Mulwaree High School

Academic Support Handbook

MULWAREE

NSW GOVERNMENT | Education Public Schools

INTRODUCTION

This academic support handbook has been designed to give students and parents/caregivers practical support with literacy and numeracy of all kinds across different subject areas at a high school level. It also provides an introduction to some of the whole-school initiatives that are in place at Mulwaree High School such as the use of S.E.A.L and A.L.A.R.M.

The first part of the handbook contains general writing tips – how to plan, draft, proofread and edit writing - to improve the clarity, cohesion and sophistication of text composition. The second part contains general numeracy information. The final part of the handbook provides explanations, planning sheets and writing scaffolds for a range of text-types that are used across Key Learning Areas.

CONTENTS

The Writing Process

Pre-writing

a) Make sure you understand the purpose of the task.
b) Brainstorm what you know and what you need to know.
c) Gather information you need. Keep a record of the references you have used as you go.
d) Plan your ideas, layout and structure.
e) Take notes by using a mind map or graphic organiser (see next page for examples).

Drafting

a) Decide on a writing template to use (your teacher may have provided you with one).
b) Follow the structure of the template.
c) Write down your ideas in note form.
d) Transfer your notes into sentences.
e) If you are constructing paragraphs make sure you have followed the structure of a paragraph (see page on SEAL).
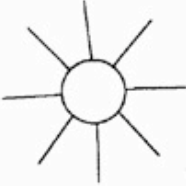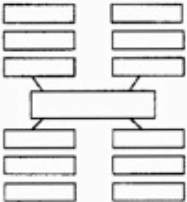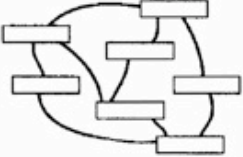
Editing and proof-reading your work
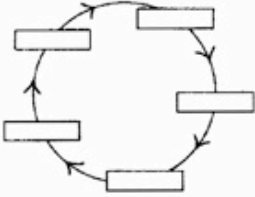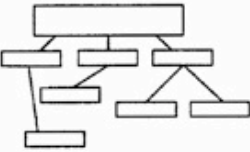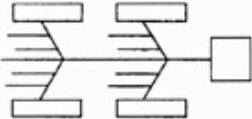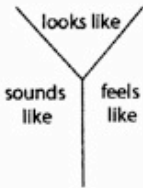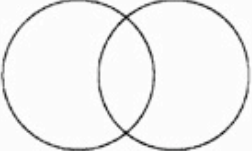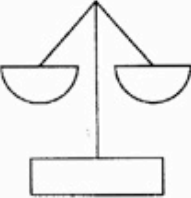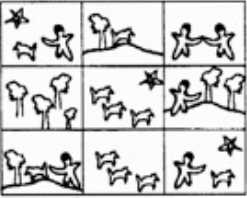
a) Read your writing. Does it make sense?
b) Have you used formal language when constructing your ideas?
c) Have you checked for mistakes such as punctuation, grammar and spelling?
d) Have you followed the structure of the text type?
e) Have you used the correct tense (e.g. past, present or future) throughout your writing?
f) Have you asked someone else to check your work?
g) Has your teacher checked your draft?
h) Do you need to add more?
i) Are you ready to write your final copy?

Publishing

a) Write your final/good copy.
b) Is this your best work?
c) It is presented well?
d) Have you included references/glossary and diagrams if needed?

EXAMPLE MIND MAPS AND GRAPHIC ORGANISERS

Making Thinking Visual with Graphic Organisers

KEY PURPOSE OF THE ORGANISER	SAMPLE GRAPHIC ORGANISERS		
Recalling, grouping, classifying, summarising ideas	Spider diagram	Affinity/cluster web	Concept map
Sequencing events, ordering ideas	Cycle circle	Flow chart	Twister
Showing causal links (cause and effect)	Futures wheel	Bridge	Fishbone
Deeper analysis— dissecting an idea into specific components and exploring different attributes	Y chart (looks like, sounds like, feels like)	T chart (Is / Isn't)	Venn diagram
Planning and decision making or reviewing	Scales	Comic strip	ECG graph

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MHS WRITING STRATEGIES – SEAL AND ALARM

To assist in improving the writing skills of all students, our school uses a common guide to paragraphing to ensure quality outcomes. This guide is called S.E.A.L.

WHAT'S IN A PARAGRAPH?

	What
S	**Write a** STATEMENT / TOPIC SENTENCE (this is what the paragraph is about)
E	EXPLAIN / ELABORATE on your first sentence
A/E	ANALYSE and support your information with EXAMPLES or EVIDENCE
L	LINK your writing back to the question or the next paragraph

To assist in planning ideas and developing a response, our school implements Max Wood's A.L.A.R.M model (A Learning And Responding Matrix). This can be used to build notes on each important point. It can also be used to organise the information needed to construct a quality paragraph.

A Basic Introduction to the A.L.A.RM Concept for Beginners

	Question instructions	**Plan your response**
What?	**Name and define**	
	Describe	
Why?	**Explain Significance**	
How?	**Analyse**	
How Well?	**Critically analyse**	
	Evaluate	
To What Extent?	**Critically evaluate**	

ASSESSMENT TASK NOTIFICATIONS

At Mulwaree High School, students will receive a formal assessment task notification sheet. This will include information such as the due date of the task, task instructions and a marking criteria (see blank sample attached).

ASSESSMENT TASK TIPS

Before you begin your assessment task, it is important that you start early to avoid rushing, prepare properly and develop a plan by following these steps.

Understand the task instructions
If you are unsure what is being asked of you then clarify the question with your teacher so you do understand. It's important to have a clear understanding before you start planning and preparing your work.

Brainstorm the topic
- How much do you already know about the topic?
- Get all your thoughts and ideas down on paper (at this stage they don't have to be in logical order).

Research the topic
- What do you need to find out?
- What research do I need to do to develop my knowledge of the topic?
- Where will you get the most relevant and up-to-date information for your research?
- Look up the definitions of key words or words that are unfamiliar to you to help you understand the topic.
- A graphic organiser is a great way to record your research (see page 3).

Plan your assignment
- Use a template to plan how you will structure your response. A template or scaffold may have been provided with your assessment task notification sheet.
- Organise your information, thoughts and ideas into a logical order that can be easily understood. It should be clear, simple and easy to follow.
- Make sure you do not leave any key factors out, go over your notes.
- Check your plan to make sure you are on task. Refer to the question. Have you included information that answers the question or have you gone off topic?
- Do you have the resources available to complete the assessment task? You may need to negotiate computer and/or printing access at school if this access is not available at home. It is important that you consult with your teacher early to arrange this.

Time management

- Be mindful of the due date of your assessment task and other tasks that you may have. Use a diary or calendar to ensure that you have produced a quality task on time.
- Regularly save your work. Consider using an USB or external hard drive. This will ensure you have a back-up if your computer breaks down (Google Docs will save your work automatically).

ORAL PRESENTATIONS

Here are some hints for preparing for your oral presentation:

- First, clearly define your **purpose**, taking your target audience into account.
- Once you have decided your purpose, do your **research.**
- Plan the **organisation** of your material – have an introduction, a body and a conclusion.

  - **Introduction**. Think of a way to grab your audience's attention. Some useful openings are: a surprising or controversial statement; a quotation; some interesting statistics; a question. Plan this section carefully, and show how it links up with the rest of your talk.
  - **Body**. Put your ideas into logical order. Write notes using headings or sub-headings. For each point that you make be sure to develop it further. Remember to use linking words (such as now, as a result, secondly, in addition, however, so, etc.) to connect your ideas back to your original point.
  - **Conclusion**. This is very important because it is your last chance to make an impact on your audience. It is the place that you tie your conclusion back to your introduction to provide a powerful ending. When you tie in your conclusion be sure to summarise your main points, but don't introduce new material or fade out or stop abruptly.

- You need to know your material, and then you should be able to talk about it. This means you shouldn't memorise your presentation, but be prepared to talk about your topic.

- Select relevant visual and audio materials such as overheads, pictures, maps, diagrams, or audio or DVD recordings to illustrate the points you are making. Make clear the connections between these items and your presentation. These should smoothly integrate into your presentation and not cause delays and interruptions.

- Remember some nervousness ensures a flow of adrenalin and helps you to give a good speech. Thorough preparation will give you confidence. The more you speak and the more you practice the less nervous you will feel.

- Check carefully your speech is not too long, as you may lose marks. Read through your speech and time yourself.

Delivering your talk

a) **Speak clearly** and slowly so that all of your audience can hear.
b) Vary the loudness (**voice projection**) and **speed** (pace) of your delivery to prevent a monotonous presentation.
c) Establish good **eye contact** with listeners to keep them personally involved.
d) Use posture, gestures and facial expressions to **emphasise** what you are saying.
e) **Refer to notes** on palm cards but <u>do not read</u> your speech/presentation.

DIGITAL SLIDE PRESENTATIONS (eg: PowerPoint)

Some assessment items may require you to prepare a visual presentation to support your oral presentation.

The main design rule here is to **keep it simple.**

- Use a consistent design on each slide to link the presentation together.
- Keep pages uncluttered.
- Use a font size of 12 point and above.
- Select font styles that are formal.
- Limit the words on each slide. Write only the main ideas, usually in dot points
- Avoid reading word for word from the slides.
- Use a variety of features only where appropriate to the content (font, pictures, sound).
- Avoid overusing special effects (animations).
- Reference all quotes and diagrams.

Mulwaree High School
Assessment Task Notification

Faculty:

Course:

Title:

Year:

Teacher(s):

Student Name: _____

Date of Notification:

Due Date:

Assessment Weighting:

This assessment task must be submitted to your class teacher no later than 3:15pm on the due date.

If you are unable to submit your task on time, you must:

1. Contact your teacher before the due date/time.
2. Get an Illness/Misadventure Form from the Head Teacher (Years 9-12 only).
3. Complete all paperwork and obtain a medical certificate as required.

This assessment task has been prepared by me in accordance with school assessment guidelines and the BOSTES - All My Own Work policy. I certify that this assessment task is all my own work.

_____   _____

Student Signature   Date

....

Receipt (Student to retain upon submission)

Received assessment task…

from _____   Date _____

Teacher: _____

ASSESSMENT TASK NOTIFICATION

OUTCOMES ASSESSED

TASK DESCRIPTION

TASK INSTRUCTIONS

SCAFFOLD - STEPS TO COMPLETION

MARKING CRITERIA

Student Name	
Course	
Task Number	

Criteria	Marks/Grade

PROBLEM SOLVING IN NUMERACY

Some students find transferring written language into numerical language very complex. The most critical first step is for you to develop an understanding of the language that is being used in the question, and then decide what the question is asking you to do.

- Identify what is specifically being asked in the question. "What do I need to find out?"

- Identify the information you do have. i.e. "What do I already know?" "Do I have a diagram to help me?"

- Underline key words that tell you what method, operation or formula you have to use to calculate the answer.

- In many cases drawing a diagram helps you to visualise the problem and bring all given knowledge together. Label the diagram with the information you have been given.

- If you have been given a diagram but the information is not labelled on the diagram then do so using the information given in the question.

- Identify the steps required to solve the problem.

- Make sure your working out is clearly set out and calculations are accurate in each step.

- Check your work. Get a friend, parent or teacher to go over your calculations.

- Make sure your work is neat and is easy to read.

GLOSSARY OF NUMERICAL TERMS

Addition: The process of adding two or more numbers. The opposite of subtraction. Children are taught a number of mental and written strategies for addition.

Angles:

- Acute: less than 90^0
- Obtuse: greater than 90^0
- Right: 90^0
- Complementary: angles whose sum is 90^0
- Supplementary: either of two angles whose sum is 180^0

Average: (see Mean)

Capacity: The amount that a container can hold.

Circle: Words associated with circles: arc, centre, circumference, diameter, quadrant, radius, sector, semi-circle.

Column graph: A graph that uses separated vertical columns or horizontal bars to represent data.

Denominator: The lower number of a fraction that represents the number of equal fractional parts a whole has been divided into.

Divided bar graph: A graph that uses a single bar divided proportionally into sections to represent the parts of a total.

Rent	Clothing	Food	Fares	Enter-tainment	Savings

Divided Bar Graph of Weekly Expenditure

Division: The process of dividing one number by another. The opposite of multiplication. Children are taught a number of mental and written strategies for division.

Face: Each of the surfaces of a solid.

Improper fraction: A fraction in which the numerator is greater than the denominator.

Inverse operation: The operation that reverses the effect of the original operation. Addition and subtraction are inverse operations; multiplication and division are inverse operations.

Line graph: A graph in which information is represented through plotting and joining points with a line or line segments. Meaning can be attached to the points between the plotted points e.g. temperature and population trends may be represented using line graphs.

Mean (or Average): The total of a set of scores divided by the number of scores e.g. for the scores 4, 5, 6, 6, 9, 12, the mean is $\frac{4+5+6+6+9+12}{} = 7$

Mixed numeral: A number that consists of a whole number part and a fractional part e.g. $2\frac{1}{2}$.

Multiplication: The process of multiplying one number by another. The opposite of division. Children are taught a number of mental and written strategies for multiplication.

Numerator: The upper number of a fraction that represents the number of equal fractional parts.

Outlier: A score that lies well outside most of the other scores in a set of data e.g. 25 is an outlier in the set of scores 1, 2, 4, 4, 6, 7, 25.

Perimeter: The distance around the boundary of a two-dimensional shape.

Prism: A solid comprising two congruent parallel faces ('bases') and the ('lateral') faces that connect them.

The lateral faces are parallelograms. If they are all right-angled (i.e. rectangles) the prism is a 'right prism'; if they are not all right-angled then the prism is an 'oblique prism'.

Right rectangular prism   Oblique rectangular prism   Right triangular prism
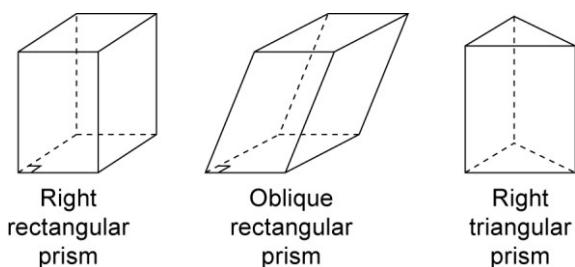
Pythagoras' theorem: The square of the hypotenuse *(a)* of a right-angled triangle is equal to the sum of the squares on the other two sides *(b, c)*: $a^2 = b^2 + c^2$. The hypotenuse is the longest side of a right-angled triangle.

Quantitative data: Data that can be counted (discrete data) or measured (continuous data) e.g. the number of students enrolled in a school (discrete); the heights in centimetres of the students in a class (continuous).

Quotient: The result of division. In the calculation 10 ÷ 5 = 2, the quotient is 2.

Range: The difference between the highest and lowest scores in a set of scores e.g. for the scores 5, 7, 8, 9, 10, 11, the range is 11 − 5 = 6.

Similar: Used in reference to two geometric figures containing the same angles and having the same shape or proportions, though of different sizes.
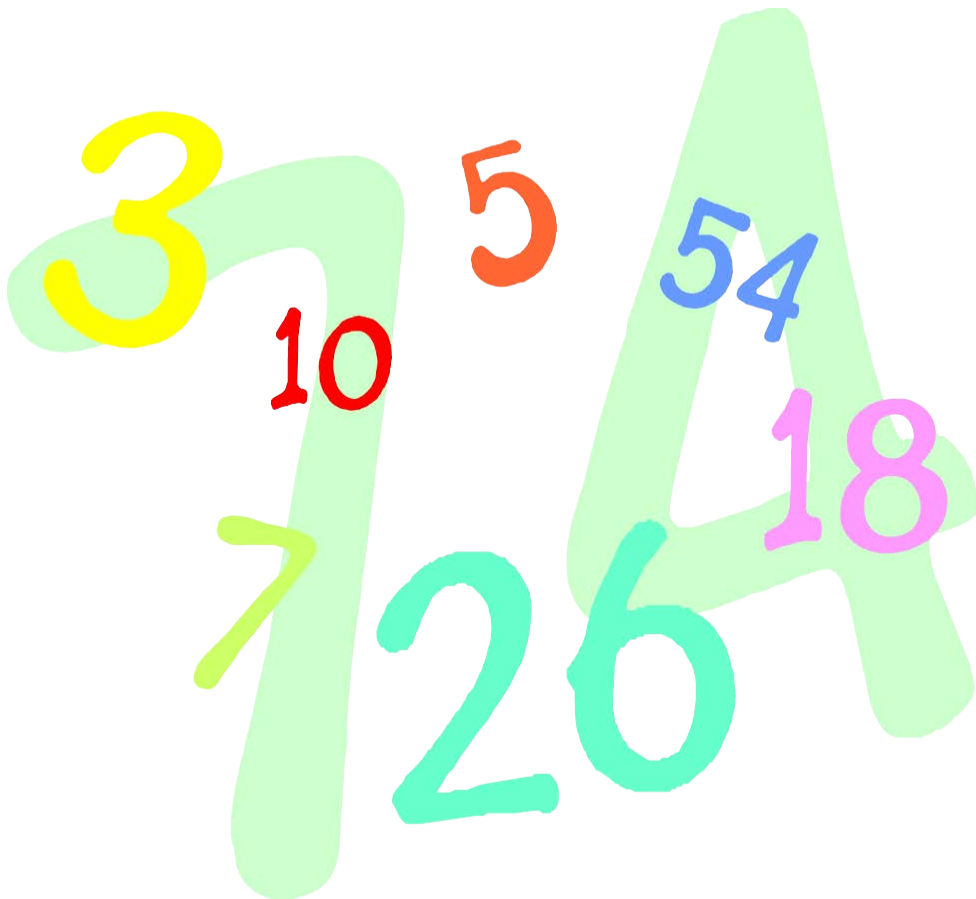
Subtraction: The process of taking one number away from another. The opposite of addition. Children are taught a number of mental and written strategies for subtraction.

Symmetry: The exact correspondence, in relative position, size and shape of the parts of something with respect to a central point or one or more dividing lines or planes. Can be applied geometrically or to an expression or function.

Variable: A quantity or number that may vary depending on its defining factors.

Venn diagram: A group of circles, representing logical sets that intersect where the sets have elements in common.

Volume: The amount of space occupied by an object or substance.

WRITING TEMPLATES

NARRATIVE

When do I use it?

To tell a story, to provide entertainment, or make an audience think about an issue, teach the reader a lesson or excite their emotions.

Novels, short stories, diaries, biographies, some songs, dramatic monologues, plays, narrative films and poems can all use this format.

SCAFFOLD

- **Orientation**

Tell the audience who is in the story, when it is happening, where it is happening and what is going on.

- **Complication**

This is the part of the story where something happens, usually a problem for the main character, which triggers a chain of events.

- **Series of events**

This tells how the characters react to the complication; rising tension occurs, leading to a climax (high point/major drama). It includes their feelings and what they do. The events can be told in chronological order (the order in which they happen) or with flashbacks

- **Resolution**

The complication is sorted out or the problem is solved.

- **Coda**

The narrator includes a coda (an additional section) if there is a moral or message to be learned from the story.

NARRATIVE TEMPLATE

Brainstorming

Title Name of the story	
Orientation Who or what is involved. When and where the story is set.	
Complication (problem) The usual life of characters is interrupted, which adds tension and makes the story interesting.	
Series of events Events that occur because of the complication. Rising tension leading to a climax (high point/major drama).	
Resolution	
Coda (optional)	

RECOUNT

Types of recounts:

A **personal recount** is where the author is recounting an experience that they were involved in directly.

A **factual recount** can be used to retell a particular incident or event, such as an accident or newspaper report.

An **imaginative recount** is the retell of an imaginary event through the eyes of a fiction character, such as, the day in the life of Shrek.

Setting
- Who?
- Where?
- When?
- Why?

Events in the Time order (first to last)
- First
- Second
- Third

Concluding statement or ending

RECOUNT TEMPLATE

TOPIC:

SETTING: WHO? WHERE? WHEN? WHAT? WHY?

EVENTS IN TIME ORDER
Event 1
Event 2
Event 3
Event 4

CONCLUDING STATEMENT OR ENDING

PROCEDURE

When do I use it?

To provide instructions for making something, doing something or getting somewhere.

Recipes, directions, instruction manuals use this format.

SCAFFOLD

- **Introductory statement giving the aim or goal**

    - This may include the title of the text.
    - This may be an introductory paragraph.

- **Materials needed for completing the procedure**

    - This may be a list.
    - This may be a paragraph.
    - This may be left out of some procedures.

- **A sequence of steps in the correct order**

    - Numbers can be used to show first, second, third and so on.
    - The order is usually important.
    - Words such as now, next, and after can be used.
    - The steps usually begin with a command verb such as stir, add or drill.

- **Evaluation**

    - Was your aim achieved?

Scaffolding through story and drama

- Internalise
- Transfer
- Explore issues
- Think from within the story
- Re-tell or act out (activity cycle)
- Facilitate initial comprehension
- Engage with the story
- Make vocabulary memorable
- Arouse interest, attention and curiosity
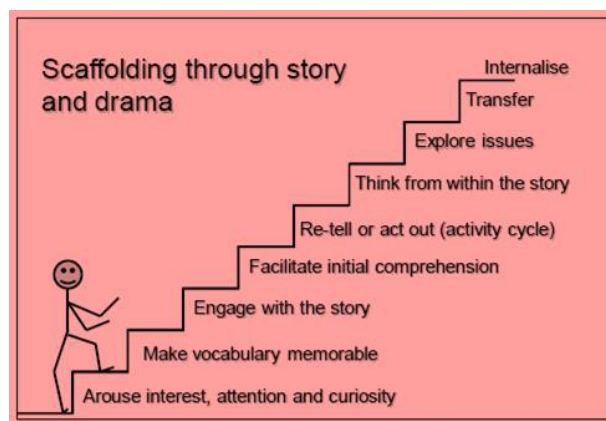
PROCEDURAL TEMPLATE

1. Introduction • Aim as either a title or paragraph.	21

• **Materials needed**
 	
   • May be a list.
   • May be a paragraph.	

• **A sequence of steps in the correct order**
 	
   • Numbers can be used.
   • Words such as now, next and after can be used.
   • Steps usually begin with an imperative (command words) such as stir, add or drill.	

4. Evaluation – Optional Was your aim achieved?	

INFORMATION REPORT

When do I use it?

- To present information about a subject.

- To classify and /or describe using facts about the subject's parts, behaviour and qualities.

- Reference articles, research assignments, lectures use this format.

SCAFFOLD

- **A general opening statement in the first paragraph**

  - This statement tells the audience what the text is going to be about.
  - This can include a short description of the subject.
  - This can include a definition of the subject.

- **A series of paragraphs about the subject**

  - Each paragraph starts with a topic sentence.
  - The topic sentence at the beginning of each paragraph previews the information contained in the rest of the paragraph.
  - Each paragraph should give information about one feature of the subject.
  - These paragraphs may include technical language.

- **A concluding paragraph**

  - This paragraph signals the end of the text.
  - It can summarise the report.

INFORMATION REPORT TEMPLATE

1 Introduction • What the text is going to be about. • A short description of the subject. • Can include a definition.	
2 Body of the report • Each paragraph begins with a topic sentence which previews the information in the rest of the paragraph. • Sentences after give more details. • Each paragraph should give information about one feature of the subject. • May include technical language.	
3. Repeat the same steps as 2.	
4. Repeat the same steps as 2.	
5. A concluding paragraph Summarise the report.	

SCIENTIFIC REPORT

Experiment Report Format

1.   **<u>Title</u>**
The title should be short and indicative of the exact topic of the experiment. It should be underlined.

2.   **<u>Aim</u>**
This should include a statement defining the purpose of the experiment. The aim should always start with "To . . . ."

3.   **<u>Hypothesis</u>**
This should include a single statement of an idea about the solution to a problem, based on knowledge and research. For example:
"Bean seeds do not need light during germination."

4.   **<u>Equipment/Materials</u>**
This is a list of the equipment that you chose to use for the experiment.

5.   **<u>Method</u>**
   - Steps (numbers or bullets) needed to complete the experiment.
   - It should be written in the **past tense** if it is a record of what **has been done.**
   - **Passive** voice e.g. "The circuit was set up" rather than "I set up the circuit".
   - A labelled **diagram** drawn with pencil and ruler if applicable.
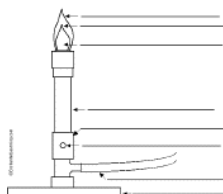
6.   **<u>Results</u>**
   The purpose of this section is to:

   - Organise all the data collected during experimentation so the reader can understand how you reached a conclusion. This includes the presentation of data.
   - State the results of the experiment.

7.   **<u>Conclusion</u>**
   - The conclusion summarises, in a brief, concise statement, what you have discovered based on your experimental results.
   - The conclusion answers the aim.

SCIENTIFIC REPORT EXAMPLE

SEPARATING A MIXTURE

Aim: To use the difference in solubility to separate a mixture of sand and copper sulphate.

Hypothesis: Sand will be caught in the filter paper.

Materials:
 - safety glasses
 - retort stand
 - ring clamp
 - filter paper
 - 2 x 250mL beakers
 - bench mat
 - 100g sand and copper sulphate mixture
 - 150mL distilled water
 - electric balance
 - stirring rod
 - measuring cylinder

Method:
1) The apparatus was set up as shown in the diagram.
2) The filter paper was folded and placed in the filter funnel.
3) The copper sulphate and sand mixture (100g) was carefully measured and added to the beaker.
4) The distilled water (150mL) was added to the beaker and the mixture stirred until the copper sulphate dissolved.
5) The mixture was slowly poured into the filter funnel, being careful that the funnel was not filled past half-way.
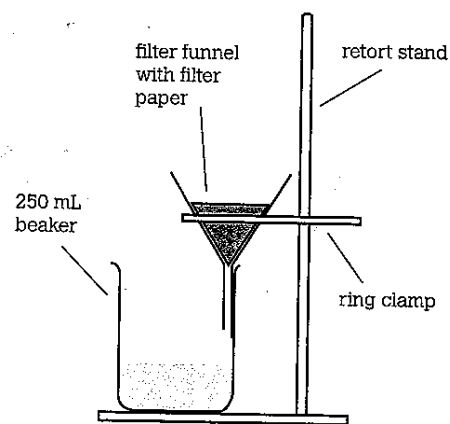
Results: The sand remained behind in the filter paper and the blue solution of copper sulphate passed through into the beaker.

Conclusion: Sand is insoluble and copper sulphate is soluble. A mixture of these substances can be separated by filtration once the copper sulphate has been dissolved by adding water to the mixture.

HOW TO WRITE A REVIEW

1. A review is a description of a live performance, an art show, community event or an evaluation of a TV show, movie you have watched, a computer game you have played, a website or a book you have read.

2. Reviews are helpful because they inform the reader about the movie or book they may be interested in.

3. Often a review will influence people by telling them a little bit about the story WITHOUT telling them everything. (You must NEVER give away the ending).

4. While it is important to tell the storyline, do so briefly!

5. Choose the main events which take place – NOT every detail.

6. Use DESCRIPTIVE words to describe the movie or book (interesting, boring, adventurous, exciting, confusing, thrilling etc.).

7. Your opinion – Why did you like/dislike it?

8. What was your favourite part? And why?

9. If you could change something what would it be and why?

10. Did you like the character/s?

11. Your recommendation: Would you recommend seeing the movie or reading the book? Who would you recommend see it/read it?

12. Would it be of particular interest to a specific group of people? (Explain: I would recommend this movie to all Australians because it deals with issues which are central to the heart of all of us).

13. What type of language does it use? Does it use technical language, complex language or colloquial (everyday) language? By discussing the level of language used it will help the viewers or readers decide whether they will be able to understand and enjoy the movie/book.

BOOK REVIEW SCAFFOLD

Title:	
Author:	
Illustrator: (if applicable)	
Lead Character/s?	
What is the storyline or plot?	
Did you like this novel	Yes/No
Why? • Your opinion – Why did you like/dislike it? • What was your favourite part and why? • If you could change something what would it be and why? • Did you like the character/s? • What is your recommendation?	
List at least 5 adjectives you would use to describe this text:	
• What type of language does it use? • Does it use technical language, complex language or colloquial (everyday) language? • Does the level of language make it easy or difficult for the reader to follow?	

EXPLANATION

When do I use it?

This is used to explain a process set out in stages, rather than describing a "thing". For instance **how** things work, and **how or why** things have come to be the way they are.

Examples are: Memos, Rules (i.e. playing a game), timetables (i.e. bus or train), explanations (how an email works or how a tap works), affidavits, complaints and policy statements

SCAFFOLD

Classification and/or generalisation
This might be the heading, a definition of the subject area or maybe in the form of a question beginning with how or why.

Description
This consists of statements or paragraphs that describe the how or the why. It is sequenced in a specific way that describes the process. It demonstrates the link between the cause and effect.

Pictures or diagrams maybe used.

Concluding/Summarising
This is a paragraph or statement that summarises what has been discussed in the description that ties all of the information together. This may include an impersonal and evaluative comment about the process.

Language Features
- Nouns and pronouns are used to describe a participant in the process.
- Timeless present tense, e.g. are, have, exists, and grows.
- Action verbs e.g. run, hunts, erupts, breaks, flows, and changes.
- Adjectives that are factual and precise such as, "5.6 megabytes", sandy coloured.
- Linking words and phrases expressing sequence (after..; then…; next…; finally)
- Technical terms and subject specific words should be used where possible.
- Written in passive voice (e.g. is made. is placed). Using first-person pronouns are not appropriate. The writer's opinions are not generally appropriate.

EXPLANATION TEMPLATE

Write your information in each section

Title:	
Introduction: *general statement about the topic.* Definition or a question. A brief description.	

Explanation: *series of statements written in sequential order to explain.*
 	
How something works.
   • What it is used for?
   • What each part does?
   • How the parts work together?
   • How to use it?
 	
OR
 	
Why something happens.
   • How and why it starts
   • What happens next, why?
   • What happens after that, why?
   • What happens finally, why?	

Conclusion: summary or comment A summary or recommendation. A general comment about use or history.	

# EXPOSITIONS - PRESENT ONE SIDE OF AN ARGUMENT

Purpose:

The purpose of an exposition is to persuade an audience by presenting one side of an issue.

Structure:

- **Thesis –** presents the writer's position on an issue and previews the arguments that will be used to persuade the audience.

- **Arguments –** a series of arguments is presented to the audience.

- **Reinforcement –** the thesis is reinforced with different wording from that used in the thesis. The position is restated and the arguments are summed up.

Language Features:

- **Modality** (words that show the speaker's or author's attitude).

- Words that show **cause and effect**.

- **Nominalisation** (to change a part of speech into a **noun**).

- **Complex sentences.**

- **Emotive** words to persuade the reader.
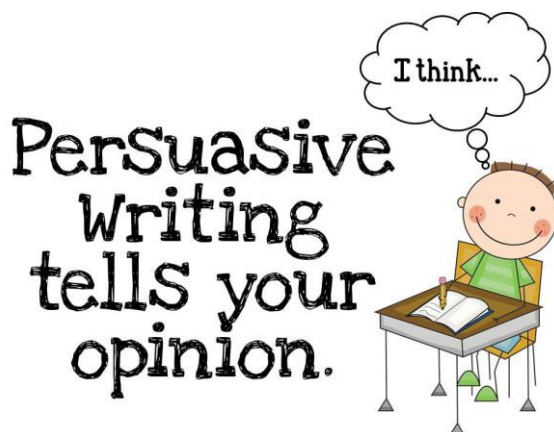
EXPOSITION ESSAY PLANNER

1	**INTRODUCTION** tell the reader what to expect, introduce the argument	
2	**ARGUMENT** topic sentence	**EVIDENCE/EXAMPLES** to support your ideas
3	**ARGUMENT** topic sentence	**EVIDENCE/EXAMPLES** to support your ideas
4	**ARGUMENT** topic sentence	**EVIDENCE/EXAMPLES** to support your ideas
5	**ARGUMENT** topic sentence	**EVIDENCE/EXAMPLES** to support your ideas
6	**CONCLUSION** restate your argument, make links back to topic	

CONSTRUCTING A BIBLIOGRAPHY

BOOKS

Last name, First initial. (Year published). Title. Edition. City published: Publisher, Page(s).

For example: Patterson, J. (2005). Maximum Ride. New York: Little Brown.

BOOKS WITH TWO OR MORE AUTHORS

Last name, First initial. and Last name, First initial. (Year published). Title. City: Publisher, Page(s).

For example: Desikan, S. and Ramesh, G. (2006). Software Testing. Bangalore: Dorling Kindersley, p.156.

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Last name, First initial. (Year Published). Article title. Journal, Volume (Issue), Page(s).

For example: Ross, N. (2015). On Truth Content and False Consciousness in Adorno's Aesthetic Theory. Philosophy Today, 59(2), pp. 269-290.

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Last name, First initial. (Year published). Article Title. Newspaper, Page(s).

For example: Weisman, J. (2015). Deal Reached on Fast-Track Authority for Obama on Trade Accord. The New York Times, p.1.

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Last name, First initial. (Year published). Article title. Publishing site, pages. Available at: url [accessed day, month, year].

For example: Harris, E. (2015). For Special-Needs Students, Custom Furniture out of Schoolhouse Scraps. New York Times, [online] p.A20. Available at http://go.galegroup.com [accessed 17 April, 2015].

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