

**Reitz Memorial High School
Writer's Guide**

**Created: Summer 2008
Revised: Summer 2009
English Department**

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General Guidelines

- 12 pt font, Times New Roman
- Double spaced
- 1-inch margins (See Appendices A & B)
- A paragraph is 5-8 sentences and includes a topic sentence.
- Do not include an extra space between paragraphs.
- Do not use contractions; remember the difference between possession and contractions.
- *This, these, and those* must be followed by a noun.
- Refer to number handout (See Appendix C) for the rules on using numbers in writing.
- Write in third person unless otherwise specified by instructor.
- When directly quoting, write as written even if it breaks a rule.
- Do not use a comma if the introductory phrase is three words or less.
- Each essay needs a thesis statement; please underline it.
- Each paragraph also needs a topic sentence; the topic sentences should support the thesis statement.

Title Page (See Appendix D)

- Centered, double spaced
- Include the following information:
 - Title
 - Name
 - Class
 - Due Date
 - Draft (use 1st draft, 2nd draft, 3rd draft)
- Title should be creative and interesting.
- Five words or less
- First word, last word, and all important words are capitalized.
- Do not capitalize prepositions or articles unless first or last word.
- Do not bold, underline, italicize, or supersize title.
- Never use the words ROUGH DRAFT or FINAL DRAFT.
- If you use a heading, do not use a title page.

Header/Footer

- When using a title page, include a header on each page of the essay but **NOT** on the title page.
- Header should appear in upper right and include last name and page number.

Heading

(See Appendix E)

- If you do not use a title page, use a heading.
- Heading goes in upper left and is single spaced.
- Include the following information:
 - Name
 - Class
 - Due Date
 - Genre (type of writing assignment) and draft (1st draft, 2nd draft, 3rd draft)

- After heading, begin double spacing.
- Center creative, interesting title
- Title should be five words or less.
- Do not bold, underline, italicize, or supersize title.
- Capitalize first word, last word, and all important words in title.
- Do not capitalize prepositions or articles unless first or last word.

Outline

- Two kinds of outline: topic and sentence (See Appendices F & G). Know which one the instructor expects.
- Include a heading on outline.
- No title needed on outline.
- In topic outline, no Roman numeral needed for Introduction or Conclusion.
- In topic outline, only outline the body paragraphs.
- Do not use the auto-format on the computer for the outline.

Thesis Statement

- The thesis statement is the topic sentence of the entire essay.
- It should reflect the purpose of the essay.
- The thesis statement typically appears in the first paragraph; however, it does not always have to appear there.
- Underline the thesis statement.

Information on Sources and Citing

- Do not use encyclopedias--book, CD-ROM, or Internet--unless a specialized encyclopedia.
- No classroom notes used in sources.
- Do not overuse one source; this essay is not a book report.

- Integrate sources throughout each section of essay; remember to analyze not just report.
- Dates and numbers, names and places, any factual or statistical information must be cited.
- Anything directly quoted, summarized, or paraphrased must be cited.
- When citing, it is far better to be safe than sorry. Consult the teacher when in doubt.
- Use the guidelines given for citing sources.
- If the author is quoting someone else, reference must be given to the original speaker/writer.
- Do not use .com sources without approval.
- Xerox copies of all sources used in the essay must accompany both first and second drafts of research essays.
- In order to cite a lecture, the speaker must be a published author in that area of expertise.

Common Knowledge

- Much discussion centers on the issues of “public domain” and “common knowledge.” The rules are often confusing and misleading. It is far better to over-cite than to risk plagiarism. Please be cautious.

Works Consulted / Works Cited-- What’s the Difference?

- Works Consulted, previously called Working Bibliography, includes all the sources found that may be used during the research process. The Works Cited reflects those sources actually used and cited in the essay. When shopping, for example, one takes lots of clothes into the dressing room to try on. These items are Works Consulted items. Then when one decides what fits, those items are purchased. These items are the Works Cited items.

Works Cited/Works Consulted Hints

- Double space entries.
- Abbreviate states and months (See Appendix H)
- See abbreviations for MLA documentations (See Appendix I)
- Hanging indentation
- Alphabetize entries (do not alphabetize by A, An, The).
- Pay attention to punctuation and capitalization.
- Underline-do not italicize.
- If using two sources by the same author, for the second source by that author use the ---.
- Please note: we no longer underline titles; italicize instead.
- If the city of publication is well-known, the state abbreviation is not necessary.
- MLA no longer requires URLs for websites and databases.
- If directly quoting more than four lines, block the quote. Indent 5 spaces and make the left side justified. Do not include quotation marks around a block quote.

Guidelines to Good Writing

Other Notes of Interest

Please save everything to a flash drive and to your hard drive. If you use Word Perfect, understand that the margins and formatting are sometimes different; please compensate for length or use Microsoft.

Commas and Coordinating Conjunctions

Join two main clauses (sentences) with a comma and coordinating conjunction to increase your ASL. Coordinating conjunctions: **for, and, nor, but, or, yet, so**

Subordinate Clauses

A subordinate clause without a main clause is a fragment. If a subordinate clause comes before a main clause, it needs a comma. If it comes after the main clause, it does not need a comma. Some subordinating conjunctions: **after, although, as, as if, as long as, as though, because, before, if, since, so, so that, though, till, unless, until, whereas, while**

Semi-Colons

There are several ways to use a semi-colon, but the one that you will encounter most often is as a way to join two main clauses. Rather than using a comma and coordinating conjunction, use a semi-colon. Do not capitalize the main clause after the semi-colon.

WAYS TO IMPROVE YOUR WRITING

1. Rewrite your beginning/introduction by starting with...
 - a description of setting using sensory detail
 - a character in action
 - a character's thoughts or a description of the character
 - a conversation between characters

For non-fiction try starting with...

- a story or example
- a question
- a definition
- a startling fact or statistic
- a quote

2. Rewrite your ending/conclusion by ending with...
 - a final description of setting
 - a character's thoughts
 - a character in action
 - a final conversation between characters
 - a tie in back to introduction

For non-fiction try ending with...

 - a thought-provoking question
 - a call to action

a quote
a thoughtful synthesis or evaluation

3. Add color description; avoid overdoing common colors (blue, red) but don't get crazy on using the thesaurus for really out-there colors either. Be descriptive.
4. Use specific nouns; the more detail, the better.
5. Use specific action verbs.
6. Add sound details but avoid using the words *hear* or *sound*.
7. Add smell details but avoid using the word *smell*.
8. Add touch details but avoid using the words *touch* or *feel*.
9. Add unique and creative figurative language through similes, metaphors, and personification.
10. Add complex sentences and vary sentence length
11. Vary sentence beginnings and structure.
12. Avoid weak verbs.
13. Use a logical form of organization and good transitions.

Most Common Errors in College Writing

1. No comma after introductory element.
If we are meeting everyday for two hours, I should get to know you all well.
2. Vague pronoun reference.
3. No comma in compound sentence.
Myra always has eggs for breakfast, and Joe sometimes fixes pancakes.
4. Wrong word
5. Comma Splice
6. Possessive Apostrophe Error
7. Tense shifts, wrong tense, or wrong verb form
8. Unnecessary shift in person

9. Sentence fragment
10. Subject Verb Agreement errors
11. Lack of comma in a series
12. Pronoun agreement error
13. Run-on sentence
14. Dangling or misplaced modifier
15. Its/ it's error
16. Spelling errors

Examples of MLA Citation

Book:

One author:

Last name, First. *The Title of the Book*. City, State (abbreviate): Publisher, Year.

EX:

Strodel, Beth. *French and Thin*. Paris, TX: M&M Publisher, 2007.

IN-TEXT EX:

(Strodel 78-9).

Two authors:

Last name, First, and First Last. *The Title of the Book*. City, State (abbreviate): Publisher, Year.

EX:

Edmondson, Beth, PhD. and Kristi Thomason-Carroll. *Vampires, Black, and Other Somber
Stuffs*. Bloodstone, MT: Transylvania Publishing, 1822.

IN-TEXT EX:

(Edmondson and Thomason-Carroll 17).

Three authors:

Last name, First, First Last, and First Last. *The Title of the Book*. City, State (abbreviate):

Publisher, Year.

EX:

Delancy, Angela, Cyndi Schneider, and Janell Prather. *Surviving on Coffee Alone*. Seattle: Java
Joe Publishing, 1994.

IN-TEXT EX:

(Delancy, Schneider, and Prather 8).

Four or more authors:

Last name, First, et al. *Title of the Book*. City, State (abbreviate): Publisher, Year.

EX:

Miller, Joan, et al. *Life as an Indiana Horse Trainer*. Albany, IN: Black Stallion, Inc., 1963.

IN-TEXT EX:

(Miller, et al. 74).

Unknown author:

Title of the Book. City, State (abbreviate): Publisher, Year.

EX:

Saturday: The Sixth Work Day. Lexington, NE: Cornhusker, Inc., 1976.

IN-TEXT EX:

(*Saturday: The Sixth Work Day* 35-6).

Work in an Anthology:

Last name, First. "Title of the Work." *Title of Anthology*. Editor of Anthology. Edition. City, State: Publisher, Year. Page.

EX:

Knackmuhs, Melissa. "Dream and Create." *Essays on Inspiration*, Ed. H. Potter. 2nd Ed. Dallas: Hogwarts Publishing, 2007. 77.

IN-TEXT EX:

(Knackmuhs 77).

The Bible:

Specific Edition. Editors. City, State: Publisher, Year.

EX:

The Fireside Bible. Ed. Mary Kaye Falcony. New York: Fireside Publishing, 2000.

IN-TEXT:

- In the In-text, include the passage referenced instead of page.
(*The Fireside Bible*, John 3:16).

Periodical/Magazine:

With volume and issue:

Last name, First. "Title of Article." *The Title of Periodical* Vol.Issue (Day Month Year): page numbers.

EX:

Schneider, Cynthia L. "Why Not Slip in Water?" *Orthopedic Journal* 6.27 (27 June 1955): 53.

IN-TEXT EX:

(Schneider 53).

Without volume and issue:

Last name, First. "Title of Article." *The Title of Periodical* Day Month Year: page numbers.

EX:

Schneider, Cynthia L. "Why Not Slip in Water?" *Orthopedic Journal* 27 June 1955: 53.

IN-TEXT EX:

(Schneider 53).

Without page numbers:

Last name, First. "Title of Article." *Title of Periodical* Day Month Year: n.p.

EX:

Knackmuhs, Melissa. "I Teach, Therefore I Am." *The Scholarly Teacher* 7 July 2009: n.p.

IN-TEXT EX:

(Knackmuhs).

Without author:

"Title of Article." *The Title of Periodical* Day Month Year: page numbers.

EX:

"Early Summer Mornings." *Benefits of Teaching* 2 June 2008: 99-200.

IN-TEXT EX:

("Early Summer Mornings" 99-200).

Website:

With Author:

Last name, First. "Title of Article." *Title of the Web Page*. Day Month Year last revised/updated.

Access date Day Month Year.

EX:

Bacon, Allison. "Bacon Bits." *A Mother's Guide to Newborns*. 22 Aug. 2008. 2 June 2009

IN-TEXT EX:

(Bacon).

Without an Author:

"Title of Article." *Title of the Web Page*. Day Month Year last revised/updated.

Access date Day Month Year.

EX:

"Track 101." *Coaching Digest*. 25 Mar. 1973. 4 July 2006.

IN-TEXT EX:

("Track 101").

Databases:

Last name, First. "Title of Article." *The Title of Periodical* Vol.Issue (Year): page numbers.

Title of Database. Web. Access date.

EX:

Prather, Janell. "Finally Teaching English." *Crossing Departments* 7.13 (2004): 31-3.

Middle Search Plus. Web. 8 Nov. 2006.

IN-TEXT EX:

(Prather 31-3).

Film:

Title of the Film. Dir. First name Last name. Perf. First name Last name, First name Last name.

Production Company, Year.

EX:

Cyndi's Great Fall. Dir. Beth Edmonson. Perf. Sandra Bullock, Sean Connery, and George

Clooney. MGM Studios, 2008.

IN-TEXT EX:

(*Cyndi's Great Fall*).

Personal Interview:

Last name, First name. Personal interview. Date of interview.

EX:

Barnes, Dylan. Personal interview. 4 Oct. 2003.

IN-TEXT EX:

(Barnes).

Note Cards

- 3 X 5 note cards
- Must have a direct quote or paraphrase
- Cross reference to source (Works Consulted Page)
- Page number if it exists
- There must be at least one note card for each source
- Minimum of 20 note cards

Main idea	Source
The “quote” or paraphrase should be centered on the card.	
	Page #

Appendix A

Julia Mitchell
English 9
April 26, 2008
Persuasive, 1st Draft

Stakes in the Heart

1. Many people mistakenly believe that the Hollywood portrayal of vampires
2. accurately reflects the true legends. While certainly some truths do exist—the phobia of
3. garlic, the possession of superhuman powers, and certain death by stake through the
4. heart—many truths about vampires go unnoticed (Edmondson, PhD. and Carroll 42).
5. Vampires, for example, do not merely create others through biting, but in fact they can
6. bear children (Bacon). Vampire newborns actually survive not on blood but on coffee
7. (Delancy, Schneider, Prather 8). “Vampire children actually behave very much like
8. typical human children and do not crave human blood until reaching adulthood. They
9. progress through a form of puberty much like normal kids” (Carroll qtd. in Bacon).
10. In addition to the misconception regarding vampire breeding, many do not know that all
11. vampires descend from the original French. The notion that vampires originate in
12. Transylvania is actually a myth created to disguise their true heritage. Many vampires
13. still live happy and healthy lives in the streets of Paris. They model as the svelte French
14. men and women that grace the runways and glamour magazines (Strodel 78-9).
15. Because of their supernatural powers, these vampires are often highly successful
16. athletes. Their thin forms and great speed and agility make them prime candidates for a
17. variety of sporting events, such as track. Coaches often are shocked to learn that their
18. most valued runners are in fact demonic blood-suckers, who simply speed through the
19. race in eager anticipation for the crimson “Gatorade” at the end (Barnes)! While their

1. Many people mistakenly believe that the Hollywood portrayal of vampires
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17. variety of sporting events, such as track. Coaches often are shocked to learn that their
18. most valued runners are in fact demonic blood-suckers, who simply speed through the
19. race in eager anticipation for the crimson “Gatorade” at the end (Barnes)! While their
20. speed is legendary, it can not, however, compete with such great strides of winners like
21. Seabiscuit.

22. A vampire once attempted to defeat the horse, but he found that he simply could
23. not match the powerful strides of Seabiscuit. The horse easily sprinted past the

Appendix C

NUMBERS

Use figures for numbers that require more than two words to spell out.

- The leap year has 366 days.
- The population of Minot, North Dakota is about 32,000.

Spell out numbers of one or two words.

- That hotel can accommodate no more than seventy-five people.
- The first thing writing was done over six thousand years ago.
- The collection included almost twelve hundred drawings.

Always spell out numbers that begin a sentence.

- Fifty-two students went on the field trip.

EXCEPTIONS:

Round numbers over a million may be expressed in a combination of figures and words.

- 27 million
- 2.45 billion

The day of the month may be expressed in words when it is not followed by the year.

- June fifth
- October first

When a number requires one or two words to spell out, we conventionally use figures in the following situations.

- June 18, 1985
- Chapter 9, page 123
- A.D. 12
- 456 B.C.
- 1999

Number one rule: Be consistent in your usage!

Appendix D

Creative Title

First Name Last Name

Class

Day Month Year (This is the due date)

Draft

Appendix D

The Life of a Writer

Kate Rosen

English 10

26 Apr. 2008

1st Draft

Appendix E

First name Last Name
Class
Due date
Genre, Draft

Center a Creative Title

The first line of the essay begins here. The introduction paragraph makes the audience continue reading this fascinating essay. Make sure that when the introduction is completed that there are at least five to eight sentences. While the thesis statement typically appears in the first paragraph, many writers wait until the next paragraph to include this dynamic sentence. Please underline the thesis statement wherever it appears in the essay. Remember the thesis statement is also included in the conclusion; however, it should be restated in a new way.

Now start the body of the essay. Do not put an extra line in between the paragraphs, but do indent five spaces. Remember that each paragraph needs a topic sentence that should support the thesis statement. Do not underline the topic sentence. Refer to the style guide and/or the teacher's instructions for specifics on writing the rest of the essay.

Appendix F

First name Last Name

Class

Due date

Topic outline, Draft

Introduction

- Key word for first body point (Ex: Chocolate candy)
 - Put support here (Candy Bars)
 - Support for A. goes here (Snickers)
 - Support for A. goes here (Milky Way)
 - If using an A, one must use a B. (Ex: Candy pieces)
 - Support for B. goes here (Hershey Kisses)
 - Support for 1. can go here (Hugs)
 - Support for 1. can go here (Kisses with almonds)
 - Support for B. goes here (M&Ms)
 - Support for B. goes here (Reese Pieces)
- Key word for second body point begins here
 - Outline points do not use the parentheses ()
 - Start each line with a capital letter
 - Do not use the computer outline default

Conclusion

Appendix G

First name Last Name
Class
Due date
Sentence outline, Draft

Purpose: State the reason for writing the essay here. The reason is not because it was assigned!

Thesis: State the thesis statement as it will appear in the essay.

Audience: For whom are you writing this essay?

- This sentence must woo the reader into the essay.
 - What information will entice the reader and set up the thesis statement?
 - Please include the thesis statement in this portion of the outline.
 - Remember to underline the thesis statement.
- Begin the body at this stage of the outline.
 - Each A. must include at least a B.
 - These statements must support the Roman numeral they follow.
 - For support under a letter, use numbers.
 - If there is a 1, then a 2 is needed as well.
 - Lower case letters add additional support.
 - If additional detail is needed beyond this point, ask teacher.
 - The writer may use a C here for more detail.
- Continue following this format until all body points have been addressed.
 - A.
 - B.
 - 1.
 - 2.

Appendix G

- IV. The final Roman numeral of the outline must summarize the conclusion.
- Remember to restate the thesis in a new way.
 - Leave the reader with something to ponder.
 - Please note the conclusion may or may not be Roman numeral IV.

Appendix H

State/Possession	Abbreviation	State/Possession	Abbreviation
ALABAMA	AL	NORTH DAKOTA	ND
ALASKA	AK	OHIO	OH
ARIZONA	AZ	OKLAHOMA	OK
ARKANSAS	AR	OREGON	OR
CALIFORNIA	CA	PENNSYLVANIA	PA
COLORADO	CO	PUERTO RICO	PR
CONNECTICUT	CT	RHODE ISLAND	RI
DELAWARE	DE	SOUTH CAROLINA	SC
DISTRICT OF COLUMBIA	DC	SOUTH DAKOTA	SD
FLORIDA	FL	TENNESSEE	TN
GEORGIA	GA	TEXAS	TX
GUAM	GU	UTAH	UT
HAWAII	HI	VERMONT	VT
IDAHO	ID	VIRGIN ISLANDS	VI
ILLINOIS	IL	VIRGINIA	VA
INDIANA	IN	WASHINGTON	WA
IOWA	IA	WEST VIRGINIA	WV
KANSAS	KS	WISCONSIN	WI
KENTUCKY	KY	WYOMING	WY
LOUISIANA	LA		
MAINE	ME		
MARSHALL ISLANDS	MH		
MARYLAND	MD		
MASSACHUSETTS	MA		
MICHIGAN	MI		
MINNESOTA	MN		
MISSISSIPPI	MS		
MISSOURI	MO		
MONTANA	MT		
NEBRASKA	NE		
NEVADA	NV		
NEW HAMPSHIRE	NH		
NEW JERSEY	NJ		
NEW MEXICO	NM		
NEW YORK	NY		
NORTH CAROLINA	NC		
NORTH DAKOTA	ND		
		Month	
		January	Jan.
		February	Feb.
		March	Mar.
		April	Apr.
		May	----
		June	----
		July	----
		August	Aug.
		September	Sept.
		October	Oct.
		November	Nov.
		December	Dec.

Appendix I

Abbreviation for MLA Documentation

Abrams	Harry N. Abrams, Inc.
Allyn	Allyn and Bacon, Inc.
Appleton	Appleton-Century-Crofts
Basic	Basic Books
Bowker	R. R. Bowker Co.
Dodd	Dodd, Mead, and Co.
Doubleday	Doubleday and Co., Inc.
Farrar	Farrar, Straus, and Giroux, Inc.
Feminist	The Feminist Press at the City University of New York
Harcourt	Harcourt Brace
Harper	HarperCollins
Harvard UP	Harvard University Press
Holt	Holt, Rinehart and Winston, Inc.
Houghton	Houghton Mifflin Co.
Knopf	Alfred A. Knopf, Inc.
Lippincott	J. B. Lippincott Co.
MIT P	The MIT Press
MLA	The Modern Language Association of America
Norton	W. W. Norton and Co., Inc.
Oxford UP	Oxford University Press, Inc.
Princeton UP	Princeton University Press
Rand	Rand McNally and Co.
Random	Random House, Inc.
St. Martin's	St. Martin's Press, Inc.
Scribner's	Charles Scribner's Sons
Simon	Simon and Schuster, Inc.
UMI	University Microfilms International
U of Chicago P	University of Chicago Press
Viking	The Viking Press, Inc.
Yale UP	Yale University Press

Appendix I

Selected Reference Resources

BM	British Museum, London (now British Library)
Cong. Rec.	Congressional Record
DA, DAI	Dissertation Abstracts, Dissertation Abstracts International
DAB	Dictionary of American Biography
DNB	Dictionary of National Biography
ERIC-ED	Educational Resources Information Center- Educational Document
ERIC-EJ	Educational Resources Information Center- Educational Journal
GPO	Government Printing Office, Washington, DC
HMSO	Her (His) Majesty's Stationary Office
LC	Library of Congress
NPR	National Public Radio
PBS	Public Broadcasting System
PC-DOS	Personal Computer-Disk Operating System

Stakes in the Heart

Julia Mitchell

English 9

31 Oct. 2007

1st Draft

Many people mistakenly believe that the Hollywood portrayal of vampires accurately reflects the true legends. While certainly some truths do exist—the phobia of garlic, the possession of superhuman powers, and certain death by stake through the heart—many truths about vampires go unnoticed (Edmondson, PhD. and Carroll 42). Vampires, for example, do not merely create others through biting, but in fact they can bear children (Bacon). Vampire newborns actually survive not on blood but on coffee (Delancy, Schneider, Prather 8). “Vampire children actually behave very much like typical human children and do not crave human blood until reaching adulthood. They progress through a form of puberty much like normal kids” (Carroll qtd. in Bacon).

In addition to the misconception regarding vampire breeding, many do not know that all vampires descend from the original French. The notion that vampires originate in Transylvania is actually a myth created to disguise their true heritage. Many vampires still live happy and healthy lives in the streets of Paris. They model as the svelte French men and women that grace the runways and glamour magazines (Strodel 78-9).

Because of their supernatural powers, these vampires are often highly successful athletes. Their thin forms and great speed and agility make them prime candidates for a variety of sporting events, such as track. Coaches often are shocked to learn that their most valued runners are in fact demonic blood-suckers, who simply speed through the race in eager anticipation for the crimson “Gatorade” at the end (Barnes)! While their speed is legendary, it can not, however, compete with such great strides of winners like Seabiscuit.

A vampire once attempted to defeat the horse, but he found that he simply could not match the powerful strides of Seabiscuit. The horse easily sprinted past the creature, leaving the power pale figure panting in the dust. Obviously, the evil

being was fast, but he simply could not keep up with such a legendary and magnificent horse. (Miller, et al. 74)

Perhaps the question remains best explained by Cynthia Schneider: “Why would Hollywood change the truth about vampires and create such a blatant lie” (qtd. in Edmondson, PhD. and Carroll 45)? The film Cyndi’s Great Fall perhaps best gives an accurate description of the truth about vampires. The subtle nuances leave readers well-aware that vampires do, in fact, live and breathe in today’s society, often blending into the shadows and existing in disguise. To turn to only the fictitious accounts of previous myths and legends and to ignore the true reality of these unusual creatures, leaves the human world living the Muggle life of denial. Vampires do exist; they exist in the quiet breathing of the wind, in the specks of light and dust, and in the form of everyone else.

Works Cited

- Bacon, Allison. "Bacon Bits." *A Mother's Guide to Newborns*. 22 Aug. 2008. 2 June 2009.
- Barnes, Dylan. Personal interview. 4 Oct. 2003.
- Delancy, Angela, Cyndi Schneider, and Janell Prather. *Surviving on Coffee Alone*. Seattle: Java Joe Publishing, 1994.
- Edmondson, Beth, PhD. and Kristi Thomason-Carroll. *Vampires, Black, and Other Somber Stuff*s. Bloodstone, MT: Transylvania Publishing, 1822.
- Miller, Joan, et al. *Life as an Indiana Horse Trainer*. Albany, IN: Black Stallion, Inc., 1963.
- Strodel, Beth. *French and Thin*. Paris, TX: M&M Publisher, 2007.