**Hyphen**

1) Use a hyphen to join two or more words serving as a single adjective before a noun:

Examples: a oneway

street

chocolatecovered

peanuts

wellknown

author

However, when compound modifiers come after a noun, they are not hyphenated:

Examples: The peanuts were chocolate covered.

The author was well known.

2) Use a hyphen with compound numbers:

Examples: fortysix

sixtythree

Our muchloved

teacher was sixtythree

years old.

3) Use a hyphen to avoid confusion or an awkward combination of letters:

Examples: resign

a petition (vs. resign from a job)

semiindependent

(but semiconscious)

shelllike

(but childlike)

4) Use a hyphen with the prefixes ex(

meaning former), self,

all;

with the suffix elect;

between a prefix and

a capitalized word; and with figures or letters:

Examples: exhusband

antiAmerican

selfassured

Tshirt

midSeptember

preCivil

War

allinclusive

mid1980s

mayorelect

5) Use a hyphen to divide words at the end of a line if necessary, and make the break only between syllables:

Examples: preference

selling

individualist

6) For line breaks, divide already hyphenated words only at the hyphen:

Examples: massselfproduced

conscious

7) For line breaks in words ending in ing,

if a single final consonant in the root word is doubled before the suffix,

hyphenate between the consonants; otherwise, hyphenate at the suffix itself:

Examples: planning

running

driving

calling

8) Never put the first or last letter of a word at the end or beginning of a line, and don't put twoletter

suffixes

at the beginning of a new line:

Examples: lovely (Do not separate to leave ly beginning a new line.)

evaluate

(Separate only on either side of the u; do not leave the initial eat

the end of a line.)

**Dash**

When you type two hyphens together (--), most word processors automatically combine them

into a single dash. The dash (or emdash)

should be used for a specific reason, and not be overused in

academic writing.

1) Use a dash to take the place of the more formal colon, particularly when you want to emphasize a point:

Example: Students were asked to bring their own supplies—paper, pencils, and calculator.

2) Use a pair of dashes in place of parentheses when you want to place more emphasis on the content:

Example: The participants—two from group A and two from group B—tested negatively.

3) Use a dash at the beginning and end of a series separated by commas:

Example: The students—Jim, Marla, and Sara—were told they could leave.

4) Use a dash to mean namely, in other words, or that is before an explanation:

Example: The man—the one with his hand in the air—looks desperate.

5) Use a dash to indicate an abrupt break in thought:

Example: The professor was unwilling to change the due date—even for a candy bar!

6) If the sentence resumes after the break, use a second dash:

Examples: The professor was unwilling—even for a candy bar!—to change the due date.

After the professor made her statement—“I’ll extend the due date, but just this one time.” —we

applauded.

7) Use a dash to interrupt the main idea in a sentence to insert another, related, idea:

Example: The student—the one dressed in black, sitting in the corner—let out a cry.

The en dash is used between equal weighted words in a compound adjective. It is made by typing the first adjective,

followed by a space, a hyphen, another space, and the second adjective:

Examples: The Yankee – Red Sox rivalry

The New York – Beijing flight

Most often the en dash is used to express a range:

Examples: pages 10 – 23

100 – 300 participants

January – May 2009.

**Quotations**

“The primary function of quotation marks is to set off and represent exact language (either spoken or written)

that has come from somebody else. The quotation mark is also used to designate speech acts in fiction and

sometimes poetry. Since you will most often use them when working with outside sources, successful use of

quotation marks is a practical defense against accidental plagiarism and an excellent practice in academic

honesty.”2

A direct quotation is the inclusion of another person's exact words into your own writing. The following are

some general rules on the use of quotations as given in the Purdue Online Writing Lab (OWL) website:

1. Quotation marks always come in pairs. Do not open a quotation and fail to close it at the end of the quoted

material.

Example: Martha replied, “I will try to be there before noon.”

2. Capitalize the first letter of a direct quote when the quoted material is a complete sentence.

Example: Mr. Johnson, who was working in his field that morning, said, "The alien spaceship appeared

right before my own two eyes."

3. Do not use a capital letter when the quoted material is a fragment or only a piece of the original material's

complete sentence.

Example: Although Mr. Johnson has seen odd happenings on the farm, he stated that the spaceship

"certainly takes the cake" when it comes to unexplainable activity.

4. If a direct quotation is interrupted midsentence,

do not capitalize the second part of the quotation.

Example: "I didn't see an actual alien being," Mr. Johnson said, "but I sure wish I had."

5. In all the examples above, note how the period or comma punctuation always comes before the final quotation

mark. It is important to realize also that when you are using MLA or some other form of documentation,

this punctuation rule may change.

When quoting text with a spelling or grammar error, you should transcribe the error exactly in your own text.

However, also insert the term sic in italics directly after the mistake, and enclose it in brackets. Sic is from the

Latin, and translates to "thus," "so," or "just as that." The word tells the reader that your quote is an exact reproduction

of what you found, and the error is not your own.

Example: Mr. Johnson says of the experience, "it's made me reconsider the existence of extraterestials [sic]."

6. Quotations are most effective if you use them sparingly and keep them relatively short. Too many quotations

in a research paper will get you accused of not producing original thought or material.