

# Style Manual

Our task this year in PEP will be to make our writing adhere to these punctuation and Style Guidelines. This and the accompanying Punctuation Style Manual (separate file) are to be your guidelines for writing in Composition Classes.

You will be asked to:

1. Avoid more than ONE Be-verb per paragraph. (“Be” verbs: are, is, was, were, am, will be, etc.)
2. Avoid beginning sentences with the same word twice in one paragraph.
3. Avoid as many punctuation errors as possible.
4. Arrive at a thesis statement for each essay.
5. Answer questions fully, giving support for answers. (“Support” means finding examples to back up your answers, such as quotes from your reading, data from what you’re learning in other classes, etc.)

Parents, please help your student in the following ways:

1. Go over your student’s graded assignments, noting the errors and comments made by the teacher.
2. Hold your student responsible for those errors. In other words, make sure he knows and understands how to correct those errors. If he does not know, encourage him to ask or seek the answer himself.
3. See that your student applies what he learns in future assignments.

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Editorial note: Much of the following Style Manual has been borrowed heavily from the *MLA Style Manual, 6<sup>th</sup> Edition*. PEP tutors *highly* recommend you purchase your own copy for future use. **Red text indicates change from the 2007-08 year.**



## Agreement—past and present tense

Within the context of your paper, you should remain either in the past tense or the present tense, without switching tenses throughout. The exception to this rule is, of course, if you write an analysis or comparison of one event from the past to an event in the present. Talk to your teacher about how this can be done without switching back and forth throughout your paper.

## Bibliographies

The importance of accurate citation (or attribution) cannot be overstated; a paper without proper citations is open to charges of plagiarism. Be careful to cite your source for every direct quotation and every borrowed idea.

Your paper must always include a bibliography (**alphabetical**) listing the sources you used to research. The following is the accepted format for **bibliographies**. **SEE PAGE 12 FOR AN EXAMPLE OF A BIBLIOGRAPHY.**

### Technical Requirements for Bibliography

- a. On a new page, at the top, type **Works Cited**. Center this title and begin the text two lines below the title.
- b. Use the same 1-inch margin as required for your paper. This page also gets the page numbering as required for the paper.
- c. Begin each entry **at the left margin**. Double space the entries, but do not skip spaces between the entries. Use a “hanging indent” to indent the second and subsequent lines of each entry (see example).
- d. List the entries **alphabetically** by author’s last name (or the first letter of the entry, if you do not have an author’s name).
- e. **Do not number the entries** or put a lone capital letter in front of each entry; alphabetizing them is sufficient.
- f. Begin each entry with the name of the author listed in inverted order (last name first). When an entry includes two or more authors’ names, invert only the first author’s name. When an organization is listed as the author, do not invert the name (See the example on page 12).
- g. When a bibliography contains more than one work by the same author, replace the author’s name with a long dash (using three hyphens) in all the entries after the first. List the works alphabetically by title (See the example on page 12).
- h. “If you’re citing an article or a publication that was originally issued in print form but that you retrieved from an online database, you should provide enough information so that the reader can locate the article either in its original print form or retrieve it from the online database (if they have access)” (<http://owl.english.purdue.edu/owl/printable/557/>).

***Specific examples of Bibliography entries by type of source:  
(Type your bibliography just like you see it below. Yes, every item of punctuation is very important!)***

**Bible Citation (alphabetized by the title, “Holy Bible”)**

Remember to put your verse reference in parentheses directly after your quoted verse. Sometimes a paper will contain quotations from more than one version of the Bible. If so, in your bibliography you can say the following after your first Bible listing: “(Unless otherwise noted, all verses quoted are from this version.)” Then in your parenthetical notation, if you have used a different version, place the initials for the version. Example: (John 3:16 KJV).

⇒ Name of specific version, editor, place of publication: publisher, year of publication.  
 “The New Jerusalem Bible. Susan Jones, gen. ed. New York: Doubleday, 1985.”\*

**Books (notice that book titles are italicized)**

⇒ Last name, First name. *Title of Book*. Place of Publication: Publisher, Year of Publication. (No page numbers at the end of the citation)

If a book has no known author, follow the same format, just beginning with the title of the book. It must be alphabetized by the title of the book.

⇒ “*Encyclopedia of Indiana*. New York: Somerset, 1993.”\*

**Books with Editor—No Author**

⇒ Editor’s name (ed.), *book title*, place: publisher, year of publication, page number.

**Encyclopedia articles**

⇒ Author [if known], “article title,” *name of encyclopedia*, edition number, place: publisher, year, volume number [if available], page number.

**An Article From a Scholarly Journal**

⇒ Author(s). “Title of Article.” *Title of Journal* Volume.Issue (Year): pages.

⇒ Walvin, James. “A Taste of Empire, 1600-1800.” *History Today* 47.1 (1997): 11.

**Interview (alphabetized by interviewee’s name)**

⇒ Last name, first name. Personal Interview. Date.

**Periodical articles (alphabetized by author’s name)**

Author(s). “Title of Article.” *Title of Periodical* Day Month Year: pages.

**Newspaper articles (alphabetized by author’s name)**

⇒ Author(s) [if known], “Title of Article.” *Title of Publication* Day Month Year: section number, page number.

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\* <http://owl.english.purdue.edu/owl/printable/557/>

\* <http://owl.english.purdue.edu/owl/printable/557/>

### ***Information obtained over the Internet***

⇒ Name of author [if known], “title of article,” date of posting [if known], <URL>, **accessed on** date.

**A note of caution for users of Internet for research purposes:** Many sites on the Internet are not authoritative and may not be reliable as sources for historical, scientific or other purposes. Stay with sites which are authoritative, such as universities, libraries, museums and known encyclopedias. If you have questions, ask your teacher.

### ***Online Books***

1. If a printed book has been made available online and you have consulted the online version, you need to add only two elements at the end of the basic pattern for books: the URL (web address) and the date which you accessed the source.

⇒ Last name, First name. *Title of Book*. Place of Publication: Publisher, Year of Publication. <URL>, (**accessed on** date).

2. If a book has never been published in a printed form and is available only online, use this pattern:

⇒ Name of Site. Date of Posting/Revision. Name of institution/organization affiliated with the site (sometimes found in copyright statements). Date you accessed the site [electronic address].

### ***Information obtained from audio or video source***

⇒ *Title of audio or video source*. Dir. Director’s name(s). Perf. Performers’ names. Date of release. Video format (DVD or VHS). Production company, date.

**\*\*For more information** about more types of sources and their citations, see the Online Writing Lab at <http://owl.english.purdue.edu/owl/> **\*\***

## Deadlines

You are responsible for meeting each deadline assigned you by your teacher. You must keep track of each deadline in your student planner. If you find that because of illness or other unusual circumstance you are unable to meet a deadline, **you must inform your teacher so that you and she can make other arrangements.**

## First Person/Second Person

Personal response papers (where you write your feelings or responses) are obviously written in the first person—**there will be very few of these. All papers, unless otherwise noted by your teacher, must be written in the third person.** That is, *you must not refer to yourself or your opinions in the text of the paper.* Research and analysis papers are obviously your work and your assessment of events. You do not need to say, “in my opinion,” or “I feel that,” et cetera. Instead, use terms such as “it is obvious,” or “it seems” when you analyze facts and details.

**First- and second-person words: I, me, my, mine, our, ours, we, us, you, your, yours.**

## First Use of a Proper Name

When you first introduce a proper name, as in the name of a country or president, you must completely write it out. Afterwards, you may refer to the name in shorter terms.

*First use:* Franklin Delano Roosevelt

*Thereafter:* FDR or Roosevelt

*First use:* Union of Soviet Socialist Republics

*Thereafter:* USSR

*First use:* General Robert E. Lee

*Thereafter:* Lee, or General Lee

## Numbers

The general rule is to spell out numbers smaller than 11, and use the numerals for anything larger. There are a few exceptions. Never begin a sentence with a numeral; either spell out the number, or rewrite the sentence to move the number from the beginning. Not *"Nineteen-hundred and ninety six was the year. . ."* but *"The year 1996 was. . ."*

Very large round numbers should be spelled out: not *1,000,000,000* but *one billion*. Not *8,600,000,000* but *8.6 billion*.

In a series of numbers, either spell them out or use numerals for every member of the list: don't switch in the middle, as in *"pages thirty-two, ninety-six, 107, and 235."*

Dates should always get numerals: "October 3, 1990." Do not write "October third, 1990" or "October 3rd, 1990."

## Paragraphs

**Each paragraph must be indented. Do not add extra space between paragraphs. For those with newer versions of Microsoft Word this is a default which must be changed. Just ask your teacher and he or she can point you in the correct direction.**

## Textnotes or Citations

**Instead of footnotes**, your paper must contain **textnotes** that refer to the source that you used. A general rule is whenever a footnote would be needed, use a textnote. Simply put, this is a notation, in parentheses, of your source's author and page number on which it may be found. The reader of the paper would then only have to turn to your bibliography to see the work to which this refers.

NOTE: your teacher will be looking for citations in each and every one of your essays and papers. If this is a research paper, your teacher will expect to see citations throughout the paper, on average of one or more per paragraph.

## Citation Examples (Author):

### Original Passage (from *Streams of Civilization* by Garry Moes, Christian Liberty Press, page 220):

*At first, the United States was little more than an overseas extension of Great Britain. Most of its people spoke English and thought of themselves as British or Scottish. However, the U.S. Constitution reflected the most advanced political thought of the time – the separation and balance of powers. It guaranteed a republican form of government to the states that made up the union. Added to the document was a Bill of Rights, a remarkable and unique list of the civil liberties that each citizen possessed.*

Examples from student's essay:

- **Gary Moes states that the U.S. Constitution represented advanced political thought for the time period (Moes 220).** [This is a paraphrase.]
- **“The U.S. Constitution reflected the most advanced political thought of the time” (Moes 220).** [This is an exact quote.]
- **Moes argues that “the U.S. Constitution reflected the most advanced political thought of the time” (Moes 220).** [This is an exact quote—integrated into the sentence.]
- **Moes argues that "the U.S. Constitution reflect[s] the most advanced political thought of the time" (Moes 220).** [An exact quote—integrated because you changed the tense of the quote to match the tense of your intro words.]
- **4. According to Moes, the U.S. Constitution was ahead of its time. It demonstrated “advanced political thought” (Moes 220).** [This is a quote of a phrase, integrated into the flow of the sentence, not standing out.]
- **"[It] reflect[s] the most advanced political thought of the time" (220).** [An exact quote—integrated because you did not want to repeat the name of the document since you've already mentioned it by name in the paragraph a couple of times (so you used "it"), and you wanted to change the tense for a better flow in your essay paragraph.]

\*\**(Note that the period is **outside** the quotation marks when the citation follows the quote.)* \*\*  
*[Thanks to Dr. Sharon Bridwell, The Potter's School, for most of these above examples.]*

## Quoting

Remember that your paper must be original. Your thoughts and ideas—and your words—are your own. The purpose of your research is to understand historical and scientific facts and other people's commentaries on those facts. You use this information in putting together your paper, but you **MAY NOT** use someone else's words or ideas as your own! That is called **plagiarism**; it is unethical and illegal.

*However*, many writers will quote from another source within their paper and give credit to (or cite) the person whom they quote. This is perfectly acceptable. *See above, Text Notes, for instructions on proper citation of a quote.*

**Your paper may not exceed 25% in quotations. You MUST use quotes in your research paper.**

### ***Using a short passage from another writer:***

*Within a paragraph of your paper*, you may quote from a source and give credit to the author (see **Textnotes**). See example on page 10.

**Long Quote:** If a quotation will make four or more lines, treat it as a single spaced extract, indent it 0.5 inch from the left margin (not the right margin), and leave a double space above **and** below the extract. Note, in the example on page 10, that punctuation goes before the parenthesis. Also note that **the single-spaced indent does not have its first line indented. It is not necessary. Do not add an extra quotation mark at the beginning and end of the quote. Indenting it is sufficient to prove that you are quoting from a source.**

## Rough Draft

**Your paper requires a nearly-perfect, almost-final rough draft.** This must be typed and double-spaced. The double-spacing allows for your teacher to write comments and suggestions on your pages. As much as possible, your rough draft must be **error-free and nearly ready to be a final draft.** That means it must include the introduction, thesis statement, headers, body and conclusion, as well as a bibliography and textnotes. From the Rough draft to the final draft, you are responsible for correcting errors. *Your teacher may not catch all of your errors in the rough draft; you are still responsible for them all!*

## Titles

The titles of books and other long works (plays, long poems, operas, movies, compact disks and television shows) must be *italicized*. Titles of shorter works (essays, periodical or newspaper articles, songs, short poems) appear in quotation marks. For borderline cases, the test is whether it could be published as a book on its own; even if you are reading *King Lear* in a larger anthology, it is long enough to be a book on its own, so it gets italics. When referring to a compact disk (cd), you refer to the name of the disk in italics, and name an individual song from the compact disk in quotation marks.

*Ships' names* are also italicized (and that includes names of space ships). The *U.S.S. Enterprise*, the Space Shuttle *Challenger*, and *H.M.S. Queen Elizabeth II* are well-known ships.

## Checklist for Research Paper

Student's Name:

- Does my paper have a title page?
- Does the page after the title page begin with the number one?
- Does the header throughout the paper contain my last name, then a comma, then the page number?
- Does the header sit *within* the top one-inch margin so that the text can begin right at one inch?
- Are my margins one inch all the way around?
- Does page one start right at one inch, without any fancy header besides the name and page number?
- Has the paper been carefully proofread for grammar and typo errors?
- Have I been *extremely careful* not to copy and paste items without giving proper credit?
- Is the paper consistent with one tense (past tense)?
- Is the paper consistent with one point of view (third person)—avoiding you, me, I, us, we, etc.?
- Do I have citations for all my quotes and important facts and ideas?
- Are my long quotes indented and single spaced? (Long quotes still get a text note. Also remember that long quotes that are indented/single spaced do not need quotation marks.)
- Are any figures, illustrations or photos collected on one page at the end of the paper?
- Is the "Works Cited" on the last page of the paper?
- Does the Works Cited page have a *heading* (formerly Bibliography, now Works Cited) and a *header* (last name, page number)?
- Does the Works Cited page follow the standards of the Style Manual? (See sample.)
- Is each Works Cited entry alphabetized?
- Is each Works Cited entry double spaced, and a double space between entries?
- Is each Works Cited entry double checked to follow the Style Manual?
- Is each Works Cited entry, that is longer than one line, a hanging indent (in other words, the second and subsequent lines of an entry are indented ½" on the left?)

I have read my student's paper and agree that it meets all these expectations.

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Parent's Signature and date

*Sample Research Paper: First two pages and Bibliography*

How could the powerful state of Rome have fallen, and what can individuals learn from studying it? At one point in history, Rome was the most powerful empire in the known world. Questions about its rise and fall have intrigued countless people, and volumes have been written on the subject. Just as many opinions have been offered on the reasons behind this cycle of rise and fall. Suggestions have ranged from plagues and wars causing depopulation, to climatic changes negatively affecting agriculture, to brain damage caused by lead poisoning (Nardo 11). These ideas have generally tended to focus more on external sources and less on internal issues, but the Bible says, “Out of the abundance of the heart the mouth speaketh” (Matthew 12:34 KJV). The Roman Empire rose to power and fell basically in accordance with Alexander Tyler’s explanation of the cycle through which civilizations progress. However, the fundamental reason for Rome’s fall was the weakness of its foundational beliefs.

Many civilizations have risen to great power and influence at various times in history, yet none has been able to maintain itself at the peak—each one has fallen. The Egyptians, Assyrians, Babylonians, Persians, and Greeks were able to win power and empire, but were not capable of sustaining it. They fell into the hands of new civilizations rising to greatness. Some historians, such as Alexander Tyler, have taken note of these similarities and have commented on the general course charted by the world’s great civilizations. Explaining this cycle, Tyler states:

These nations have progressed through the following sequence: from bondage to spiritual faith, from spiritual faith to great courage, from courage to liberty, from liberty to abundance, from abundance to selfishness, from selfishness to complacency, from complacency to apathy, from apathy to dependency, from dependency back to bondage. (www.geocities.com)

This cycle can be used to trace the growth and decline of the Roman Empire.

Even though this is the pattern of growth and decline, yet it is necessary to explore what drove this cycle. If the Romans were strong enough to build an empire, why were they unable to stay strong? The answer lies in presuppositions and worldview. Francis Schaeffer describes presuppositions as “the basic way an individual looks at life, his basic world view, the grid through which he sees the world” (Schaeffer 19). A person’s worldview dictates his actions in the external world; therefore, it is reasonable to say that Rome’s actions leading to her fall proceeded from moral weakness based on an insupportable worldview.

Roman legend has it that Romulus and Remus founded Rome in 753 B.C. Apparently the early Romans were greatly influenced by the Etruscans, who brought urbanization to much of Italy. The city of Rome itself was one of their creations, and under their influence it grew prosperous with its shops, temples, roads, and houses. In addition the Etruscans passed on the alphabet they had adopted from the Greeks, which eventually became the Latin alphabet.

From the time of Romulus, the first king of Rome, until 509 B.C., ancient historians say seven kings ruled Rome. During this time various kings, including several Etruscans, ruled Rome, meaning the Romans did not possess freedom. As Tyler delineated the cycle, this time period corresponds to the beginning stage of bondage.

Relatively little is known about why and how the Romans transitioned to a Republic. According to Roman tradition the turning point came when a son of the king raped a virtuous woman named Lucretia. She informed her family members, and then committed suicide, supposedly to prevent other wives from seeing her as an example of unchastity. In the story this act of indecency and injustice sparked the Roman nobles to drive out the king. While there may be little truth to the story, and historians have suggested other reasons, the end result was a transition to a Republic.

Works Cited

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## Spacing with Punctuation Marks

**Note:** When offered a choice of one or two spaces following a mark of punctuation at the end of a sentence, choose one space as a rule unless two spaces are needed to create an adequate visual break between sentences. Times New Roman needs two spaces following the end mark **ONLY IF** you type below 12-point. But you should never type an assignment below 12 point. This rule also applies to any other element that comes at the end of a sentence—for example, other punctuation marks or superscript (raised figure or symbol) keyed to a footnote.

*MLA Handbook, 6<sup>th</sup> Ed. NOTE:* If you are preparing a manuscript on a computer and the file will be used for typesetting, use only one space and ignore concerns over visual appearance. Also use only one space if the text will have justified margins, like for a columned newsletter. If your document has already been typed with two spaces at the end of every sentence, use the Replace function to change two spaces to one space throughout.

### Period (.)

- No space *before*.
- One space *after* the end of a sentence.
- One space *after* a period when it follows a number or letter that indicates an enumeration. [1. a.] *Note: your computer will automatically give two spaces here, but you only need one.*
- One space *after* an abbreviation within a sentence. [a.m. or p.m.]
- No space *after* a decimal point. [33.3 percent]
- No space *after* when another mark of punctuation follows the period (like a closing quotation mark; a closing parenthesis; a closing dash, a comma, a semicolon, or a colon following an “abbreviation” period).
- Periods go inside closing quote marks with *no space before or after*.
- Periods go inside single closing quote marks with *no space before or after*. [“All she would say was ‘I don’t remember’” (Hobarth 13).]
- You now find the period on the new technical listing for telephone numbers. [360.226.555]

### Question Mark (?)

- No space *before*.
- One space *after* the end of a sentence.
- One space *after* a question mark within a sentence. [How? Is the next question.]
- No space *after* when another mark of punctuation follows (like in a closing quotation mark, a closing parenthesis, or a closing dash).

### Comma (,)

- NO space *before*.
- One space *after* unless a closing quotation mark follows the comma.
- NO space *after* a comma within a number. [12,000]

- Commas always go inside closing quote marks with *no space before or after*. [“Let’s go over the assignment again,” said the teacher. OR “Witty,” “clever,” “amusing,” and “hilarious” would aptly describe my friend.]
- Commas always go inside closing single quote marks with *no space before or after*. [“All she would say was ‘I don’t remember,’ ” answered the witness.]

### Semicolon (;)

- ONE space *after*.
- NO space *before*. [Thank you for your inquire; your question has stimulated my thinking on the matter. I will respond by the end of this month; moreover, I may ask for input from some of my colleagues.]
- Semicolons are only to be used to split two parts of a sentence, both of which could be full sentences.

### Colon (:)

- NO space *before*.
- NO space *before or after* in expressions of time (8:30 p.m.), in proportions (2:1), or in reference initials (EJN:GPL).
- One space preferred *after* within a sentence. [I enjoy lobster: it reminds me of eating a sunset.]
- One or two spaces *after* reference notations, attention and subject lines, enclosure and copy notations, and postscripts. [c:, cc:, PS:]
- Two or more spaces *after* displayed guide words in memos [TO:, FROM:, DATE:] and in other business documents [SHIP TO:, BILL TO:].

### Em Dash (—) = the Width of the Capital Letter “M”

- NO space *before or after* an em dash. [Walking—you can’t beat it for good exercise.]
- NO space *before, between, or after* hyphens used to represent an em dash---. [email]
- One or two spaces *after* an em dash at the end of a statement that breaks off abruptly. [If only— But there’s no point in discussing such things.] *Note, although one space is preferred after a dash, we have two spaces after the dash in this example so you clearly see two separate ideas, not one sentence.*
- Never write your dash – in this manner. You must use two hyphens and abut the hyphens with words—like this example shows. Your computer should automatically cause the two hyphens to kiss and elongate into the width of the capital letter “M” in your chosen font. The improper example – as in this example, occurs when you leave spaces before and after the two hyphens. You now have an en dash used more frequently in technical tables and charts than in business or academic writing.

### Opening Parenthesis [ ( ] or Bracket ( [ ] )

- One space *before* when parenthetical material (like nonessential information) is within a sentence.
- One or two spaces *before* when parenthetical material follows a sentence. In this case the parenthetical material starts with a capital letter and closes with its own sentence

punctuation. (Most of us recognize this look.) *Note: you may want to set this thought off from the previous sentence with two spaces to give a stronger visual break.*

### Closing Parenthesis [ ) ] or Bracket ( ] )

- NO space *before*.
- One or two spaces *after* when parenthetical material is itself a complete sentence and another sentence follows.
- NO space *after* if another mark of punctuation immediately follows (know what I mean?).

### Opening Quotation Mark ( “ )

- One or two spaces *before* when quoted material starts a new sentence or follows a colon. “Don’t you just love this?” *Note: use two spaces only when you want a stronger visual break.*
- NO space *before* when a dash or an opening parenthesis precedes—“Oh, now I see.” (“So do I.”)
- One space *before* in all other cases.
- NO space *after* the opening quotation mark and the word that follows.

### Closing Quotation Mark ( ” )

- NO space *before* the closing quotation mark and the word it follows.
- One space preferred *after* when quoted material ends the sentence. *Note: use two spaces only when you want a stronger visual break.*
- NO space *after* when another mark of punctuation immediately follows (for example a semicolon or colon). Your reaction may be “Why?”; mine is “When?”
- One space *after* in all other cases. “How can punctuation rules change so much?” was the reaction of the group.

### Opening Single Quotation mark ( ‘ )

- One space preferred *before* when the material within single quotation marks follows a colon *and* is not immediately preceded by double quotation marks. “I like these poems best: ‘The Raven,’ ‘The Wasteland,’ and ‘Footprints.’ ”
- One space preferred *before* when the material within single quotation marks begins a new sentence and is not immediately preceded by double quotation marks. “Did you hear Bart say ‘Stop!’ as we left the building?”
- NO space *between* the opening single quotation mark and the word that follows.
- NO space between the opening double quotation mark and an opening single quotation mark.

### Closing Single Quotation Mark ( ’ )

- NO space *before*.
- NO space *after* when double quotation marks immediately follow. “My favorite poem is ‘The Raven.’ ”
- NO space *after* when some other mark of punctuation immediately follows. “Stop saying ‘Do it now!’ ”

- One space *after* when the material within the single quotation marks ends a sentence and another sentence follows within the quotation.
- One space *after* in all other cases.

### Apostrophe ( ' )

- NO space *before*, either within a word or at the end of a word. And that's the truth.
- One space *after* only if it is at the end of a word within a sentence.
- NO space *after* when another mark of punctuation immediately follows (for example, a comma or a period).

### Ellipsis Marks [ . . . ]

- **One space *before* and *after* each of the three dots within a sentence.** [Over the years . . . customers demanded more.] *We want to write our ellipses . . . with spaces so we use them as business or academic marks rather than...like this, which are publishing marks for magazine articles or newspapers. Microsoft Publisher doesn't rule in the English class.*
- NO space *before* when an *opening* quotation mark precedes ellipsis marks. ". . . customers demanded more."
- One space preferred *after* ellipsis marks that follow a period or a question mark at the end of a sentence when you have left off the last part of the sentence . . . . Now begin the new sentence. **OR** You may want to end the sentence first. . . . And begin a new sentence after all of the missing information.

*Note the clear spacing between the dots and how the period may come after (fourth dot)*

*or before the ellipsis, depending upon its use. When we think ellipsis in business and academic writing, we mentally say, "space dot, space dot, space dot, space . . . as we write the ellipsis."*

*Otherwise, you have the Microsoft/printer's set dribble... .*

### Asterisk ( \* )

- NO space *before* an asterisk following a word or punctuation mark within a sentence or at the end of a sentence.\*
- One space preferred *after* an asterisk at the end of a sentence. *You may want to leave two spaces for a stronger visual break.*
- Once space *after* an asterisk following a word or punctuation mark within a sentence. This works best when you have footnoted material,\* or such right in a sentence.
- NO space *after* an asterisk in a footnote found at the bottom of the page. \*. . . [Words begin in place of the ellipsis marks.]
- If you have two asterisk marked footnotes, the bottom of the page would look like this:  
\* . . .  
\*\* . . .

### Diagonal ( / )

- NO space *before* or *after* a diagonal EXCEPT when you weave lines of a poem into paragraph-looking text. ["If the world were made of bread and cheese / And all the

seas of ink / What would we have to drink?" *This example shows where you should break for each new line in the poem.*]

- Otherwise you would see something like: on/off switch or read/write files or for fractions 4/5. You now find the diagonal used with the new telephone number on many regular business cards: 360/273-2988. We have moved away from using parentheses (360) around the area code in a telephone number. Technical writers have even dropped the diagonal: 360.273.2988.

### Angle Brackets (< >)

- Use angle brackets to set off Web site and email address when they appear within bibliography notes and citations. When you set an address off this way, any punctuation preceding or following cannot be mistaken as part of the address. Leave one space before the first angle bracket. You may place a punctuation mark right behind the last angle bracket. [*You may reach me at my Web site: < [www.writewordsusa.com](http://www.writewordsusa.com)>.*] Most of the time your Windows software will remove the angle brackets to give you something like this: [www.writewordsusa.com](http://www.writewordsusa.com).
- You may also use angle brackets to set off abbreviations and other elements when it is necessary to clarify whether a mark of punctuation is part of the element or part of the sentence punctuation. [*The detective completed a global search and replaced every <G.W.B.> with <GWB>. The USPS abbreviation for Washington is <WA>.*]