**RESEARCH PAPER REFERENCE GUIDE**

**Helpful instructions to guide you through the process**



Contents

* What is a paragraph?
* Writing a Senior Level Essay (thesis and evidence/support)
* Transitions
* Graphic for Essay Organization
* Instructions for *In-text Citations* and Creating Your *Works Cited Pages* at the end of each essay, and finally the entire paper.
* Editing and Revising

What is a paragraph?

A paragraph is a collection of related sentences dealing with a single topic. To be as effective as possible, a paragraph should contain each of the following: **Unity, Coherence, a Topic Sentence,** and **Adequate Development.** As you will see, all of these traits overlap. Using and adapting them to your individual purposes will help you construct effective paragraphs.

1. Unity:

The entire paragraph should concern itself with a single focus. If it begins with a one focus or major point of discussion, it should not end with another or wander within different ideas.

2. Coherence:

Coherence is the trait that makes the paragraph easily understandable to a reader. You can help create coherence in your paragraphs by creating logical bridges and verbal bridges.

**Logical bridges:**

* The same idea of a topic is carried over from sentence to sentence
* Successive sentences can be constructed in parallel form

**Verbal bridges:**

* Key words can be repeated in several sentences
* Synonymous words can be repeated in several sentences
* Pronouns can refer to nouns in previous sentences
* Transition words can be used to link ideas from different sentences

3. A topic sentence:

A topic sentence is a sentence that indicates in a general way what idea or thesis the paragraph is going to deal with. Although not all paragraphs have clear-cut topic sentences, and despite the fact that topic sentences can occur anywhere in the paragraph (as the first sentence, the last sentence, or somewhere in the middle), an easy way to make sure your reader understands the topic of the paragraph is to put your topic sentence near the beginning of the paragraph. (This is a good general rule for less experienced writers, although it is not the only way to do it).

4. Adequate development

The topic (which is introduced by the topic sentence) should be discussed fully and adequately. Again, this varies from paragraph to paragraph, depending on the author's purpose, but writers should beware of paragraphs that only have two or three sentences. It's a pretty good bet that the paragraph is not fully developed if it is that short.

Some methods to make sure your paragraph is well-developed:

* Use examples and illustrations
* Cite data (facts, statistics, evidence, details, and others)
* Examine testimony (what other people say such as quotes and paraphrases)
* Use an anecdote or story
* Define terms in the paragraph
* Compare and contrast
* Evaluate causes and reasons
* Examine effects and consequences
* Analyze the topic
* Describe the topic
* Offer a chronology of an event (time segments)

Paragraphs are units of thought with one idea developed adequately. Listed here are some rules of thumb to use when paragraphing. As your writing improves, you'll be able to break these "rules" to meet your own needs. Until then, these suggestions can be helpful:

* Put only one main idea per paragraph.
* Aim for three to five or more sentences per paragraph.
* Include on each page about two handwritten or three typed paragraphs.
* Make your paragraphs proportional to your paper. Since paragraphs do less work in short papers, have short paragraphs for short papers and longer paragraphs for longer papers.
* If you have a few very short paragraphs, think about whether they are really parts of a larger paragraph--and can be combined--or whether you can add details to support each point and thus make each into a more fully developed paragraph.
* You can check on whether your paragraphs are balanced by looking at your paper.

# **Writing a Senior-Level Essay**

Thesis and Evidence/Support

***Writing a Thesis***

* A thesis is a statement expressing what you intend to prove in the course of your paper.
* The thesis should be controversial rather than informative.
* Include your opinion! Identify a topic from a prompt or a question you have and take a stand, pick a side and defend your position.
* It is easier to defend your own position than someone else’s.
* Your thesis and your supporting topic sentences should reflect your **voice and opinion**.
* *Then*, provide defense from your research to support **your** opinion. Use quotes or summarized examples from the research to prove **your** case.
* However, do *not* incorporate a first person narrative style.
* The topic of your thesis should be concise and limited to the space you intend to use.
* You must have THREE main supporting statements for your thesis – which will serve as your topic sentences for each of your paragraphs.
* You must have THREE supporting examples for each of your main points – the topic sentence of each paragraph – accompanied by explanations of how they support your point.

***What’s so significant about the number three?***

* + Why do we need three main points to support or back up the thesis?
  + Why do we need three pieces of evidence to reinforce our main points?
* Three is significant because it provides a pattern that you’ve identified in your examination of your topic.
* By stating only one example to support your point, you run the risk of over-generalizing.

***Example***

* My husband is a jerk and he is a man. Therefore, all men are jerks.
  + **OR**
* The *murderer* wore a size 11 shoe and *you* wear a size eleven shoe. Therefore, you are the murderer.
* This is extreme, but the point is still valid. One example is not concrete evidence. It wouldn’t work in a courtroom and it won’t work in your paper.
* These facts are key, however, when combined with other facts.

***Remember :***

* One supporting point is a *generalization*.
* Two supporting points could be a *coincidence*.
* Three supporting points reflect a *pattern*.

***What Careers require you to make a point, take a stand and back it up?***

* + **ALL OF THEM**
* This is a skill that you will use no matter which occupation you choose.
* In many cases, you will have to consider the opposing case and be prepared to refute that as well as to support your own position.
  + Doctor
  + Lawyer
  + Nurse
  + Business – all fields
  + Secretary
  + Teacher
  + Mechanic
  + Accountant
  + Musician
  + Artist
  + Entrepreneur
  + Engineer

***Every Career requires you to make decisions and provide logical rationale for them.***

# **TRANSITIONS**

from The Writing Center, University of North Carolina at Chapel Hill

Bottom of Form

In this crazy, mixed-up world of ours, transitions glue our ideas and our essays together. This handout will introduce you to some useful transitional expressions and help you employ them effectively.

## The function and importance of transitions

In both academic writing and professional writing, your goal is to convey information clearly and concisely, if not to convert the reader to your way of thinking. Transitions help you to achieve these goals by establishing logical connections between sentences, paragraphs, and sections of your papers. In other words, transitions tell readers what to do with the information you present to them. Whether single words, quick phrases or full sentences, they function as signs for readers that tell them how to think about, organize, and react to old and new ideas as they read through what you have written.

Transitions signal relationships between ideas such as: “Another example coming up—stay alert!” or “Here’s an exception to my previous statement” or “Although this idea appears to be true, here’s the real story.” Basically, transitions provide the reader with directions for how to piece together your ideas into a logically coherent argument. Transitions are not just verbal decorations that embellish your paper by making it sound or read better. They are words with particular meanings that tell the reader to think and react in a particular way to your ideas. In providing the reader with these important cues, transitions help readers understand the logic of how your ideas fit together.

## Signs that you might need to work on your transitions

How can you tell whether you need to work on your transitions? Here are some possible clues:

* Your instructor has written comments like “choppy,” “jumpy,” “abrupt,” “flow,” “need signposts,” or “how is this related?” on your papers.
* Your readers (instructors, friends, or classmates) tell you that they had trouble following your organization or train of thought.
* You tend to write the way you think—and your brain often jumps from one idea to another pretty quickly.
* You wrote your paper in several discrete “chunks” and then pasted them together.
* You are working on a group paper; the draft you are working on was created by pasting pieces of several people’s writing together.

## Organization

Since the clarity and effectiveness of your transitions will depend greatly on how well you have organized your paper, you may want to evaluate your paper’s organization before you work on transitions. In the margins of your draft, summarize in a word or short phrase what each paragraph is about or how it fits into your analysis as a whole. This exercise should help you to see the order of and connection between your ideas more clearly.

If after doing this exercise you find that you still have difficulty linking your ideas together in a coherent fashion, your problem may not be with transitions but with organization. For help in this area (and a more thorough explanation of the “reverse outlining” technique described in the previous paragraph), please see the Writing Center’s handout on [organization](http://writingcenter.unc.edu/handouts/reorganizing-drafts/).

## How transitions work

The organization of your written work includes two elements: (1) the order in which you have chosen to present the different parts of your discussion or argument, and (2) the relationships you construct between these parts. Transitions cannot substitute for good organization, but they can make your organization clearer and easier to follow. Take a look at the following example:

El Pais, a Latin American country, has a new democratic government after having been a dictatorship for many years. Assume that you want to argue that El Pais is not as democratic as the conventional view would have us believe. One way to effectively organize your argument would be to present the conventional view and then to provide the reader with your critical response to this view. So, in Paragraph A you would enumerate all the reasons that someone might consider El Pais highly democratic, while in Paragraph B you would refute these points. The transition that would establish the logical connection between these two key elements of your argument would indicate to the reader that the information in paragraph B contradicts the information in paragraph A. As a result, you might organize your argument, including the transition that links paragraph A with paragraph B, in the following manner:

**Paragraph A:** points that support the view that El Pais’s new government is very democratic.

**Transition:** Despite the previous arguments, there are many reasons to think that El Pais’s new government is not as democratic as typically believed.

**Paragraph B:** points that contradict the view that El Pais’s new government is very democratic.

In this case, the transition words “Despite the previous arguments,” suggest that the reader should not believe paragraph A and instead should consider the writer’s reasons for viewing El Pais’s democracy as suspect.

As the example suggests, transitions can help reinforce the underlying logic of your paper’s organization by providing the reader with essential information regarding the relationship between your ideas. In this way, transitions act as the glue that binds the components of your argument or discussion into a unified, coherent, and persuasive whole.

## Types of transitions

Now that you have a general idea of how to go about developing effective transitions in your writing, let us briefly discuss the types of transitions your writing will use.

The types of transitions available to you are as diverse as the circumstances in which you need to use them. A transition can be a single word, a phrase, a sentence, or an entire paragraph. In each case, it functions the same way: first, the transition either directly summarizes the content of a preceding sentence, paragraph, or section or implies such a summary (by reminding the reader of what has come before). Then it helps the reader anticipate or comprehend the new information that you wish to present.

1. **Transitions between sections**—particularly in longer works, it may be necessary to include transitional paragraphs that summarize for the reader the information just covered and specify the relevance of this information to the discussion in the following section.
2. **Transitions between paragraphs—**If you have done a good job of arranging paragraphs so that the content of one leads logically to the next, the transition will highlight a relationship that already exists by summarizing the previous paragraph and suggesting something of the content of the paragraph that follows. A transition between paragraphs can be a word or two (however, for example, similarly), a phrase, or a sentence. Transitions can be at the end of the first paragraph, at the beginning of the second paragraph, or in both places.
3. **Transitions within paragraphs**—As with transitions between sections and paragraphs, transitions within paragraphs act as cues by helping readers to anticipate what is coming before they read it. Within paragraphs, transitions tend to be single words or short phrases.

## Transitional expressions

Effectively constructing each transition often depends upon your ability to identify words or phrases that will indicate for the reader the kind of logical relationships you want to convey. The table below should make it easier for you to find these words or phrases. Whenever you have trouble finding a word, phrase, or sentence to serve as an effective transition, refer to the information in the table for assistance. Look in the left column of the table for the kind of logical relationship you are trying to express. Then look in the right column of the table for examples of words or phrases that express this logical relationship.

Keep in mind that each of these words or phrases may have a slightly different meaning. Consult a dictionary or writer’s handbook if you are unsure of the exact meaning of a word or phrase.

|  |  |
| --- | --- |
| **LOGICAL RELATIONSHIP** | **TRANSITIONAL EXPRESSION** |
| **Similarity** | also, in the same way, just as … so too, likewise, similarly |
| **Exception/Contrast** | but, however, in spite of, on the one hand … on the other hand, nevertheless, nonetheless, notwithstanding, in contrast, on the contrary, still, yet |
| **Sequence/Order** | first, second, third, … next, then, finally |
| **Time** | after, afterward, at last, before, currently, during, earlier, immediately, later, meanwhile, now, recently, simultaneously, subsequently, then |
| **Example** | for example, for instance, namely, specifically, to illustrate |
| **Emphasis** | even, indeed, in fact, of course, truly |
| **Place/Position** | above, adjacent, below, beyond, here, in front, in back, nearby, there |
| **Cause and Effect** | accordingly, consequently, hence, so, therefore, thus |
| **Additional Support or Evidence** | additionally, again, also, and, as well, besides, equally important, further, furthermore, in addition, moreover, then |
| **Conclusion/Summary** | finally, in a word, in brief, briefly, in conclusion, in the end, in the final analysis, on the whole, thus, to conclude, to summarize, in sum, to sum up, in summary |

[](http://college.unc.edu/)

The Writing Center, University of North Carolina at Chapel Hill

**GRAPHIC for ORGANIZATION of an ESSAY**

Begin with the “hook” which can be a story, quote, or something else that catches the reader's attention.

Paragraph should develop toward the thesis statement.

Finally end with your thesis statement

Begin with your **topic sentence (from A. on your outline)**. Be sure to explain this it if needs be clarified for your audience.

**Support #1**—show how this a) **links to your topic sentence and** b) **your essay thesis**. Be sure to provide corroborating **evidence from your research** (2 sentences*).* Don't forget to do**in-text citations** **AND a Works Cited Page at the end of the essay.**

**Support #2**—show how this links to **your topic sentence** and your **essay thesis**. Be sure to provide corroborating evidence from your research. Don't forget to do **in-text citations**. (2 sentences)

**Support #3**—show how this links to your **topic sentence** and your **essay thesis**. Be sure to provide corroborating evidence from your research. Don't forget to do **in-text citations**. (2 sentences)

Finally, write a **concluding sentenc**e that reinforces the topic **and** thesis and provides transition to next paragraph.

Begin with your **topic sentence (from B. on your outline)**. Be sure to explain this it if needs be clarified for your audience.

**Support #1**—show how this a) **links to your topic sentence and** b) **your essay thesis**. Be sure to provide corroborating **evidence from your research** (2 sentences*).* Don't forget to do**in-text citations** **AND a Works Cited Page at the end of the essay.**

**Support #2**—show how this links to **your topic sentence** and your **essay thesis**. Be sure to provide corroborating evidence from your research. Don't forget to do **in-text citations**. (2 sentences)

**Support #3**—show how this links to your **topic sentence** and your **essay thesis**. Be sure to provide corroborating evidence from your research. Don't forget to do **in-text citations**. (2 sentences)

Finally, write a **concluding sentenc**e that reinforces the topic **and** thesis and provides transition to next paragraph.

Begin with your **topic sentence (from C. on your outline)**. Be sure to explain this it if needs be clarified for your audience.

**Support #1**—show how this a) **links to your topic sentence and** b) **your essay thesis**. Be sure to provide corroborating **evidence from your research** (2 sentences*).* Don't forget to do**in-text citations** **AND a Works Cited Page at the end of the essay.**

**Support #2**—show how this links to **your topic sentence** and your **essay thesis**. Be sure to provide corroborating evidence from your research. Don't forget to do **in-text citations**. (2 sentences)

**Support #3**—show how this links to your **topic sentence** and your **essay thesis**. Be sure to provide corroborating evidence from your research. Don't forget to do **in-text citations**. (2 sentences)

Finally, write a **concluding sentenc**e that reinforces the topic **and** thesis and provides transition to next paragraph.

Reinforce the thesis statement.

Highlight the main points of the paper, from A, B, and C on your outline.

Close with a nice, memorable, dramatic end.

**Instructions for *In-text Citations* and Creating Your *Works Cited Pages* at the end of each essay, and finally the entire paper.**

\*\*\*YOU *MUST* USE **M**ODERN **L**ANGUAGE **A**SSOCIATION (**MLA**) FORMAT FOR CITING SOURCES\*\*\*

Use *Purdue’s Online Writing Lab (OWL)* for help with In-text Citations and Works Cited page at <http://owl.english.purdue.edu/> once there:

Click on [MLA 2009 Formatting and Style Guide](http://owl.english.purdue.edu/owl/resource/747/01/) on the right hand side.

Then look at the list on the left and click on the appropriate link to show you how to cite sources. For example, to document your book, you’d click on [**MLA Works Cited Page: Books**](http://owl.english.purdue.edu/owl/resource/747/06/)and follow the instructions.

Do the same for **all** of your sources.

You will be required to have a **minimum of** 8 sources

# **EDITING and REVISING**

When revising a paper, look at what has been suggested by others: teachers, peers, parents, or siblings. Make those types of corrections first.

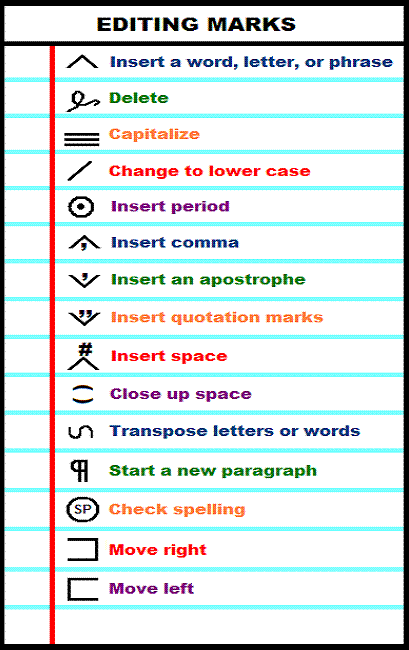
Then look at the structure of each paragraph in your essay.

* Do they all relate to the essay’s thesis statement?
* Are all the sentences connected, one to another with similar words or ideas?
* Is there a concluding sentence?

Next, look at the essay as a whole.

* Do all the body paragraphs flow together, are there transitions between them?
* Are your sources cited inline and have you cross-referenced them to the Works Cited page?
* Are your introductory paragraph and concluding paragraph doing their job i.e. introducing the essay and wrapping up, summarizing essay.

To help you understand what the teacher has marked, here are common editing marks used to signal a problem:



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SYMBOL | MEANING | EXAMPLES | SYMBOL | MEANING | EXAMPLES |
| Delete | delete | Deletion example | [Lower case](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/qa.htm#nocaps) | [set in lowercase](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/qa.htm#nocaps) | Lowercase example |
| Close up | close up | Close up example | Italics | set in *italics* | Italics example |
| Delete and close | delete and close up | Delete and close example | Set in roman | set in roman (not italics) | Set as Roman example |
| Caret--insert | caret | Caret example | Set in boldface | set in boldface | Set as boldface example |
| Insert space | insert a space | Insert space example | [Hyphen](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/punctuation/3_8.htm) | [hyphen](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/punctuation/3_8.htm) | multi-colored |
| Space evenly | space evenly | Space evenly example | [Insert en dash](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/punctuation/3_5.htm) | [en dash](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/punctuation/3_5.htm) | 1965 – 1972 |
| Stet--leave as written | let stand (the original is correct) | Stet example | [Insert em dash](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/punctuation/3_5.htm) | [em (or long) dash](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/punctuation/3_5.htm) | Now—at last!—we  know. |
| Transpose | Transpose | Transpose example | Superscript | superscript | Superscript example |
| Separate | used to separate two or more marks and often as a concluding stroke at then at end of an insertion |  | Subscript | subscript | Subscript example |
| Set left | set farther to the left | Set left example | Center | centered | Centered example |
| Set right | set farther to the right | Set right example | [Comma](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/punctuation/3_4.htm) | [comma](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/punctuation/3_4.htm) |  |
| Set as ligature | set as ligature (as in Æ) | Ligature example | [Apostrophe](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/punctuation/3_1.htm) | [apostrophe](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/punctuation/3_1.htm) |  |
| Align horizontally | align horizontally | Horizontal alignment example | [Period](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/punctuation/3_11.htm) | [period](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/punctuation/3_11.htm) |  |
| Align Vertically | align vertically | Vertical alignment example | [Semicolon](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/punctuation/3_14.htm) | [semi-colon](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/punctuation/3_14.htm) |  |
| Broken character | broken character | Broken character example | [Colon](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/punctuation/3_3.htm) | [colon](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/punctuation/3_3.htm) |  |
| Indent or insert em | indent or insert em quad space |  | [Quotation marks](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/punctuation/3_13.htm) | [quotation marks](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/punctuation/3_13.htm) |  |
| New paragraph | begin a new paragraph here |  | [Parantheses](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/punctuation/3_10.htm) | [parentheses](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/punctuation/3_10.htm) |  |
| No new paragraph | don't begin a new paragraph here |  | [Brackets](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/punctuation/3_2.htm) | [brackets](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/punctuation/3_2.htm) |  |
| Spell out (or spelling) | spell out | Spell oput example | Query Author | query to author: has this been set as intended? |  |
| [Capitalize](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/capitalization/4_1.htm) | [set in CAPITALS](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/capitalization/4_1.htm) | Capitalize example | Push down | push down a work-up | Push down example |
| Set in small caps | set in SMALL CAPITALS | Set in small caps example | Turn over inverted letter | turn over an inverted letter | Turn inverted letter example |
| [Spelling error](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/qa.htm#spell) | [spelling error](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/qa.htm#spell) |  | Wrong font | wrong font | Wrong font example |
| [Awkward phrasing](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/qa.htm#awk) | [awkward phrasing](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/qa.htm#awk) |  | [Meaningor intent unclear](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/qa.htm#clarity) | [meaning or intent unclear](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/qa.htm#clarity) |  |
| [Dangling modifier](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/sentences/2_8.htm) | [dangling modifier](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/sentences/2_8.htm) |  | [Misplaced modifier](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/sentences/2_9.htm) | [misplaced modifier](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/sentences/2_9.htm) |  |
| [Sentence fragment](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/sentences/2_2.htm) | [sentence fragment](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/sentences/2_2.htm) |  | [Run-on sentence](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/sentences/2_4.htm) | [run-on sentence](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/sentences/2_4.htm) |  |
| [Word choice](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/qa.htm#wordchoice) | [(or WC) questionable word choice](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/qa.htm#wordchoice) |  | [Comma splice](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/sentences/2_3.htm) | [comma splice](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/sentences/2_3.htm) |  |
| [Ambiguous reference](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/qa.htm#ref) | [faulty, unclear, or ambiguous reference](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/qa.htm#ref) |  | [Subject-verb agreement](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/sentences/2_5.htm) | [subject-verb agreement](http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/sentences/2_5.htm) |  |