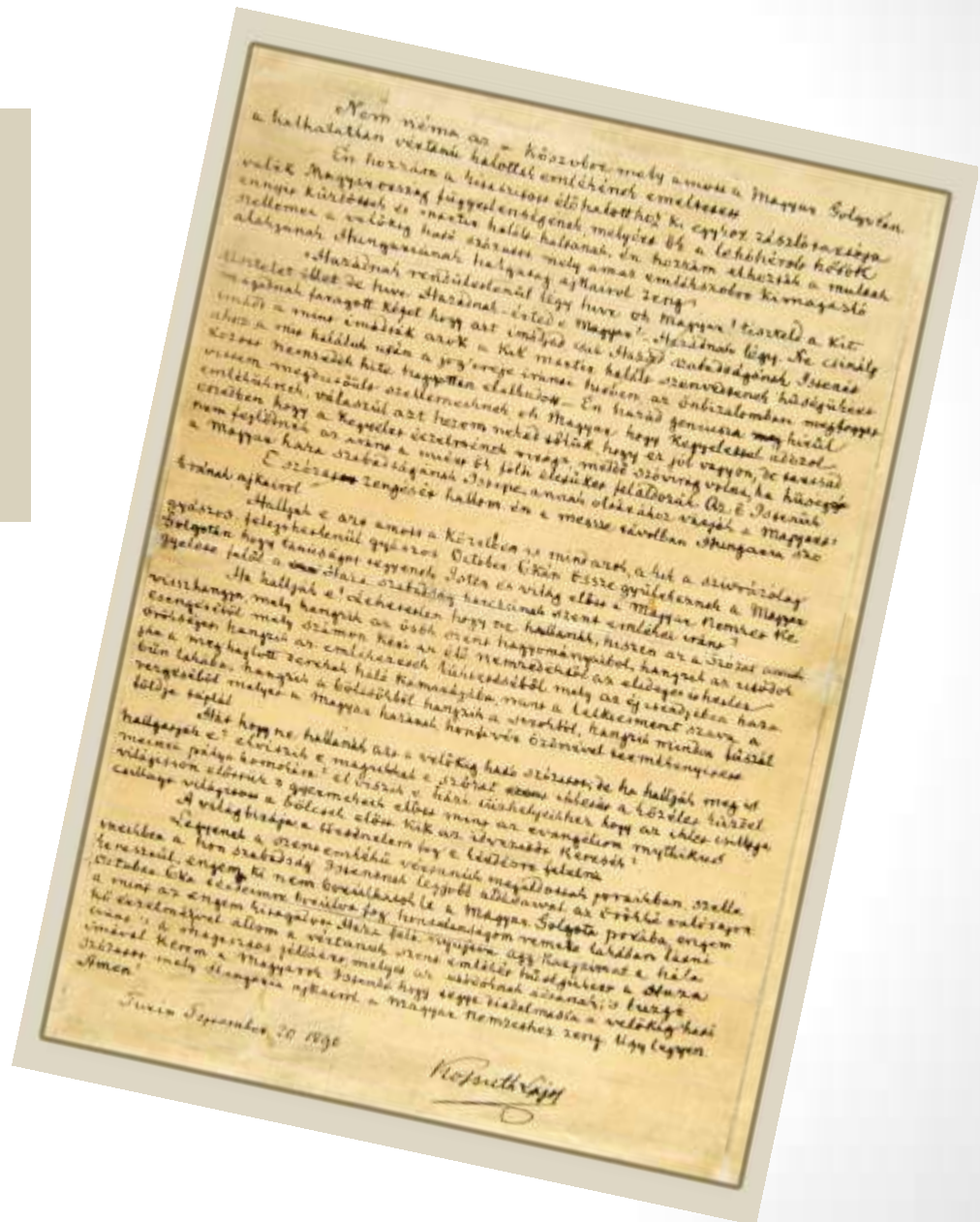


On First Paragraphs

All first graphs of expository papers must include:

- 1) Introduction;
- 2) Thesis;
- 3) Transition.

This does not mean that you need three corresponding sentences to meet the three obligations above. You can, depending on the assignment, meet this criteria in one sentence.



On Thesis Statements....

The kinds of essays, responses, or research you will be writing require you to explain something to an audience. This explanation may take the form of an analysis, an argument/persuasion, or a description stemming from a series of observations. Analyzing, arguing (taking a position), describing, comparing, contrasting, whatever the specifics of the assignment, this kind of writing requires a strong thesis or position statement.



- **Explains in detail to the reader the importance of the subject the writer decides to write about;**
- **Makes a claim, takes a position;**
- **Takes the general subject matter explained in the title, and narrows it down into a specific, detailed statement;**



- **Functions as a compressed summary of the essay;**
- **Guides the reader by outlining the paper;**
- **Unifies the writer's and reader's thoughts; and**
- **Is usually one sentence (no more than two) in the introduction of the essay.**



Assignment Example:

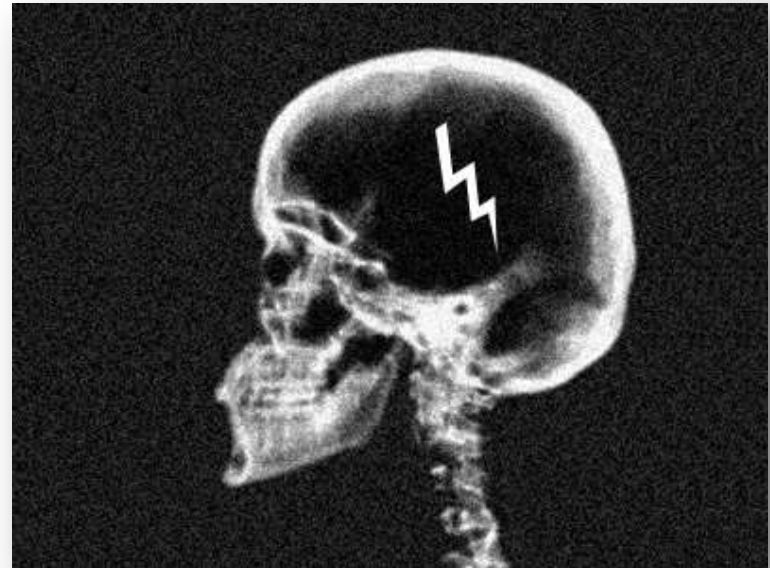
“Mirror Neurons: Are we Ethical by Nature?”

By Christian Keyzers. If we have mirror neurons, and the neuroscience certainly seems to confirm that, if our mirror neurons automatically fire when we witness (hear, see, touch, even “taste”) the actions of others, even if there are “neutral gates” that can function to inhibit our actual execution of imitation, where is free will? Read the information on the “Milgram experiment on obedience to authority figures” and information on the “by-stander effect.” In 500 words answer, do these areas of research in any way contradict the mirror neuron research? How and Why? In other words, are our brains ethical by design? Are they intuitively altruistic?



STEP 1: Brainstorm

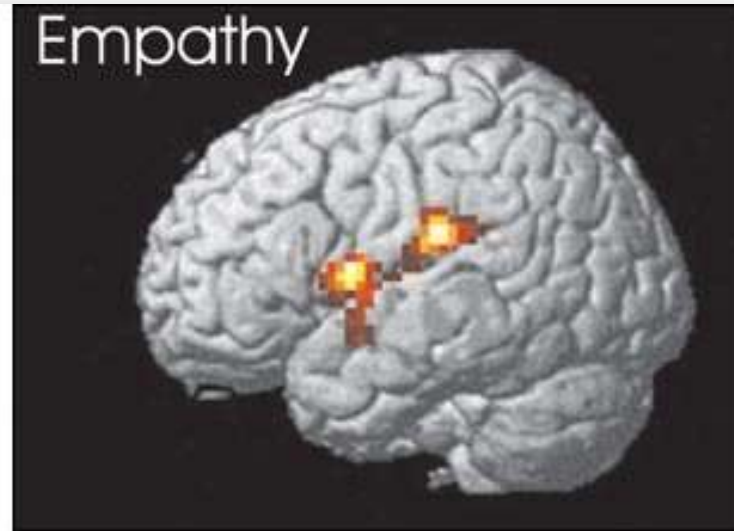
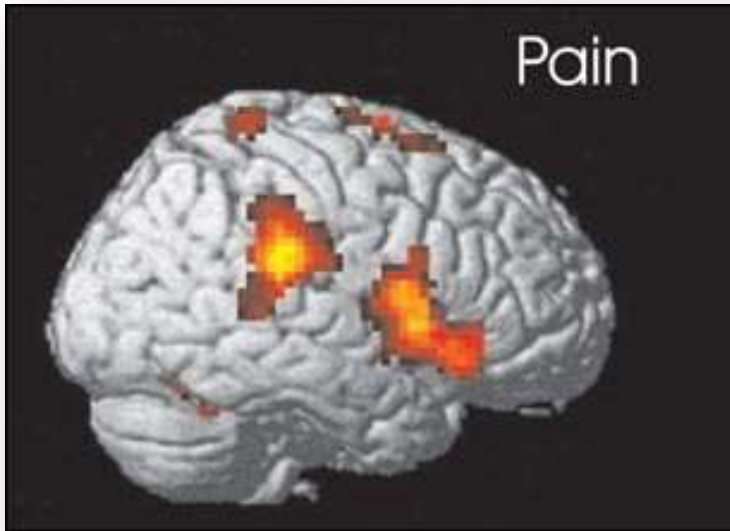
Make a list. Don't worry about organizing it, that comes later. Write down things that Keyzers reported in her essay. For instance, Keyzers writes, "The emotions of others are contagious because our brain activates our own emotions at the sight of them."



The claim here is that our brains, via evolution, are programmed to actually respond to what we see others are responding to, that this is an automatic, involuntary response that, when it comes to the initial manifestation of the reaction, triggering the neuro-response, we have no control.

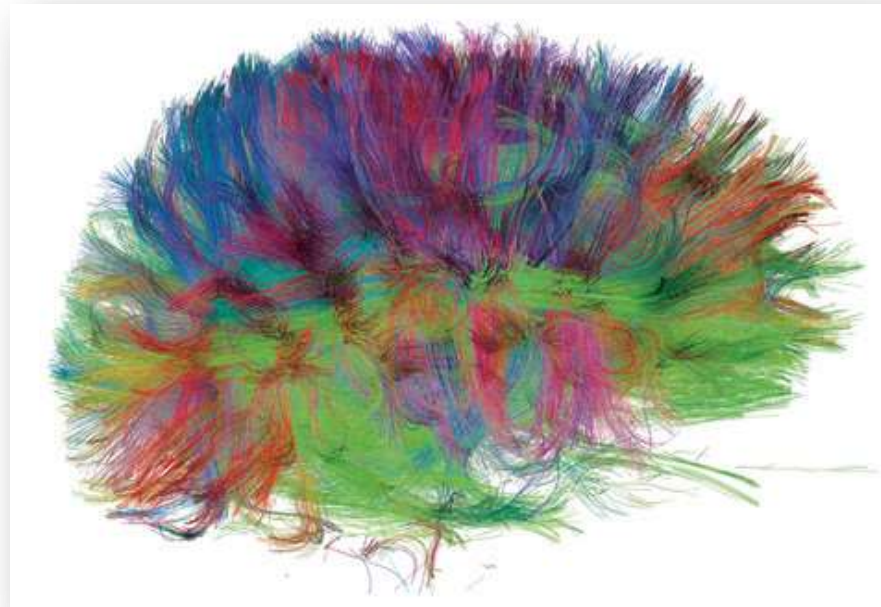


What can we conclude from this? That we “are ethical by nature” because our brain fires in the same way as someone we only witness is experiencing an emotion that we are not?



<http://video.pbs.org/video/1615173073>

This conclusion seems to leave out many variables. For instance, just because we see someone in pain, and just because our brain reacts to this by initiating neural activity that simulates the same kind of pain, being ethical would require us to act in some way to relieve that other person's pain.



Some people can have this feeling/sensation of empathy but, instead of acting sympathetically, they can actually be agents of pain. Those who are guilty of physical abuse, for instance, can feel empathy, but act unethically.



The Milgram Experiment

Milgram started his experiments in 1961, shortly after the trial of the World War II criminal Adolph Eichmann had begun. Eichmann's defense that he was simply following instructions when he ordered the deaths of millions of Jews roused Milgram's interest. In his 1974 book *Obedience to Authority*, Milgram posed the question, "Could it be that Eichmann and his million accomplices in the Holocaust were just following orders? Could we call them all accomplices?"

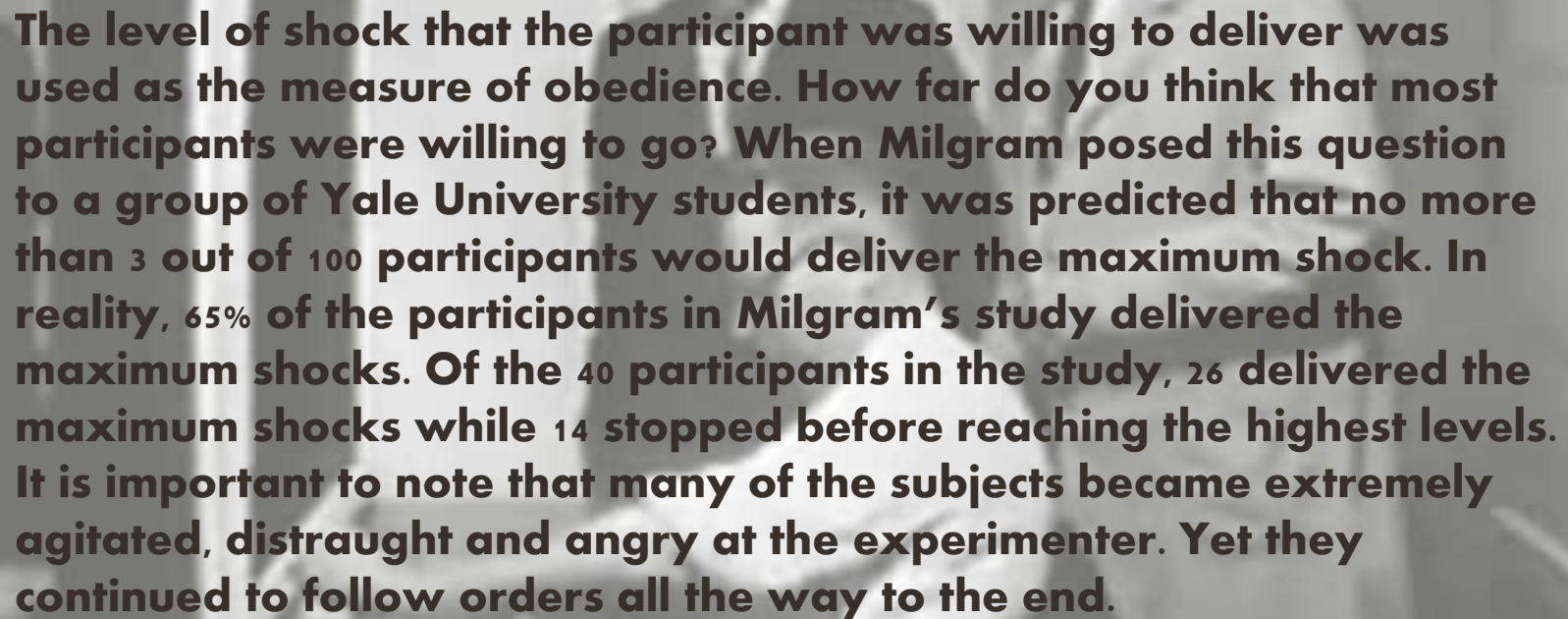




The participants in the Milgram experiment were 40 men recruited using newspaper ads. In exchange for their participation, each person was paid \$4.50. Milgram developed an intimidating shock generator, with shock levels starting at 30 volts and increasing in 15-volt increments all the way up to 450 volts. The many switches were labeled with terms including "slight shock," "moderate shock" and "danger: severe shock." The final two switches were labeled simply with an ominous "XXX."

Each participant took the role of a "teacher" who would then deliver a shock to the "student" every time an incorrect answer was produced. While the participant believed that he was delivering real shocks to the student, the student was actually a confederate in the experiment who was simply pretending to be shocked. As the experiment progressed, the participant would hear the learner plead to be released or even complain about a heart condition. Once the 300-volt level had been reached, the learner banged on the wall and demanded to be released. Beyond this point, the learner became completely silent and refused to answer any more questions. The experimenter then instructed the participant to treat this silence as an incorrect response and deliver a further shock.





The level of shock that the participant was willing to deliver was used as the measure of obedience. How far do you think that most participants were willing to go? When Milgram posed this question to a group of Yale University students, it was predicted that no more than 3 out of 100 participants would deliver the maximum shock. In reality, 65% of the participants in Milgram's study delivered the maximum shocks. Of the 40 participants in the study, 26 delivered the maximum shocks while 14 stopped before reaching the highest levels. It is important to note that many of the subjects became extremely agitated, distraught and angry at the experimenter. Yet they continued to follow orders all the way to the end.

<http://www.bing.com/videos/search?q=Milgram+experiment&mid=B7BFA18FBCA47F757214B7BFA18FBCA47F757214&view=detail&FORM=VIRE3>

The results of the Milgram experiment would suggest that we are unethical by nature. So, when you combine the results of Keyser's research and the Milgram experiment and you are trying to come up with a thesis, when you are trying to come up with a position, there's an apparent conflict.

Johannesburg Experiment: 2:11

<http://vimeo.com/17109940>



Based on the research conducted by Christian Keysers presented in her essay “Mirror Neurons” and her proposition that we are ethical by nature, conflicting evidence such as the Milgram experiment suggests that we can indeed be unethical by nature. When these two sources are examined, it appears that ethical and unethical human acts are conscious and voluntary learned behaviors, that we are not programmed to respond involuntarily either ethically or unethically, but that we make choices on how to respond. This means that we are neither ethical or unethical “by nature.”

Thesis #1



Thesis #2

Despite the evidence in the behavioral Milgram experiment, the research presented by Christian Keysers' in her essay "Mirror Neurons" clearly indicates that we are ethical by nature because we have an automatic response when we witness the pain of others. Whether we act on any idea or impulse to relieve the pain of others is irrelevant when it comes to defining our inner nature. The response is involuntary and telling. The only act we might undertake is to try and block its effects.

mirror
neuron



Thesis #3

If we are "ethical by nature" as Christian Keysers proposes in her essay "Mirror Neurons," then it makes no sense that unethical acts exist at all. It makes more sense due to the proliferation of unethical acts throughout history, that, as the Milgram experiment demonstrated, we are unethical by nature.

~~ETHICALS~~

Remember:

It's not about being right or wrong, it's about finding the right questions to ask so that you can adopt a position you can defend.



The thesis should be located in the first paragraph. The first paragraph of expository writing should contain three elements:

- Introduction;
- Thesis; and
- Transition.

We believe the constructions in this paper would be more generally applicable, so long as the semantics can be represented as sets and sensible notions of composition can be defined in some pointwise manner on their elements (in this paper it is sets of lists and list concatenation; see Definition 5.7).

Technical overview. The meat of this paper is some concrete calculations on nominal sets. The key technical facts are Theorems 3.14 and 3.16 and Proposition 4.6. The key definitions are Definitions 3.7, 4.5, and 5.7. The main theorem is Theorem 6.4.

Nominal sets were developed to represent syntax with binding; see [15] or a recent survey [13]. In this paper we use nominal sets to interpret sets of traces with atoms. The notions of names and free/bound names we use are exactly those from [15]; namely atoms and supporting set/freshness.

To the reader familiar with nominal sets, name-restriction $va.X$ will be no surprise; Proposition 4.6 characterises it as a variation of atoms-abstraction $[a]x$ from [15] (see [13, Definition 3.8 and Lemma 3.13]). Readers familiar with presheaves will recognise this as a sets-based presentation of δ from e.g. [8] or [21]; see [16,7] for further discussion.

The difference, which is significant, is that X and $va.X$ are of the same type (both are sets of traces); our name-restriction is not a monad in the sense of [22], though it does a similar job. More on this in the Conclusions.

Given that behaviour is modelled as ‘just sets’ and not wrapped up in an explicit abstraction, the challenge is that in composition $X \circ Y$, bound atoms in Y should somehow be detected and renamed to avoid capture with free atoms in X (see Remark 5.8), and vice-versa.

We use *maximal positive planes* as a foundational data structure for a notion of capture-avoiding language composition. Planes (Definition 3.3) are from [12] and were used to model capture-avoiding substitution. Positive planes are new (Definition 3.7), as is the connection with ν (Proposition 4.6). Arguably, planes and positive planes are as interesting as their application in this paper and we expect them to be useful in the future.

We conclude with an axiomatisation in the style of Kleene algebras and a proof of soundness (Section 6).

On Narrative and the Body of Your Work

What constitutes a strong narrative?



Well-developed body, overall organization/structure and content:

- **The body of your essay works hard to elaborate and expand on those salient elements outlined in the thesis. There is a mathematical arrangement where the main points in your thesis are the main focus or topic of each subsequent paragraph. Remember your thesis and the narrative of your essay are always connected;**
- **There are **no redundancies** and each idea is well-thought out and developed beyond cliché and common thought so that it is personal, original, and imaginative. Do not repeat yourself. Do not use such phrases as, "Mirror neurons mean we are ethical and virtuous," two words that mean the same thing;**
- **Your essay must maintain a well-mapped structure with strong logic, coherent paragraphs, and overall cohesive unity.**

Well-developed body, overall organization/structure and content:

- **There must be effective sentence variation, clarity, and relevant word choice. Do not start each sentence with the same syntactical arrangement. Do not start each sentence in a sequence, for instance, beginning with “The” this or “The” that. Mix up how your sentences are arranged. Study sentence variation;**

OUT ON THE BIG DRY we had to kill to live:

Come October, we'd herd a yearling lamb into the west pen, throw it some good flakes of alfalfa hay. It'd be grass-fat by then, nearly tame, just chewing, and looking around, and chewing. My father, his black hair bright and wild in the early winter light, would put the rifle barrel in its soft ear and pull the trigger. We were nearly two hours away from the nearest supermarket. And even if we were closer, we couldn't afford it. We ate lamb all winter—lamb chops and leg of lamb and lamb stew with garden peas my mother canned. All kinds of lamb.

But on Sunday, we almost always pulled a fryer out of the freezer for dinner. Butchering chickens was an all-day affair, a late-summer festival of sorts, a kind of prairie celebration. We put on our old jeans and stained snap shirts and ate a big breakfast of hamburger steak, eggs, and potatoes. My mother and grandmother set up aluminum basins of hot water for the plucking. My father and grandfather sharpened knives and hatchets. And when everything was finally ready, they sent us children into the coop.

— From Joe Wilkins, *Out West*

- **Your sentences must vary in length and arrangement to create smooth narrative flow. Your word choice must accurately reflect definitive knowledge (what you know) of the subject matter, reactions, and reflections. Maintain an awareness of the following:**

Active verbs – Keep your sentences active as opposed to passive. For instance:

“The professor teaches the students” is a better sentence than “The students are taught by the professor.”

Emphasis – What’s supposed to be emphasized, should be.

Variety – (See above)

Parallelism/Parallel Structure – Keep your sentences and clauses parallel. For instance “She likes running, writing, and to bake” is not acceptable. “She likes to run, write, and bake” is. “She likes running, writing, baking” is correct but not active.

Mixed constructions – Your sentences have to make logical sense. For instance, “The fact that the marathon is twenty-six miles, a length that explains why I never have finished it” does not make sense.

Shifts – “She caught the ball and then throws it to the catcher for the out” caught is past tense and “throws” is present. These should be consistent. “She caught the ball and threw it to the catcher for the out.”

Dangling modifiers – “Having finished the test, Bob opened a beer.” Bob opened the beer is clear, but who finished the test is not. “Bob finished the test and then opened a beer.”

- **Your sentences must vary in length and arrangement to create smooth narrative flow. Your word choice must accurately reflect definitive knowledge (what you know) of the subject matter, reactions, and reflections. Maintain an awareness of the following (cont.):**

Fragments –

Subject/Verb Agreement –

Pronoun/Antecedent Agreement –

Run on Sentences –

Comma Usage –

Apostrophes –

Proper Quotation Marks and End Punctuation –

On Essay Response Forms

With each essay assignment you must turn in a completed essay response form. These are found in your syllabus packet.



Your essays will be evaluated on the successful completion of the following basic process criteria and principles:

1) **_____ Rereading and revising:** I laid aside my draft for at least 24 hours and then reread and revised it carefully for style, grammar, and punctuation?

2) **_____ Peer Review:** I asked at least one other person to read my paper and make suggestions, or to read my paper aloud to me. Then I revised accordingly. That person's name is _____

3) **_____ Introduction with strong thesis:** I have a well developed/thought out, concise, and strong thesis statement that declares a purpose and/or position, and functions to point the reader in the direction I intend to go. I understand that the thesis is the one stand alone statement in the text that can be extracted and offered as a guide for the reader. Elements in the thesis are used as an outline and to structure the essay. The thesis statement should be preceded by a good introduction and followed by a transition to the next paragraph, to the body of the essay.

4) **_____ Well-developed body, overall organization/structure and content:** The body of my essay works hard to elaborate and expand on those salient elements outlined in the thesis. There is a mathematical arrangement where the main points in my thesis are the main focus or topic of each subsequent paragraph. There are no redundancies and each idea is well-thought out and developed beyond cliché and common thought so that it is personal, original, and imaginative. My essay maintains a well-mapped structure with strong logic, coherent paragraphs, and overall cohesive unity.

5) **_____ Effective sentence variation, clarity, and relevant word choice:** My sentences vary in length and arrangement to create smooth narrative flow. My word choice accurately reflects definitive knowledge of subject matter, reactions, and reflections. I've maintained an awareness of the following:

___ Active verbs

___ Emphasis

___ Variety

___ Parallelism

___ Mixed constructions

___ Shifts

___ Dangling modifier

6) _____ **Knowledgeable use of correct grammar:** My essay contains clear sentences and correct punctuation and avoids errors in the following:

Students use left side of checklist. Instructor will use right side:

7) **In what ways can your essay be better?**

Grammar:

- ___ Fragments___
- ___ Run-on Sentences___
- ___ Subject/Verb Agreement___
- ___ Pronoun Antecedent Agreement___
- ___ Pronoun Reference (Clarity)___
- ___ Pronoun Case___
- ___ Who or Whom___
- ___ Adjectives and Adverbs___
- ___ Standard Verb Forms___
- ___ Verb Tense and Mood___

Punctuation:

- ___ Commas___
- ___ Unnecessary Commas___
- ___ Semicolons___
- ___ Colons___
- ___ Apostrophes___
- ___ Quotation marks___
- ___ End punctuation___
- ___ Dash, Parenthesis, brackets, ellipsis, slash___

Mechanics:

- ___ Abbreviations___
- ___ Numbers___
- ___ Italics___
- ___ Spelling___
- ___ Hyphens___
- ___ Capital letters___

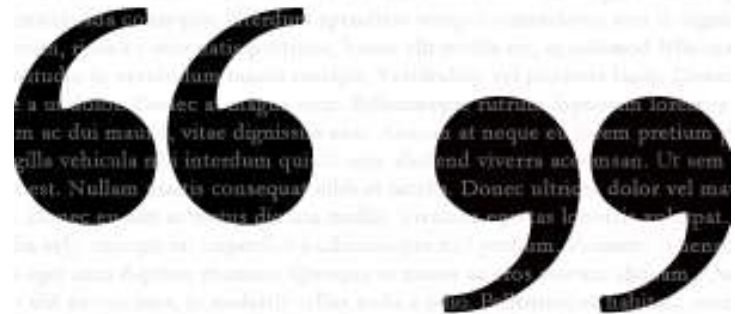
Note: If students do not show progress in grammar, mechanics, and usage by the third essay, there will be a proficiency test.

Student: _____ **Essay #:** _____ **Revision:** _____ **Final Grade:** _____

Comments:

On Sources

- **Three legitimate outside references. Direct quotations or paraphrasing must be 20 percent or less of your overall content. Do not string quotes together; and**
- **2-3 direct quotes from the text or film.**



On MLA or APA Format

You must use MLA or APA format

Which means that your citations within the narrative of the text must be set up correctly (the parenthetical references) and your “Works Cited” page must be formatted correctly. I do not care which format you use. In other words, if you are a humanities major, familiarize yourself with MLA format. If you are going to major in social or natural sciences use APA format.

You can access online the correct formatting guidelines for either style. You do not need to purchase a separate text. You also can ask the CCBC librarian for a 2-page summary sheet of either the MLA or APA style guidelines. These are free for the asking.

Make sure you follow the guidelines. This includes correct spacing, indenting, italicizing, capitalizing, etc ... Do not forget page headers and abstracts (APA).

It is your responsibility to learn the format! Take the time to do so.

Examples of MLA format in narrative of text.

Thunderduck 1

Mobius Thunderduck
Professor Quack
English 1302
April 1, 2007

Global Warming May Be Hazardous to Your Health

Can you imagine a planet where tropical diseases like malaria, cholera, typhoid, and dengue run rampant? Can you imagine asthma and respiratory diseases occurring in the majority of the population? Can you envision a world where heat strokes would become a common reason for death? All of this may very well happen here – on our planet – Earth!

Global warming was first detected back in 1896 by a Swedish chemist named Svante Arrhenius (Cooper 1). Just as Arrhenius predicted, during the last 50 years, emissions from industry have been the major influence on our changing world climate. The primary culprit is carbon dioxide that acts as a greenhouse gas, trapping solar radiation and heating up the earth (Calvin). “Since the late 1800’s, the global average temperature has increased about 0.7 to 1.4° F” (Mastrandrea and Schneider 232). Experts see the possibility that world temperatures may continue to increase another 0.5° F every ten years, causing drastic effects to our earth (“Greenhouse” 35). Since 1998, our earth has experienced the five hottest years in recorded time, with the hottest year being 2005 (Choo).

Just one of the effects of increasing temperatures may be the onset of new and unforeseen health hazards. Dr. Carlos Corvalan of the World Health Organization (WHO) says, “The evidence is accumulating, and ecological and human health impacts are expected. We are also concerned that the health impacts of global warming will strike hardest at developing nations, particularly the poorest” (qtd. in Agnew). Vasseur concurs saying, “...deaths, starvation, and infectious diseases have been predicted, especially in developing countries” (593). She warns that cholera, typhoid, and malaria could engulf areas that lack adequate hygiene, and that these diseases could continue to spread northward and southward beyond the tropics (593).

Disease outbreaks may be triggered as a result of extreme weather events, like droughts or heavy rainfall (“Early” 1). In the U.S., a prolonged drought in the ‘90s disrupted the ecosystem,

Examples of MLA Works Cited page.

Sample MLA Works Cited Page

Works Cited is a list of citations at the end of a research paper. A Works Cited page starts on a new page and is numbered as a continuation of the paper. Items in a Works Cited list are alphabetized by author. When no author is given, alphabetize by title, ignoring "A", "An" and "The" if one of these is the first word. Use a five space (5) indentation for all lines after the first line of a citation entry. Double-space the entire list.

Works Cited

- Berman, Morris. *The Twilight of American Culture*. New York: W.W. Norton, 2000. *Netlibrary*.
Web. 22 Aug. 2009.
- Cox, Ted. "Once Daring, MTV Now a Bland Corporate Commodity." *Daily Herald* [Arlington Heights, IL] 1 Aug. 2006: 1. *Infotrac Custom Newspapers*. Web. 27 Aug. 2009.
- Curtin, Michael F. "Media and the Degradation of Language: The Tides of Vulgarity Can be Countered." *Vital Speeches of the Day* 72.20-21 (Aug. 2006): 578-80. Print.
- Edmundson, Mark. "One the Uses of a Liberal Education: I. As Lite Entertainment for Bored College Students." *Harper's* Sept. 1997: 39-49. Print.
- Halimi, Serge. "Myopic and Cheapskate Journalism: U.S. Press Obsessed with Local Issues." *Le Monde Diplomatique – English Edition*. Le Monde Diplomatique, Aug.-Sept. 1998. Web. 29 Aug. 2009.
- "The Liberal Arts in the Age of Info-Glut." *Chronicle of Higher Education* 1 May 1998: B4-5. Print.
- O'Brien, Tom. "Doom and Gloom." *America* 21 May 2001: 31. *Expanded Academic ASAP*.
Web. 22 Aug. 2009.
- Thomas, Frank. "Dark Age." *Commodify Your Dissent*. Ed. Frank Thomas and Matt Weiland. New York: W.W. Norton, 1997. 255-72. Print.
- Washburn, Katharine, and John F. Thornton, eds. *Dumbing Down: Essays on the Strip Mining of American Culture*. New York: W.W. Norton, 1996. Print.

**Examples of APA format.
APA format requires a
title page.**

The Economic Impact of Katrina:

A Study of Long Term Effects

Belinda Patterson

University of Oklahoma

Economics 200N

Dr. Wu

September 23, 2005

Examples of APA format. You do not have to prepare an abstract, just know that it may be required in the future when you take upper level courses. Be sure the in-text citations are made according to APA style.

Prevailing Wages

Introduction

The U.S. Congress passed the Davis-Bacon Act in 1931 during the Great Depression. According to this act, a law was implemented that required governmental contractors to pay 'prevailing wages' on projects that it took on behalf of the federal government. The effect of this legislation was that more than 40 states adopted the 'little Davis-Bacon Acts' or 'prevailing wage' laws. This was then, but later on, many states repealed these statutes. Still, many states today, including Michigan, carry on with such laws that seem to have become obsolete from those Depression-days (Vedder 1997). This paper shall attempt to take a closer look as to what the implications of implementing such laws are, with scrutiny of these laws as enacted in the state of Michigan. Various statistics shall be presented to highlight the advantages and disadvantages of using such laws in a state. The paper shall discuss the various issues that Michigan has faced in regards to these laws and will come up with some solutions and recommendations for the state of Michigan on whether it should continue to implement these rules or repeal from them.

Many jurisdictions, including that of the federal government, set the prevailing wages exactly at or very near to those that are demanded by the laborers according to the union-scale. "Prevailing wage laws, then, force contractors on government construction or other projects to pay their employees at the same rate as unionized members of the relevant occupation—whether it be bricklayers, carpenters, electricians, or other categories of workers—even if non-union contractors could perform the same work less expensively by paying their workers lower but mutually agreed-upon wages" (Vedder 1997). The governments usually use a very complex and intricate method to set these prevailing wages, "but because of the large number of distinct

	<p>APA Style Final Manuscripts</p>	<p>15</p>
<p style="text-align: center;">References</p> <p>American Medical Association Editors. (2007). <i>American Medical Association manual of style: A guide for authors and editors</i> (10th ed.). New York: Oxford University Press.</p> <p>American Psychological Association. (2009). <i>Publication manual of the American Psychological Association</i> (6th ed.). Washington, DC: Author.</p> <p>Brewer, B. W., Scherzer, C. B., Van Raalte, J. L., Petipas, A. J., & Andersen, M. B. (2001). The elements of (APA) style: A survey of psychology journal editors. <i>American Psychologist</i>, <i>56</i>, 266-267.</p> <p>Gibaldi, J. (2003). <i>MLA handbook for writers of research papers</i> (6th ed.). New York, NY: The Modern Language Association.</p> <p>Hypericum Depression Trial Study Group. (2002). Effect of <i>Hypericum perforatum</i> (St John's Wort) in major depressive disorder: A randomized controlled trial. <i>JAMA</i>, <i>287</i>, 1807-1814. doi:10.1001/jama.287.14.1807</p> <p>Taylor, B. N. (1995, April). <i>Guide for the use of the International System of Units</i> (NIST Special Publication 811, 1995 Edition). Gaithersburg, MD: National Institute of Standards and Technology. Retrieved from http://physics.nist.gov/Document/sp811.pdf</p> <p>Turabian, K. L., Booth, W. C., Colomb, G. G., Williams, J. M., & University of Chicago Press. (2007). <i>A manual for writers of research papers, theses, and dissertations</i> (7th ed.). Chicago, IL: University of Chicago Press.</p> <p>University of Chicago Press. (2003). <i>The Chicago manual of style</i> (15th ed.). Chicago, IL: Author.</p>		

Examples of APA format. APA format requires a References page unlike MLA which requires a Works Cited page.