PENT Orientation
2019

Writing Resource Package

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Student Services
Essay Structure

**Introduction** – introduces the topic of the paper and provides detail on how you are addressing the topic (are you trying to prove something, are you summarizing events, etc.)

a. intro to topic – something to let the reader know what the topic of the paper is, in general terms

b. thesis statement – provides information on what you are going to do with the topic (argue about it, summarize events around it, etc.)

c. transition sentence – shows how you are going do what you said in the thesis (details of your argument, key points of the summary)

**Body** – provides the text to support your thesis statement (gives your arguments for an argumentative essay, provides the details in a research essay, etc.); each point should be included in its own paragraph, for clarity

a. topic sentence – says what the paragraph is going to be about

b. content – quotes, evidence to demonstrate the validity of the topic sentence

c. thesis reference – applies the content of the paragraph to the thesis of the paper

**Conclusion** – summarizes the argument to demonstrate the thesis has been proven

a. thesis statement – restate thesis (in different words preferably) to remind the reader of where you were going with the paper*

b. proof – details of how you demonstrated the thesis (the points from your transition sentence again)*

c. concluding statement – this sentence can give the “why it matters” of the point made in the paper, or it can affirm the thesis statement as something now proven by the information provided in the paper

*You may choose to reverse the order to give a brief summary of the details that leads to restating the thesis if that “feels better” when writing.
Essay Checklist

Introduction

- I have set up the context of my subject matter.
- The main points I will explore are listed in order.
- The thesis statement is at or near the end of the introduction.
- My thesis statement is concise: one or two sentences.
- My thesis statement is sufficiently narrow to support in the length of this essay.
- In the introduction, I have defined any abstract terms I will use.
- I have clearly stated the significance of my thesis.

Organization and Argument

- A topic sentence introduces the main point of each paragraph.
- I have included evidence in the form of quotation and/or paraphrasing, statistical information, diagrams, or from my own experience if that is what the professor wants.
- I have explained the context of the evidence I have included.
- Quotations are not “dropped”; they form part of a larger sentence.
- Paraphrases are in my own words, but do not misrepresent the author’s meaning, and they are cited.
- My analysis makes connections between the evidence and the point it is supporting, and the thesis statement.
- I argue the points in the order they are listed in the introduction.
- In the conclusion, I restate the thesis, but I do so in different words than I used in the introduction.
- I have not introduced new, unanalyzed points in the conclusion, although I may discuss implications of my argument/points.

Grammar and Style/Substance

- There are no sentence fragments in my essay.
- There are no comma splices in my essay.
- I avoid colloquial language and clichés in my essay.
- I thoughtfully choose specific words to convey my meaning accurately.
- I have checked my essay for typos.
- I use the active voice, rather than passive voice, throughout the essay.
- I maintain the correct tense.
- I have included a Works Cited (MLA), References (APA), or Bibliography (CMS) page.
- My pages are numbered and I have used an appropriate font and margin size.

Adapted from the “Essay Checklist” distributed by Dr. Deanna Smid, Dept. of English and Creative Writing, Brandon University. Used with permission.
General Marking Considerations:

*What does an A-range paper look like?* It shows creativity and originality, and does not just repeat a class discussion or lecture. It has an original, interesting, textually sound thesis, and the essay is logically and clearly organized. It uses an approved citation style with very few errors, and it is almost entirely free of grammar and spelling mistakes.

*What does a B-range paper look like?* It is well organized and relatively free of grammar, spelling, and citation errors, but it does not show the originality of an A-range paper. Its thesis is sound, but it may be based almost entirely on class discussion or lectures.

*What does a C-range paper look like?* It contains a number of grammar, spelling, and citation errors, and it may lack effective organization. Its thesis is unoriginal or it is unsupported by the text, and the paper may rely heavily on quotations (or conversely, contain very little evidence).

*What does a D-range paper look like?* The D paper is very poorly and illogically organized, and it contains a plethora of grammar, spelling, and citation errors. The paper may contain no quotations, or may demonstrate a misunderstanding of the primary text(s) or the assigned essay question. The thesis may be unoriginal, illogical, or not even present.

*What does an F paper look like?* An F paper does not fulfil the requirements of the assignment. It may be far too short or too long, it may completely avoid the assigned essay question/topic, or it may be incomprehensible. Plagiarized content of even a small amount will result in a grade of F along with other possible additional penalties for academic dishonesty.
Useful Website Resources for University Writers

1) Brandon University Moodle Pages
   The Academic Skills section of Moodle at BU is open access. Just go to the Moodle link from the home page and choose Academic Skills and then choose the area you would like to access: Learning Skills, Math Skills or Writing Skills.

2) OWL Purdue: owl.english.purdue.edu
   One of the best websites available for academic writers, including information on APA, MLA, Chicago styles, and more. This site is well-maintained, searchable, and user-friendly.

3) Academic Phrasebank: http://www.phrasebank.manchester.ac.uk/
   Unsure of how to make your writing sound more academic? This site provides students with lots of generic sentence starters—a great resource if you are stuck and can’t get going.

4) Common Errors: https://brians.wsu.edu/common-errors/
   Paul Brians is a retired university English professor who knows his way around an idiom. Paul explains all of the mistakes we commonly make in our language usage, and just to drive the point home he puts a graphic of a donkey next to the incorrect usage and an owl next to the correct one. His explanations are fun and memorable, which is helpful if you wish to avoid making that error in the future.

5) eLibraries Manitoba
   With a library card and a KOBO, mp3 player, or other compatible device (sorry, Kindle users), you can download a ton (virtually speaking) of ebooks and audiobooks FOR FREE. It works just like a “real” library, where there are only so many copies available. You can add books to your wish list and receive an email when it’s available. They hold it for a few days, then release it to the next person on the list if you don’t sign it out. Reading widely can definitely make you a better writer.

6) Noodle Tools Express
   http://www.noodletools.com/noodlebib/express.php
   This site helps you to generate citations in MLA, APA, or Chicago, which you can then copy and paste into your Works Cited, References, or Bibliography page. Nice!

7) Englishpage.com
   Free resources for students learning English, and hey, a great refresher for those of us who grew up speaking English, but need to brush up on grammar.

List compiled by Joan Garbutt, Writing Skills Specialist, Brandon University
Writing an Essay in 7 Steps

Step 1: Analyzing the Assignment

What am I being asked to do? Take the assignment and break it down. Look at the words and become comfortable with what you are being asked to do. Is it analyze? Summarize? Argue? Persuade? Define? Compare and contrast?

Step 2: Narrowing the Topic

This may already be done for you in some form by your professor. If not (or not entirely) then you need to create some boundaries for your topic so that you aren’t trying to cover a book’s worth of material in a five-page paper. Some examples: Don’t try to cover all of the symbolism in a short story; instead, deal only with the images associated with light and dark. Don’t try to analyze all of the feminist issues in Canadian politics; instead, analyze only women’s right in the workplace during the Trudeau era. Narrowing your focus will allow you to work at a greater depth in the time and space that you have.

Step 3: Collecting Information

Keep track of all of the sources you consult. For your own sanity, write it all down as if you were doing a bibliography/works cited/reference page. If you don’t do this, you risk missing information that is essential for your in-text citations or your references pages. Be critical of the source. Is it relevant? Current? Peer-reviewed? Logical?

Step 4: Thesis Formation

Craft a thesis statement that is specific, addresses the topic, and suggests how you will organize your points. Assert yourself. Don’t “hold back” the punch line as you would in a narrative or story. You should be able to divide your thesis into pieces and each piece should be covered by at least one paragraph. This is like a mini outline for your entire paper. Also, it’s okay to come up with a working thesis to start with and refine it as you go along.

Step 5: Organization

If you do a good job of forming your thesis statement, then this part will be much easier. For each body paragraph the organization goes something like this:

- Introduce a point from your thesis
- Introduce a piece of evidence
- Work the evidence into a sentence or sentences
- Analyze, explain and criticize the evidence and relate it to your thesis
- Transition to the next point

Step 6: First Draft

Write the essay, taking care to insert citations as necessary. Be sure to refer back to your thesis in each paragraph.

Step 7: Editing and Polishing (Okay, so this step has three parts!)

Proofread! Leave your paper to the side for a while before doing this. Don’t rely on spell-check and grammar-check. These are tools, but they are not infallible. Read your paper out loud! Better yet, have someone else read your paper out loud to you.

There are three levels to check when you proofread:

i) The Essay level: Read the essay all the way through and check for the following:

- does the essay make a consistent argument?
- does the essay move logically from one point to the next?
- does the essay flow smoothly

ii) The Paragraph level: Read and examine each paragraph and check for the following:

- is the paragraph a functional unit? Do all the pieces work together?
- is there a topic sentence that covers the entire paragraph?
- is the evidence relevant to the point raised in the topic sentence?
- is the evidence fully discussed, analyzed and related to the thesis?

iii) The Sentence level: Go to the end of the paper and make a dark line at the end of each sentence. Now read your essay beginning at the last sentence and work your way through the essay starting from the end. READ EACH SENTENCE OUT LOUD AND OUT OF CONTEXT. This will ensure that you actually read the words on the page and not the words you are expecting to read! Focus on spelling, grammar and sentence structure. Better yet, have someone else read this out loud to you.

If you complete these three levels of proofreading consistently, you will greatly improve your editing skills!

If you are struggling with writing assignments, be sure to see the writing peer tutors (walk-in schedule posted in McKenzie just outside of Student Services) or book a one-to-one appointment with Joan. All Academic Skills programs are offered to students free of charge.
Analyzing your topic:

Where do I begin?

In order to make the most of the time you have and to minimize loss of focus, you must spend time analyzing the topic assigned to you. A topic is not the same as a thesis. A topic suggests an area of concern or inquiry, and it is up to you to look for key words that will direct you in creating a thesis. What are some of the important key words, and what do they suggest? (Definitions of key words taken from

Aaron, Jane E and Murray McArthur, eds. The Little Brown Compact Handbook. 3rd Canadian Ed.

Toronto: Pearson, 2006.)

The sample thesis statements have been created for illustrative purposes only.

**Analyze**: identify the elements of a subject, and discuss how they work together.

Example thesis statement:

Poverty is characterized poor government policy in the areas of education, health care, employment, resulting in the marginalization of individuals and groups within the larger society.

**Summarize**: concisely state the main points in a text, argument, theory, or other work.

Example thesis statement:

Jessie Smith asserts that increased vehicular load, lack of urban planning, and unprecedented localized economic development have led to the elevated number of motor vehicle accidents on Eighteenth Street in Brandon.

**Compare and Contrast**: explain the similarities and differences between two subjects

Example thesis statement:

While both urban and rural communities provide the basic living requirements for families, they differ greatly in the number of social services, retail offerings, and cultural opportunities available.

**Define**: specify the meaning of a term or a concept—distinctive characteristics, boundaries, and so on

Example thesis statement:

Restorative justice is a form of alternative dispute resolution that occurs outside of the traditional legal system and is characterized by the collaboration of the community, the offender and the victim, resulting in restitution, healing, and reform.

**Report**: survey, organize, and objectively present the available evidence on a subject
Example thesis statement:

A number of authoritative studies on underage drinking on university campuses suggest that banning alcohol on campus grounds has little to no effect on the number of student drinking-related incidents involving emergency services (police, ambulance, hospital).

*Evaluate:* judge the quality or significance of the subject, considering the pros and cons

Example thesis statement:

Although most library patrons prefer to borrow hard and soft cover books, it is more economically feasible for the committee to invest in virtual materials, such as e-books and licensing agreements, as these provide a greater number of resources for less money.

*Argue:* take a position on the subject, and support your position with evidence

Example thesis statement:

In *Fight Club*, Chuck Palahniuk suggests there are negative consequences to the repression of traditional male aggression in a society where they are expected to be more passive and nurturing.

*Remember, it is just as important to take the time to evaluate the question in an in-class test or exam as it is in an out-of-class situation. Investing some quality time in crafting an introduction and thesis statement will help you to focus your thoughts and set you on the right course for creating effective, cohesive paragraphs to support your thesis.*
APA Style General Formatting

- Use 1 inch (2.54 cm) margins all around. This is the “normal” default setting for Word. (8.03)
- The title (cover) page 1. (8.03)
- Put page numbers in upper right corners (½ inch from the top and 1 inch from the right). (see Fig 2.1 for placement)
- Double-space everything, including block quotations. (8.03)
- Use block quotations for passages of 40 words or more (indented ½ inch from left side). (4.08; 6.03)
- Use left alignment; that is, leave the right margin ragged. (8.03)
- Do not indicate changes you make in capitalization when inserting a quotation into your sentence. (6.07)
- Use “References” for your list of cited reference entries (and maintain the double spacing). (6.22)
- Use 12-point font size. (8.03)
- APA uses italics for titles of books, names of journals (not article titles), and for some web content (see examples). (4.21)
- The words “Running head” introduce a short version of the title of your paper that will appear in the header of all pages of your paper. The words “Running head” followed by a colon (:) appear only on the cover (page 1). The shortened title follows the words running head. The shortened title should not exceed 50 characters, including spaces, and may be much shorter. The shortened title should be typed in ALL CAPS. After page 1, the words Running head are deleted, and the shortened title is flush left. (8.03) (Note: YouTube provides many videos on how to format the running head so that page 1 is different from the rest of the paper.)

APA Style In-Text Citations

Direct quotation, author’s name in the sentence (6.11; Table 6.1):

According to Rybak (2007), it is important to “study what you are good at and what you care about, no matter what you’ve heard about the gas station attendant or the server” (p. 177).

Paraphrase, author’s name in the sentence (6.03):

Rybak (2007) suggested that students should focus their education according to their interests regardless of what they have heard about job prospects after graduation.

Or

Rybak (2007) suggested that students should focus their education according to their interests regardless of what they have heard about job prospects after graduation (p. 177).
Direct quotation, author’s name not signaled in sentence (6.11; Table 6.1):

It is important to “study what you are good at and what you care about, no matter what you’ve heard about the gas station attendant or the server” (Rybak, 2007, p. 177).

Paraphrase, author’s name not signaled in sentence (6.03):

Students should focus their education according to their interests regardless of what they have heard about job prospects after graduation (Rybak, 2007).

Or

Students should focus their education according to their interests regardless of what they have heard about job prospects after graduation (Rybak, 2007, p. 177).

APA Reference List

Book (7.02):


Journal Article with doi (digital object identifier) (7.01):


(APA prefers the full link to doi resolver with the prefix https. If the article is not part of the doi system, then the words “Retrieved from” should appear just before the url for the scholarly journal or host of the article is typed.)

Webpage (https://blog.apastyle.org/apastyle/website)/:


(Note: For best advice on how to proceed with web-based sources can be found at the APA Style Blog, which is more up-to-date than the APA Manual (6th ed.). Be sure to check the comments sections of blog posts to see real users’ questions answered by the experts.)
Quoting from a Journal Article in APA

Here is a sample of a quote from a journal article inserted into an essay:

While some articles focus on the immediate causes of and solutions for exam anxiety in university students, others look at more deeply ingrained developmental triggers. Berry and Kingswell (2012) focused on the effects of poor attachment as a child on the student’s future ability to cope with exam stress when they asserted that if “caregivers are consistently rejecting or unavailable, the individual develops an insecure-avoidant attachment pattern” (p. 316). Furthermore, they link this dysfunctional attachment pattern to how humans respond to a stressor such as a typical exam setting (Berry & Kingswell, 2012). Looking at exam anxiety from a developmental perspective offers a different insight into the problem and provides an opportunity to seek therapeutic solutions that address the insufficiencies in attachment, rather than the immediate stressor-related anxiety. Certainly the therapeutic approach will likely involve a greater investment of time on the part of the student; however, the potential benefits may go well beyond exam stress and have positive effects in other aspects of the student’s life.
References


Notes: Notice that the author names are in the order of last name, first initial, and we separate the author names with an ampersand symbol (&). In APA we write out the title of the article without using capital letters for the first letter of each word, except the first word, unless there are proper names in the title. The title of the journal is capitalized and in italics. The "40" refer to the volume number and it is also in italics. If the journal is paginated by year, then this is sufficient. If it is paginated by issue, then you need to also add the edition number, which is not in italics. It would then look like this: 40(4)

For more detailed information, check out the APA guidelines on Moodle (under Academic Skills, then under Writing Skills), OWL website for Purdue University, or the *APA Manual, 6th Edition.*
CMS Style Footnote/Endnote Format (16th Ed.)

Indent the first line of the footnote or endnote. Single-space within footnotes (and double-space between); double-space endnotes. Include page numbers when referencing information on specific pages.

Footnote format (for book) (14.18):


Endnote format (for book) (14.18):


Use “Ibid.” for successive references to the same author, title, and as much of the successive information as is identical. (14.29)

4. Ibid., 16. [indicating the same source as above but from a different page]
5. Ibid. [indicating the same source as above and from the same page]

CMS Style General Formatting

- Use 1-inch margins all around.
- The first page of actual text is page 1.
- Put page numbers in upper right corners (1/2 inch from the top and 1 inch from the right).
- Everything except footnotes is double-spaced (including block quotes and endnotes).
- Use block quotes for passages of 100 words/8 lines or more, for passages that are being compared, and for 2 or more lines of poetry. Indent them. Block quotes are not enclosed in quotation marks.
- Use left justification; the left margin should be even while the right margin is ragged.
- Do not indicate changes in capitalization to make a quotation fit into your sentence.
- Footnotes are preferred over endnotes. Create endnotes or footnotes using the word processor’s function.
- Position endnotes (titled “Notes”) between the text and the list of references. Reduce type size by 1 point.
- Use “Works Cited” or “Bibliography” for your list of references (and double-space this list). The first line of each entry is flush left; indent run-over lines.
- Use 12-point font size. (Some professors may accept a larger font size.)

CMS Style Reference List

Book:


Journal Article:


Note that “7” refers to the volume number, “3” to the issue number, and “25-26” to the page numbers.

Journal Article retrieved online:


Provide the name of the database used to access the article. If the database provides a permanent link to the article, include the link instead of the name of the database.

Webpage:


If you have other types of sources to reference, we have a copy of the 15th Ed. CMS file available on reserve in the library.
Quoting from a Journal Article in Chicago (CMS) Notes and Bibliography Style

Here is a sample of a quote from a journal article inserted into an essay:

What remains clear about the Big Bad Wolf's trial is that the judicial system manipulated the circumstances to improve the chances of Wolf's conviction. Moving the trial from Clear Lake to Winnipeg was a strategic move by the crown to manipulate the jury. In Clear Lake, a twelve-member jury of "boreal forest wildlife" would have judged Wolf; whereas, in Winnipeg, the six-member jury would be "composed exclusively of domesticated animals, primarily cats and dogs."¹ This jury composition favoured the crown and made it much more difficult for Wolf's defence team to explain the circumstances of his prosecution.² A jury of feral animals is much likely to be sympathetic to the actions of one of their own kind. Furthermore, the Winnipeg jury was much more likely to be swept up in social media movements to convict the *wild beast* of murdering the innocent-appearing Grandma Hood. Indeed, Wolf's chances of walking away free from such a trial were very slim.

² Wonka, 370.
Bibliography


For more detailed information on creating a Bibliography page, see Moodle (under Academic Skills and then under Writing Skills), OWL at Purdue University website, or the *Chicago Manual of Style, 15th or 16th edition*. The primary users of Chicago style on the BU campus are the History, Music, and Fine Arts departments. The History department provides students with a handout for Chicago that has been created for that department. Professors are very good about showing students exactly how they want the footnotes done.
MLA Style General Formatting

- Use 1 inch margins all around.
- The first page of actual text is page 1.
- Put your last name and page numbers in the upper right corners of all pages in the header.
- Double-space everything, including the block quotations.
- Use block quotations for passages over four typed lines of text. Indent block with a 1 inch tab.
- Use left justification for the essay; that is, leave the right margin ragged (not justified margins).
- Use square brackets [ ] to indicate that you have changed a word in order to make the quotation flow more smoothly in your sentence.
- Use an ellipsis ... (three dots) to indicate that one or more words have been removed from a quotation. Do not alter the meaning of the text by making deletions.
- Use “Works Cited” for your list of references and double-space this list.
- Unless your professor specifically asks for one, you do not need a title page. Instead, provide appropriate identifying information at the top left-hand side of the first page of the essay.

MLA Style In-Text Citations (8th Ed.)

Direct quotation, author’s name in sentence:

According to Rybak, it is important to “study what you are good at and what you care about, no matter what you’ve heard about from the gas station attendant or waiter” (177).

Paraphrase, author’s name in sentence:

Rybak suggests that students should focus their education according to their interests regardless of what they have heard about job prospects after graduation (177).

Direct quotation, author’s name not in sentence:

It is important to “study what you are good at and what you care about, no matter what you’ve heard about from the gas station attendant or waiter” (Rybak 177).

Paraphrase, author’s name not in the sentence:

Students should focus their education according to their interests regardless of what they have heard about job prospects after graduation (Rybak 177).
MLA Style Works Cited List

Book:

Journal article:

Journal article, retrieved from a database:
Quoting from a Journal Article in MLA

Here is a sample of a quote from a journal article inserted into your essay:

Vanderhaeghe’s characters frequently wrestle with the moral questions and raw emotions that seem to mirror the often desolate landscapes and harsh weather depicted in his novels. However, Sue Sorensen looks to a different inspiration behind Vanderhaeghe’s images. While the Bible often figures prominently in the allusions of many North American authors, this had not been a feature previously examined in Vanderhaeghe until the publishing of Sorensen’s contribution on the subject. She asserts that Vanderhaeghe himself pointed to the Bible as “foremost in his list of intellectual influences,” although she acknowledges that “to add religion to the mix may seem to complicate unnecessarily an already fragile understanding of Vanderhaeghe” (32-33). Rather than see the biblical influence as a code breaker in solving the mystery of Vanderhaeghe’s offerings, Sorensen argues that it is one more piece that should be examined by the critics. Moreover, the biblical references are sometimes ambiguous and parodied more than they are offered straight on.

Note: Here the full name of the article’s author is offered in a signal phrase, so it is unnecessary to add it to the in-text citation. If the author’s name did not appear in the sentence, then the in-text citation would look like this: (Sorensen 32-33). This is also sometimes called a “parenthetical reference” because it is in parentheses.

Next, we will look at the entry as it would appear on a “Works Cited” page:
Works Cited


Notes: In MLA we use the author’s entire name, but it appears with the last name and then the first name, separated with a comma. If there is a second author, then the name is like this: Sue Sorensen. For more detailed information on creating a Works Cited page, see Moodle (under Academic Skills and then under Writing Skills), OWL at Purdue University website, or the MLA Handbook for Writers of Research Papers, 8th Edition.
Writing Skills Centre
Common Grammar Errors Workshop

- Comma Splice Error:

- Run-On Sentence:

- Sentence Fragment:

- Pronoun Agreement:

- Active vs Passive Voice:
• Proper use of Apostrophes

• Than vs Then

• There/Their/They’re

• It’s vs Its

• That/Who

• Additional Notes:
Punctuating Between Sentences and Around Quotation Marks

**Between Sentences**

1. Use a period between two sentences that are not strongly related
   
   *Eg:* December can be very cold in Manitoba. Yellow is a good colour.

2. Use a comma and a coordinate conjunction (and, but, or, for, nor, so, yet) to join two sentences that are somewhat related
   
   *Eg:* December can be very cold in Manitoba, and the snow can get very deep.

3. Use a semi-colon between two complete sentences that are strongly related
   
   *Eg:* December can be very cold in Manitoba; temperatures are almost always well below freezing.  
   
   *Not:* December can be very cold in Manitoba; winter officially starts on the winter solstice.

4. Use a semi-colon to join two complete sentences with a coordinate conjunction when the sentences contain commas
   
   *Eg:* December can be cold, wet, and miserable; and the snow can get deep.

5. Use a colon between a sentence and an explanation or quotation that is also a sentence
   
   *Eg:* While adults tend to dread winter, children seem to be less concerned: they rarely have to shovel the driveway.
   
   *Eg:* No more ominous words had ever been said: “Environment Canada predicts a massive snowstorm for most of Manitoba.”
Punctuating Between Sentences and Around Quotation Marks

Around Quotation Marks

1. Integrating a quotation into your sentence after introducing the quotation
   With a comma:
   
   Eg: According to Environment Canada, “Manitoba will be blanketed by a massive snowstorm.”

   With a colon:
   
   Eg: Environment Canada had a bleak outlook on the weather for the weekend:
   “Manitoba will be blanketed by a massive snowstorm.”

2. Integrating a quotation into your sentence when starting with the quotation
   
   Eg: "Environment Canada predicts a massive snowstorm for most of Manitoba," the weather station reported.

3. Quoting text that already included quotation marks (using single quotation marks and double quotation marks):
   
   Eg: Environment Canada reported, “local meteorologists describe the snowstorm as one of ‘massive proportions.’”

4. When you have a reference:
   
   Eg: According to Environment Canada, “Manitoba will be blanketed by a massive snowstorm” (reference would go here).