Dear High School Students,

Welcome to the 2015-2016 School Year! One of our goals is to help you become a stronger writer, a better communicator, and ultimately score higher on your IB exams. This writing manual will help you to reach that goal. I advise you to keep the manual handy and to refer to it each time you are asked to research and write. The writing protocol found in this manual will be used consistently in all subject areas and grade levels in the Upper School.

I also encourage you to take advantage of the resources offered by the ASM Media Center and ASM Writing Center.

Sincerely,
Michael Amodio
Upper School Principal

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Overview of ASM Writing Protocol by Subject

A protocol is a system of rules that explain the correct conduct and procedures to be followed in formal situations. The ultimate goal of the ASM Writing Protocol is to prepare students for the types of written work they will be required to do when they become International Baccalaureate candidates in the upper school. Another objective is to give teachers and students some common guidelines to follow and to offer a common resource to the entire middle and upper schools. If you have further questions, don’t forget to ask your teacher, or the ASM Media Center and Writing Center faculty.

**Cornell Notes:** All students are expected to be able to use this note-taking method.

**Command Terms:** Students will be taught and expected to understand the most commonly used words and phrases in IB prompts and question.

**Research:** Students will be required to use the standard “ASM Research Method” for all projects and papers.

**Thesis Statements and Plans of Development:** All good essays contain a thesis statement. Also, though there are different methods for different essays, students should ALWAYS “pre-write” or plan.

**Citations and Formatting:** Students are required to use the Chicago Citation Method at ASM.

**Plagiarism:** Students are expected to do their own work and submit assignments to turnitin.com.

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**English Essays and Creative Writing**

Make sure you use the proper voice and style for the type of writing required, whether your assignment is a creative, narrative or analytical piece.

Use present tense when writing about a work of literature. Essays do not have to be in chronological order, but should show a clear structure of ideas or themes supporting a clear thesis statement (this is your road map or blueprint for your essay).

Most literary essays focus on the intent of the author and how he or she conveys it. Therefore, it is essential to focus on the use of specific literary devices such as tone, mood, imagery, characterization, etc.

Even though a personal interpretation of the literature is encouraged, all claims MUST be backed by textual support.
Overview of ASM Writing Protocol by Subject

**HISTORY ESSAYS**

Use the **simple past tense**.

**Do not use** “I” or self reference in any way.

Understand the prompt by examining the **command terms** (answer the prompt stated, not the one you wish they asked).

Include a **clear thesis statement** that directly answers the prompt (this is your roadmap or blueprint for your essay).

Use **facts, reasons, evidence, statistics, comparisons and anecdotes** to support your thesis.

For body paragraphs make sure you include **P.E.E.L.** (point, example, explanation and linkage to thesis).

Make sure to directly reference sources on **Paper 1**.

Include Historiography on all **Paper 3** essays.

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**ECONOMICS PAPERS**

Understand the prompt by examining the **command terms**.

**Do not use** “I” or self reference in any way.

Include a **clear thesis statement** that directly answers the prompt (this is your roadmap or blueprint for your essay).

Use **facts, reasons, evidence, comparisons and statistics**.

For body paragraphs, make sure you include **P.E.E.L.** (point, example, explanation and linkage).

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**PSYCHOLOGY PAPERS**

Understand the prompt by examining the **command terms**.

**Do not use** “I” or self reference in any way.

Include a **clear thesis statement** that directly answers the prompt (this is your roadmap or blueprint for your essay).

Use **facts, reasons, and evidence**.

For body paragraphs, make sure you include **P.E.E.L.** (point, example, explanation and linkage).
How to Formulate a Thesis Statement for English Class

The “formula:”

```
“X” author and title of work  uses  “Y” Literary Device  in order to express the idea that...
```

An example of how to put this into action:

```
In his novel The Great Gatsby, F. Scott Fitzgerald uses Daisy in order to articulate the illusory, captivating quality of the American Dream.
```

The literary device, or element, can be a character, an image, a motif, or any other feature within the work of literature being studied.

This section of the thesis statement ALWAYS deals with the intent of the author. It expresses an opinion as to why the author utilizes the particular literary element.

...as the thesis clearly shows, this essay rocks...
Another example of a thesis statement for English class:

Mishima uses Noboru Kuroda, who desires the return of the past, in *The Sailor Who Fell From Grace With the Sea* to protest the Western pressure pushing Japan to modernize and change its values.
More about the IB English Thesis Statement

The thesis statement

- Succinctly offers the scope and direction of the paper
- Is usually one sentence, but for complex ideas can be more
- Is usually at the end of the introductory paragraph (preferred for IB papers)
- Contains the author, name of the text, and point of the paper

Your thesis should include the following elements (*in no particular order)*:

- The author’s name (if you have already introduced the author earlier in the introductory paragraph, you will only need to include the author’s last name.)
- The full title of the literary work.
- The aspects/devices/categories you plan to write about (which should be connected to each other!)
- Your original thoughts/assumptions about the author’s intentions (ANALYSIS).
Why Should Your Essay Contain a Thesis Statement?

- to specifically answer the question
- to better organize and develop your argument
- to provide your reader with a “guide” to your argument

Your Thesis Statement for History Class Should:

- Answer the question specifically
- Be narrowly focused
- Consist of 1-2 concise, clear sentences that have impact
- Answer the essay question; not simply restate it
- Be strong enough to carry your argument throughout the entire essay
- Be able to clearly link facts and analysis to thesis
- Be able to acknowledge counter-argument without weakening your original argument
How to Tell a Strong Thesis Statement from a Weak One

1. A strong thesis takes some kind of stand. 
   Remember that your thesis needs to answer the question.

   **Example Prompt:** Evaluate the impact of slavery on African Americans in the mid-19th century.

   *Thesis #1:* There were some negative and positive effects of slavery on African-Americans in mid-19th century.

   This is a weak thesis because:
   a. It fails to take a stand.
   b. The phrases “positive effect” and “negative effect” are vague.

   *Thesis #2:* Slavery, infamously known for its physical abuse, was also mentally abusive to African Americans as it caused the breakdown of the family unit, and falsely promoted their inferiority as a race.

   This is a strong thesis because:
   a. The stand of the writer is clear.
   b. The topic is very specific.
   c. It can be proven with evidence.
2. A strong thesis statement is specific.

A thesis statement should make it clear to the reader what your essay is about.

Example Prompt: Analyze the long and short term causes of the American War for Independence.

Thesis #1: In my opinion, the War for Independence had many causes.

Why is this a weak thesis?

a. It is vague.

b. The reader does not know what causes the writer will be arguing.

c. It does not contain any facts and it does not demonstrate to the reader that the author has any knowledge about the topic.

d. It self-references. No need to say that your essay is your opinion.
Thesis #2: The issue of taxation united the American colonists and brought to light the political inequalities they experienced under British rule, eventually leading to the revolution in 1776.

Why is this a successful thesis statement?

a. It is extremely specific.
b. The points that the writer will be discussing are evident to the reader.
c. It shows that the writer has knowledge about the subject.
Research

In all subject areas, ASM students are expected to utilize a uniform “ASM Research Method” for research projects. The ASM 5-step approach helps students to select research topics, locate and evaluate resources, identify useful content, and assemble relevant, credible information into an IB-quality research paper or essay.

The “ASM Research Method” is the following:

1. Explore a topic and develop a research question.
   A. Identify appropriate areas of interest, and formulate a research question. Sometimes you will be assigned a research topic.
   B. Brainstorm and narrow the topic down to a manageable question that can be addressed within the prescribed word limit.
   C. Clearly state the question and the scope of research, identifying the related questions and implications of the research question.
   D. Develop search questions to begin research and gather information.

2. Identify appropriate sources and evidence.
   A. What types of sources are needed and where can these be found?
   B. Seek a variety of sources (books, periodicals, web, interviews, media). Collect and evaluate the reliability of the sources based on the specific criteria of the assignment, and the International Baccalaureate. *For example*, History Internal Assessments require students to assess the origin, purpose, value and limitation of two sources in a specific format.
   C. Extract relevant information. Some methods include using:
      a. Mind Maps/Spider Graphs (for planning)
      b. Notecards (for specific sourcing information)
      c. A running bibliography and links in a folder on your desktop
   D. Collect and evaluate sources, and refine topic.

⚠️ DANGER ⚠️

WATCH YOUR WORD COUNT
CHECK CITATIONS

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3. **Apply research to plan the paper, answering the research question.**

   A. Make an outline which plans out appropriate points, including sources and evidence. Extract, analyze and organize relevant information from your notecards and sources. For the EE and IA, plan your chapters or required sections.
   
   B. Write a draft for each aspect or chapter of the outline. Do your points and evidence answer your research question?

4. **Write the full draft based on your outline and research.**

   A. Make your points and use your evidence appropriately. Synthesize and draw conclusions to answer the research question.
   
   B. Use simple, direct language, and focus on good transitions between sentences and paragraphs.
   
   C. Keep track of your word count as you go.
   
   D. Insert Chicago style citations and footnotes as you go (see pg. 21), and use block quotations for quotations of 100 or more words (see pg. 23).

5. **Publish your work and follow guidelines.**

   A. Create your title page according to IB specifications (pg.19).
   
   B. Create a contents page according to the paper’s specifications.
   
   C. Make sure each paper is numbered with a centered footer, and follow IB specifications regarding font, font size, and spacing.
   
   D. Create a Chicago style bibliography (pg. 21).
   
   E. Proofread and check your word count!
   
   F. Turn in your paper in Doc or DocX format to your teacher, and to Managebac or Turnitin.com if needed.
Using the JSTOR Database for Research

ASM provides students with a unique opportunity to research on a collegiate and professional level. The JSTOR database (short for ‘Journal Storage’) is an archive of almost two thousand professional and academic journals. Typically, most of the content on JSTOR is not available to the general public and is available only by subscription or at an institution of higher learning.

To join JSTOR, one must be connected to the Internet at school. Go to www.jstor.org. The JSTOR site will recognize the internet address of the school and allow you to join and create a personal log-in. Once you have created a personal log-in this first time, you will be able to access JSTOR anywhere, including off campus. Begin by choosing ‘Login’ toward the top right. Click ‘Register for MyJStor’ (below the regular login boxes) on the login page. Complete the form – create a username and password that you will remember. Click ‘Yes’, you are part of an institution: ‘American School of Milan’. (Note: You must complete each box of the form.) Once completed, you should be automatically logged in and able to search.

To use JSTOR, follow the steps below.

1. How can you search JSTOR?
   Enter a search term at www.jstor.org.
   “Abraham Lincoln,” for example.

2. What can you do with the resulting list?
   Search within results, sort by date or relevance, limit to images, show only content you can access, save the search in MyJSTOR, etc.
3. Need to refine the search even more?
Use Advanced Search to narrow by author, title, articles or reviews, date, journal, discipline, only content you can access, etc.

4. Already know what article you are looking for?
Use the Citation Locator...

... or Browse.
5. Found some useful articles or items?
Save and track the citations in your MyJSTOR account, set alerts, download the PDF files, etc.

6. Want more help?
See “Help” for info and tutorials, or “Contact us” with questions.

For even more help, visit the ASM Media Center or the ASM Writing Center!

NEW AND IMPROVED!
Now with more knowledge and stuff...
**Academic Integrity**

*Students are expected to do their own work.* To ensure academic integrity and to help students improve their writing, students are expected to turn in assignments to [turnitin.com](https://turnitin.com). This site checks papers against 20B+ web pages, 220M+ student papers and 90K+ publications. It provides students with important feedback and gives them advice regarding the citation process. Students will have full access to their own turnitin.com accounts and will be given instruction on how to utilize this valuable learning tool.

![Turnitin Logo](https://example.com/turnitin-logo.png)

**Chicago Manual of Style Citations**

The *Chicago Manual of Style* is now the official citation method for the Upper School.

**Guidelines for the Chicago Manual of Style Citation Method:**

- Be sure to type assignment on a computer using white A4 paper.
- Double space and use Arial, 12 pt. font.
- Leave one space after periods and other punctuation marks.
- Set the margins to 1 inch on all sides.
- Indent the first line of paragraphs one-half inch from left margin by pressing “Tab”.
- Create a centered footer that numbers all pages consecutively at the bottom of the page. Do not number your title page.
- Use *italics* for books and all works that are published independently, not part of a larger work.
Formatting the Title Page

Always create a title page which includes the full title of your paper, the name of the author, the course title, the instructor’s name, and the date. The information should be centered on your title page with size 12 font. Do not number the title page.

This is how your title page should look in *Chicago Manual of Style* format:

- Title of Paper
- Writer’s Name
  (please omit for IB electronic submissions)
- Title of Course
- Word Count (for IB)
- Date

Beginning in 9th grade, all student research papers will require a title page that follows Chicago formatting guidelines.

Center the title about one-third of the way down the page. Do not underline or bold the title. If it is more than one line, it should be double spaced. About halfway down the page, center your name. About two-thirds of the way down the page, place the course number, your instructor’s name, and the date on separate double-spaced lines.

**Accurate word counts are also needed for IB papers.** Additional formatting for Internal Assessments and Extended Essays may apply. *Your teacher or advisor will help you resolve formatting issues.*
Andrew Carnegie: The Father of Middle Class America

For decades Americans couldn’t help but love the red-headed, fun-loving Little Orphan Annie. The image of the little girl moving so quickly from poverty to wealth provided hope for the poor of the 1930’s, and her story continues to be a dream of what the future just might hold. The rags-to-riches phenomenon is the heart of the American Dream. And few other people have embodied this phenomenon as much as Andrew Carnegie did in the late 1800s and early 1900s. His example and industry caused him to become the father of middle-class America.

Andrew Carnegie can be looked to as an ideal example of a poor immigrant making his way up to become leader of the capitalist world. Carnegie was born into a poor working-class family in Scotland1. According to the PBS documentary “The Richest Man in the World: Andrew Carnegie”, the Industrial Revolution was difficult on Carnegie’s father, causing him to lose his weaving business. The Carnegie family was much opposed to the idea of a privileged class, who gained their wealth simply by inheritance.

By this point, I have to question why you are still reading this sample essay. Move on with your life.

Still, following guidelines is important. Since the International Baccalaureate requires certain formatting on the Extended Essay, the American School of Milan has decided to make the EE guidelines uniform across the curriculum. Also, please note that the IB now requires that EE’s and other papers be submitted electronically and anonymously, so you no longer should put your name and candidate number on each page.

**Basic Footnoting Rules**

In *Chicago Manual of Style*, referring to published work is done by “footnoting.”

The source information required in the footnote citation depends upon:
- a.) the source medium (Print, Web, DVD, etc)
- b.) the source's entry on the bibliography page

The source information required for a citation may be found at:

If you use Noodle Tools, Easybib, Citationmachine, or another citation generator, simply select *Chicago Manual of Style* as your citation method.

In Microsoft Word, this option appears under the tab “References” to automatically create superscript footnotes.

Any source information that you provide in the footnote must correspond to the source information on your bibliography page. Take care to provide consistency throughout your footnotes and bibliographic citations.

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**PLANNING BEATS PRESSURE**
Footnote Citations: First and Subsequent References to a Source

**EXAMPLE**

Footnotes are indicated by a raised number (superscript) within the text, which designates the footnote: ...like this.¹ The first time that you cite a source, the note should include publishing information for that work, as well as the page number on which the specific quotation or summary may be found.

After your first reference to a particular work, from the 2nd reference on, the footnote may be reduced to *short form.*


**FYI:** When you have 2 consecutive notes from the same source, you may use “Ibid” and the page number. *Ibid* is a Latin word meaning “from the same book, chapter or place.”


**EXAMPLE OF HOW TO USE “IBID” FOOTNOTES**

Using Longer Quotations/Blocked Quotations

When quoting an extended passage from a source, students should consider using block quotations.

Most style guides say that the writer has significant discretion in choosing whether or not to use block quotes. ASM advises students to follow the 2003 Chicago Manual of Style, which recommends that quotes of “a hundred words or more--or at least eight lines--are set off as a block quotation”.

**ASM students should follow these guidelines for extended, blocked quotes:**

*Do not include quotation marks with block quotes. Finish the sentence which introduces the longer quotation with a colon.*

An extra line space should immediately **precede and follow** a blocked quotation.

**Block quotations should be single-spaced**, as opposed to the double spacing in the rest of your assignment.

**Blocked quotations should be indented .5 inches from the left and right margins.**

**Place the raised number to indicate a footnote as normal.**

**EXAMPLE**

In a letter home, Private Benjamin lamented his assignment to the U.S. Army Signal Corps instead of the infantry, writing:

> Words cannot describe the disappointment I feel now that I know I won’t be going to war. It was my fervent hope that I should see action in Europe. Now, I will be making propaganda videos and instructional films. I know my background is in film making, but I wanted to see blood. No, just kidding. I’m really just filling space so students can learn about block quotes. How many lines is this? Let’s go ahead and make it eight lines, so it’s really clear that this is a passage that needs to have blocking. That means I just have to write a little longer. I wonder what’s for lunch in the cafeteria. Is today Thursday? Hopefully we have truffle pasta. Anyway, use block quotations, citizens.4

Later, members of the Signal Corps thanked their good fortune. Soon, the young men they had undergone basic training with were dying in places with names like Iwo Jima, Cherbourg, and Opera. All told, 63 members of Private Benjamin’s class were killed.
Using Foreign Language Sources in your IB Research Projects

The language of instruction at ASM is English. Other than the IB French, IB Italian, and IB Spanish Internal Assessments and Extended Essays, all research assignments must be done in English. However, international students doing research often find sources in their native languages or in a second language which prove crucial for their investigation. In these cases, students must translate the source into English, and add a notation to their Chicago citation.

The Chicago Manual of Style does not have a specific method for indicating a source has been translated. However, for the sake of consistency and clarity, ASM instructs IB students to document a translated work using the following method:

For example, if a student finds a useful quote in a Korean journal, they may simply translate into English the relevant text and provide a footnote in the normal manner.

Writing in the Korean Historical Quarterly, Ho Sung Cho writes “...Macarthur’s resignation proved to be a decisive moment in the Korean civil war.”

However, after the Chicago style footnote, IB students should add (English translation by candidate) in parentheses and italics.

Writing in the Korean Historical Quarterly, Ho Sung Cho writes “...Macarthur’s resignation proved to be a decisive moment in the Korean civil war.”

Citing images using *Chicago Manual of Style* citations

You must cite each image you use in a research project, whether a painting, cartoon, photo, map, figure, table, graph, drawing, portrait, etc. This is especially important for the IB Extended Essay and Internal Assessment.

**Cite the images this way:**
*Position tables and figures after the paragraph in which they are described.*
*In the text of your project, you should refer to your images as “figures”. The first time you need to refer to any type of image, write “in figure 1”, or, “as shown in figure 1”, etc. Each successive image is numbered in the order it appears (figure 1, figure 2, etc.), and should NOT correspond with the numbers of your footnotes.*
*Every image should have a figure number, followed by a colon, and a short and descriptive title flush left on the line above image.*
*Follow the title of the figure with a standard Chicago superscript footnote indicator, as you would the next referenced source.*
*Cite the source of the image information with a standard Chicago citation in the footer.*

**EXAMPLE**

If you wanted to cite the image on the last page of this guide, you would mention the image appropriately in the text:

The popular “Machine Code” meme in Figure 3 has been reproduced thousands of times, including in one high school’s language manual.

You would then have the image placed immediately at the end of the paragraph with the following at the top of the image, with a Chicago footnote.

Figure 3: Machine Code Meme⁶

Then, at the bottom of the page in the footer, give a Chicago style citation using the proper format for the particular source of the image. For images, the most common source would be the internet:

All together, the formatting for images would look like this:

The use of memes by students has become common in recent years. The popular “Machine Code” meme in Figure 3 has been reproduced thousands of times, including in one high school’s language manual. This is similar to the use of political cartoons by teachers in previous years, in that each generation seems to have an imagery which proves confusing to the other.

Figure 3: Machine Code Meme

Since memes prove confusing to older readers, and the genre is particular to the 21st century, teaching analysis is new. However, the skill of translating and interpreting memes can be taught in the same manner of analyzing political cartoons.


*ASM emphasizes good digital citizenship. In the case of using and manipulating images from the internet, that means giving credit to the artist or originator of the image EVERY TIME. As in the example above, the original artist might not be available as images are often modified and then passed along using Flickr, Facebook, Twitter, etc. However, students should provide the information where they received the image and cite the source using the Chicago method for that media.
Does the *Chicago Manual of Style* require a bibliography?

In *Chicago Manual of Style* citations, you may not need a Bibliography. Please read the guidelines below to determine if you need a Bibliography.

You need a Bibliography if:

You consulted works in the research process that you did not cite **directly** in your assignment. If this is the case, then for all of your footnote citations, you may omit the “first time” footnote entry and use the *short form* of the footnote entry since the full scale citation will appear at the end of your assignment in a Bibliography.

You do **NOT** need a bibliography if:

All of the works you consulted in the research process will appear as citations in your assignment. In this case, you will use the “first time” footnote entry the first time you consult a particular source, and then the *short form* each time after, as instructed earlier. In this case, there is no need for a Bibliography because the complete citation exists in your assignment for each consulted work.

**IMPORTANT:** Most IB papers mandate a bibliography, even if the *Chicago Manual of Style* does not require one.
Sample *Chicago Manual of Style* Bibliography

The title, “Bibliography,” is centered in 12 pt. font 1 inch from top.

Indent:: Begin each entry at the left margin and indent each additional line by 5

Line Spacing: Single-space each entry and double space between each entry.

Entries are alphabetical by the last name of the author.


Discuss: Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.

Examine: Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.

Justify: Give valid reasons or evidence to support an answer or conclusion.

Assess: With respect to a given claim or statement, determine the value, significance, or extent to which it is defensible.

Compare and Contrast: Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.

Explain: Give a detailed account including reasons or causes.

Explore: Undertake a systematic process of discovery.

To what extent: Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound arguments.
CORNELL NOTES

As part of the ASM writing protocol, your instructors will expect you to be able to take notes using the Cornell method. The purpose of Cornell Notes is to help you be systematic and thorough in your note taking. It also helps you reflect upon what you have read or researched when you write the summary. The summary also helps you to learn how to write a synopsis of the main points concisely. This is a valuable IB skill.

To use the Cornell method, you divide your notebook paper or word processing screen as shown. Take outline notes, a spider graph, or whatever note taking method you prefer on the main center-right area. At left, keep a list of crucial terms, names or vocabulary you need help with. Later, when you are done with the chapter or topic you have researched, write a one paragraph summary putting the main points or most important information in your own words. Deciding what to keep in your notes, constructing a separate list of important terms and condensing the information in a summary is highly effective for improving your writing!

<table>
<thead>
<tr>
<th>Important Terms:</th>
<th>TOPIC: ________________________________</th>
</tr>
</thead>
</table>

Summary
EXPECTATIONS

In Grade 6, students will begin developing the following skills, with an expectation of mastery by Grade 11.

• REMEMBER, YOUR TEACHER EXPECTS YOU TO...
• understand command terms
• research using the ASM Research Method
• utilize Cornell Notes
• make a plan for your essays
• construct effective thesis statements
• use effective transitions
• use Chicago style citations
• proofread and submit work to turnitin.com
• format your papers to IB specifications, including length and time constraints