

10TH GRADE
TERM PAPER
REFERENCE GUIDE

HISTORY DEPARTMENT
JOHN BURROUGHS SCHOOL

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Introduction and Project Description

This year's term paper project will be a change in several ways. Here is the official History Department description of the 10th grade term paper assignment:

The 10th grade students working on this research project formulate and defend a thesis. The research recognizes a variety of factors which may conflict; the author weighs their relative importance. This weighing of numerous variables and the assessment of them in the thesis refine the process begun in the 9th grade. Another difference lies in the increased responsibility which the students take in organizing their time. Students are expected to work individually with their respective teachers about the topic, organizational pattern, research materials, and documentation. The preface, which outlines the argument for the thesis, is approved before the rough draft is complete. The essay is 8 to 10 pages (2000 - 2500 words) in length and contains reference to at least 8 sources, including a primary source and a periodical source.

The biggest change from previous years is that this year each paper must argue a complex thesis. The thesis is the answer to a research question. For example, why did the Germans lose the Battle of the Bulge during the Second World War? The thesis is the answer to that question. The thesis is expressed in the introduction as a thesis statement. Instead of a cause and effect argument, this year the paper will need to argue a thesis that weighs several different factors of varying importance. In this case, a thesis statement would cover several different elements that all came together to cause the German loss in the battle. The structure of the paper is based completely on arguing the thesis statement systematically and with evidence. This paper is *not* a report about an event or other topic, but rather is a series of arguments that will attempt to prove the thesis statement in the minds of its readers. It can be helpful to think of the essay like the argument made by a prosecutor in court. The essay is trying to convince the reader that the thesis statement is absolutely correct.

Another change in this year's project is that students will need to work much more independently than in past years. All World Civilizations II classes will continue meeting and covering history in the classroom during the project. Students will need to organize their time to meet the various deadlines of the project while continuing to meet their normal (somewhat reduced) class obligations. There will not be much class time given over to research or covering the term paper project in detail.

While instructors will discuss the project in class in some detail, this guide has been prepared as a reference. It should answer many questions about preparing for the project, researching, organizing and structuring the essay, documenting sources, and putting together the various parts of the paper. If any questions arise that are not answered by the guide, students are encouraged to seek out their instructor and ask for help.

Project Requirements

Preliminary Assignments - Students will be required to turn in a number of items in addition to the final copy of the term paper. These smaller assignments will be spaced throughout the period of the term paper assignment. They are meant to assure student progress towards a successful final product. These are the assignments students will need to complete:

1. ***General Topic*** - For this assignment, students need to type a paragraph in which they describe the general topic they plan to pursue for the term paper, as well as why they chose the topic. The paragraph should be single-spaced.
2. ***Narrowed Topic*** - For the narrowed topic, students must type one paragraph which describes how and why they have focused their topic more specifically. Students must also include their research question in the paragraph. The research question is the question that will be answered by the paper's thesis statement. This paragraph should be single-spaced.
3. ***Initial Bibliography*** - Students must prepare bibliography entries in the correct format for all sources they have accumulated so far in the project. Entries must be in alphabetical order, but they do not need to be annotated. This is not a final tally of sources, and sources can be added and dropped after this assignment is turned in. Students should type the bibliography and follow the correct format.
4. ***Progress Report*** - This assignment consists of two typed paragraphs. In the first, students should detail the work they have done so far and the progress they have made on the project. In the second paragraph, students should set forth a plan and goals for completing the project by the due date. The progress report should be single-spaced.
5. ***Preface*** - The preface is two single-spaced, typed paragraphs. In the first paragraph, the student should describe their subject and place it into historical context, give their research question, and also present their thesis statement. In the second paragraph, students should describe the organizational framework of their paper and the main points of each section. The preface should be between one-half and one typed page. The preface will also be included in the final copy of the term paper.

Final Copy Requirements - All parts of the final copy must be stapled together and typed with an acceptable typeface (some instructors will assign preferred typefaces,) in 12 point font. Students must also upload to JBNet or email an electronic copy of their essay and notes to their instructor. Instructors will provide instructions for this in class. Here are the parts of the hard copy:

1. ***Cover Page*** - Cover page must be consistent with the sample in this guide.
2. ***Preface*** - A clean copy
3. ***Essay*** - Essay should be 1.5 or double-spaced in 12 point font. Essay must also include either footnotes or endnotes.
4. ***Annotated Bibliography*** - Bibliography must follow the format from the sample in this guide.

Other Project Requirements

Research - Students must make sure their project is thoroughly and carefully researched. Part of the grade will evaluate research for both quality and quantity. Students should seek out a diversity of sources and points of view when preparing their term paper. Following are some more specific requirements for research:

1. **Sources Cited in the Essay** - Students must cite from at least eight of their sources in the body of the essay. One-half or fewer of the sources may be internet sources.
2. **Sources in the Bibliography** - Students must have at least ten sources in their final annotated bibliography. The annotations for each source should indicate where the student obtained the sources and its relative usefulness, as well as how it was used in the project. One-half or fewer of the sources may be internet sources.
3. **Primary Source** - Students must have at least one primary source in their bibliography and cited in the paper. Primary sources include materials like government documents, diary entries, eyewitness accounts, works of art from the time studied, newspaper articles from the time studied, transcripts of speeches, etc. Using primary sources helps students and historians to see history through the eyes of the people who were there, which is helpful for making accurate interpretations.
4. **Scholarly Periodical Source** - Students must have at least one scholarly periodical source in their bibliography and cited in the paper. A scholarly periodical source is an article from a historical or other academic journal. These articles are focused arguments that can come in very handy when looking for quotes that support the student's thesis. They can be obtained from either paper journals or databases available through the Stamper Library. JSTOR is a particularly useful source for these articles.

Thesis & Argument - The most important factor in the student's grade and the overall success of the project is the presence and quality of a clear and logical thesis statement and argument of the thesis statement throughout the paper. The thesis statement must be complex and weigh several factors, and the sections of the paper must argue the thesis statement consistently and logically. It is imperative that papers not just tell about an event or person. They must be focused on arguing the merits of a complex thesis. Students confused about this idea should seek immediate help from their instructor.

Organization & Time Management - It is vital for plagiarism avoidance and proper documentation that students keep careful track of where they are getting their material. Students are strongly urged to continue using the bibliography and note card system that they used in eighth and ninth grades for this project. In particular, students must make sure when doing their research to clearly distinguish material they have copied verbatim into their notes from material they have paraphrased. Disorganization is not an acceptable excuse for plagiarism. Since students are working independently, it is strongly recommended they use the planning calendar provided in the Appendix of this guide. Questions about paraphrasing should be addressed to the instructor.

Preparatory Work

Choosing a Topic - Your instructor will probably give you a list of sample topics that have worked well for students in the past. However, students are not required to choose their topic from this list. Many of the topics on the lists are relatively broad, so students can go in different directions and write great papers, even while pursuing the same initial topic. The basic rules for choosing a topic are that the subject of the term paper must be something from the years 1500-1975 (with some flexibility on either end.) and that the term paper must be non-United States history in focus. United States history may only be brought in if it is not the central focus of the paper. Other than that, students have wide latitude in choosing their topic, although they should keep these two ideas in mind when they are choosing a topic:

1. **Availability of Research** - Before settling on a topic, check the Stamper Library and other area libraries to make sure that there is enough material available for a successful project.
2. **There Must Be a Good Research Question** - A topic will not be good if there is no question surrounding it. For example, while the life of Gandhi is interesting, it does not readily contain a research question. Students could pursue a paper about Gandhi, but it needs to be in response to a specific question, i.e. Why did Gandhi pursue non-violence?

Some Suggestions for Topics - The following lists contain types of topics that have worked well for students in the past, as well as types of topics that have worked poorly. Students have done successful projects of all types, but some topics lend themselves to the requirements of the projects more easily than others.

Good Topics

- **Battles** - Why did one side win or lose? This topic has a ready-made research question.
- **Revolution or End of a Government** - Students must narrow the topic down, but the topic does lend itself well to argument.
- **A Meaningful/Catastrophic Event** - Why did a new artistic movement arise, why did a genocide happen, why did a policy, program, or effort succeed or fail?
- **Origin of an Idea or Work** - What elements came together to cause someone to publish or produce an important work or idea? These must be approached carefully, because not everything has complex enough origins to make a good term paper.

Less Successful Topics

- **Broad Topics** - Students will often begin with broad topics, but they must not remain broad. Trying to argue the outcome of an entire war, or decades-long revolution is impossible to do well given the length constraints of the project.
- **Eras** - Trying to argue why the Renaissance or other era happened is likewise too broad.
- **People** - Choosing to do your paper on a person you are interested in is dangerous. Students must be absolutely sure to come up with a good research question and stay very focused. It is easy to veer into biography with a person as topic.

Basic Research & Posing a Research Question

Basic Research - Once students have chosen a basic topic and made sure there are enough research materials, they should begin their basic research. Students should begin by seeking out as many sources as they can that seem to be relevant to their topic, while remembering that several people may be doing the same topic. If some books later prove to be irrelevant, that's ok. During this phase of the project, students should learn the important basic facts about their topic and how it fits into history. A good method is to look for at least one general history book that contains a broad scope including the topic. For example, if a student had chosen the Battle of the Bulge, a book about World War II in Europe would be a good choice. Students should seek to learn about the before and after as it pertains to the topic. This sort of research is especially important for students who begin with a broader topic. A general overview will usually provide the student with a point of interest or question that they can focus more closely on for the project itself. During the basic research phase, students should take factual notes that will let them place their topic into context. Students should also use their basic research to arrive at the research question if they did not have one at the beginning of the process. For example, a student who wants to write a paper on Gandhi may find the idea of *satyagraha* interesting. This may lead them to pose a research question about the role *satyagraha* played in the Indian fight for independence, or from where the idea of *satyagraha* itself came. At the end of the basic research phase, students should have a grasp of the context of their topic, they should have narrowed the focus of their paper, and they should be ready to pose a good research question if they do not already have one.

Posing a Research Question - Choosing a good research question is critically important for the success of the term paper project. The answer to the research question is the paper's thesis; students should choose a question that will lend itself to being answered with a complex thesis. Because the thesis must be complex, students should in all cases avoid a research question that can be answered with a simple yes or no. The research question must also be a question that has a plausible answer. Following are some examples of possible research questions that would yield a good thesis statement for an answer:

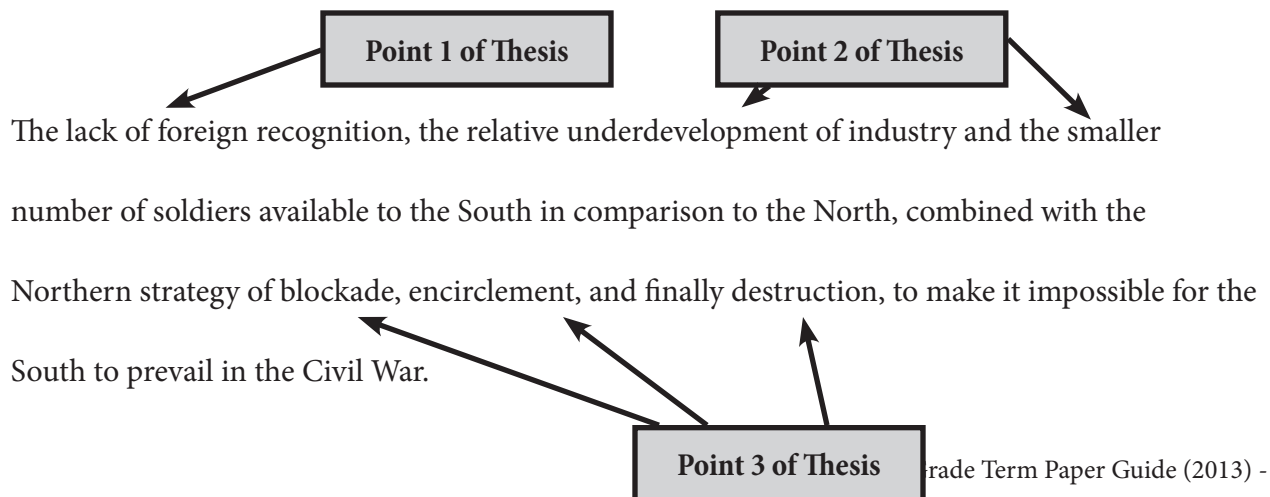
- Why did X win the Battle of Y?
- Why did the Genocide in X happen?
- Why did the X artistic movement arise?
- Why did the City of X grow so quickly during the Y century?
- How was X able to seize political power in Y during Z?

Please notice that all of the above are impossible to answer with a yes or no. Also, they all lend themselves to answers that take a variety of factors into consideration and require argument. Students should seek to pose these types of research questions in their 10th grade projects.

Focused Research - Once students have arrived at a good research question, the efficiency of their research should increase. The goal of the research in this phase of the project is to gather information that will make it possible to answer the research question posed by the student. Students should seek information that will provide them with the evidence not only to answer the question, but to back up their answer with facts, quotations, and any other relevant evidence. This is the point in the process where students should especially consult primary sources and journal articles. The librarians at the Stamper Library have provided a page filled with links and resources that may be valuable for students undertaking the 10th grade term paper project. This page can be found at the following URL: <http://www.jburroughs.org/library/studyguides/termpapers10.html> . Notes should be taken in a well organized manner so that they can be easily found and consulted during the preparation of the outline and the writing of the term paper itself. Once enough research has been completed, students will be ready to construct their thesis statement. Once the thesis statement is complete, students will continue to research where necessary, in order to make their argument as solid as possible. Following is a list of particularly helpful types of information:

- **Background Information** - Most of this should have been found in the basic research phase.
- **Facts to Support Thesis/Argument** - This can include dates, statistics, names, anything factual to back up the assertions made in the thesis/argument.
- **Quotations** - These are very important. Look especially for quotes from primary sources to help illustrate the argument, as well as quotes from historians echoing points from the thesis statement.

Thesis Construction- To put it simply, the thesis statement is the answer to the research question. A thesis statement contains the main points of the paper's argument. This is not a simple task and care should be taken in constructing the thesis. If a thesis is well constructed, writing the essay itself becomes a simple task. The thesis should also be logically constructed. In other words, if one part of the paper's argument is dependent on another part of the argument, that element of the thesis must come after the material upon which it depends. A good thesis for this project will contain three to four points that will be argued in the body sections of the essay. Following is a sample thesis statement with the points labeled for clarity. Further explanation is on the next page.



Explanation - This thesis takes into account several different factors that worked together to cause the South to lose. The order they are presented in is not an accident or at random. The North's strategy of blockade and encirclement would not have worked had the South gotten support from foreign navies. That is why the first part is about the lack of foreign recognition. Also, since the South was underdeveloped industrially, they could not build enough ships to break the blockade or to stop the Northern campaigns that strangled the South and finally drove armies straight into the heart of Georgia near the end of the war. Since the success of the last point is dependent on the two earlier ones, that is why it is last in the thesis statement. The idea behind a well-crafted thesis is to essentially make it impossible for the reader to disagree with the conclusion of the thesis statement. Like a geometric proof or a good lawyer, the thesis should make a logical and airproof case for the answer to the research question.

Writing the Paper

Outlining - A well written thesis statement will result in an essay with much the same format as a five-paragraph English essay with one important exception. It is best to think of the paper as a five-section essay instead of a five-paragraph essay. As in the sample thesis statement about the Civil War, the individual points within a thesis statement will often be complex. Students should think of each body section as its own smaller essay. Students should introduce the thesis point at the beginning of each body section, argue and prove it, tie the section to the research question, and then move on to the next section. The argument for each section should be well focused. Once again, using the previous sample thesis, it becomes clear that the sections containing thesis points two and three would need multiple paragraphs in order to remain focused. When the three (or 4 or whatever) body sections are complete, wrap the complete essay up with a conclusion paragraph tying the three points together for the reader. Here is a sample outline for the term paper.

- I. **Introduction**
 - a. introduce the topic and briefly put it into context
 - b. ask your research question rhetorically (not required but usually is effective)
 - c. give your thesis statement
- II. **Body Section One**
 - a. introduce the first thesis point in its entirety
 - b. argue the point in logical, concise, focused paragraph(s)
 - c. connect the full point to the thesis and weigh its relative importance
 - d. transition to next section
- III. **Body Section Two**
 - a. introduce the second thesis point in its entirety
 - b. argue the point in logical, concise, focused paragraph(s)
 - c. connect the full point to the thesis and weigh its relative importance
 - d. transition to next section
- IV. **Body Section Three**
 - a. introduce the third thesis point in its entirety
 - b. argue the point in logical, concise, focused paragraph(s)
 - c. connect the full point to the thesis and weigh its relative importance
 - d. transition to next section
- V. **Conclusion**
 - a. briefly restate the main points of your argument and also briefly discuss how the points work together and their relative weight and importance to the thesis
 - b. you can repeat the research question if you like
 - c. restate your thesis statement
 - d. finish up with a short conclusion statement

An outlining sheet has been provided in the Appendix of this guide. Students should use it to plan their essay and to note where they will place information and quotations.

Writing the Preface - The preface of the term paper serves much the same purpose as the description of a book given on the inside of the dust jacket or on the back cover. By reading the first paragraph in the preface, the reader should get a very clear idea about what the topic of the term paper is, the context of the paper, and the research question and thesis statement. The second paragraph of the preface will provide the reader with a roadmap of the paper. This paragraph should contain a description of the structure of the paper, as well as a preview of the most important pieces of evidence and argument. The preface should not function as the introduction to the essay. The essay itself must still contain a concise, clear introduction. The preface is something extra, and as such, stands independently of the essay itself. The preface, along with the annotated bibliography, is the only place where the student is allowed to write in the first person. Following is a brief outline for the preface:

- I. **Paragraph One**
 - a. introduce the topic and describe why you chose it
 - b. place the topic briefly into historical context
 - c. pose the research question
 - d. state your thesis (All points must be absolutely consistent in order with the way they will appear in the essay.)

- II. **Paragraph Two**
 - a. describe the outline of the paper (Go over it section by section and describe how you will argue each of the main points.)
 - b. describe the main pieces of evidence you will use, describe the primary source and how you will use it
 - c. make any dedications you want to (this part is optional)

Writing the Essay - Instructors will evaluate the essays based on the criteria they give students at the beginning of the assignment. All instructors, however, will place great importance on a clear thesis statement and systematic and logical argument of the thesis. Students should follow their outline closely in order to assure focus and a good defense of the thesis. Paragraphs should be well focused, and if a section has a complex thesis point, it should be broken into several paragraphs. It is also very important that the order of the thesis points in the essay sections themselves is absolutely consistent with the thesis statement. These points should be consistent everywhere the thesis statement appears (preface, introduction, and conclusion.) Students should also proofread their work carefully for grammar, punctuation, and correct spelling. Acronyms should be clearly explained at their first occurrence, and students should clearly follow all format rules for footnotes/endnotes. A review of rules for citing material will be found in the next section of this guide.

Footnoting/Endnoting - Citations tell where you found the information that you have used in your paper. A footnote is a type of citation that appears at the bottom of the page on which the information appears. An endnote is the same as a footnote, except that it appears at the end of the essay. Footnotes and endnotes are numbered consecutively. Footnotes serve two crucial purposes. First, whenever you borrow someone else's ideas or words, you must give them credit. A footnote signals to your reader that the ideas or words that precede it are not yours. Second, they allow your reader to track down the source of your information if they want to learn more or double check your work. Inaccurate or sloppy footnoting can result in you inadvertently taking credit for someone else's work; this is plagiarism, a serious academic and school offense. Therefore, you need to be extremely careful when recording source codes and page numbers as you complete your note cards. Remember that your paper will be checked for plagiarism.

When to Cite a Source

1. When you use someone else's words (written or spoken), you need to include a footnote. You also need to put quotation marks around the material you are using, unless you are using a block quote. Not doing so is still plagiarism, even if you properly footnote.
2. When you paraphrase someone's original opinions or interpretations, even if you alter the wording completely, you must cite their work.
3. When you use someone's original research, you must also give them credit. All statistics, studies, court cases, laws, etc. must have citations. You do not require citations for *common knowledge*, material that you can reasonably conclude most people know. If you are unsure about what is common knowledge and what is not, ask your teacher.

Placing the Footnote Numbers - Always place the footnote number at the end of the section you are citing. Put it after all punctuation, including quotations marks and periods. Every quotation requires its own footnote. If, however, a series of sentences paraphrase information from the same source, you can put one note at the end of that material; just be sure to include the page number(s) for all the material from your source.

Formatting Footnotes - There is a complete list of footnote formats for different types of sources in the Appendix. As you write, you may want to just put the source code and page number(s) of the cited information in the footnote (or number your note cards and put that number in the footnote), and go back later to enter the complete information.

Footnoting the Same Sources Multiple Times - You will likely cite at least several of your sources more than once. You do not need to repeat the entire note. The next page will contain a sample list of notes with explanations on how to deal with this situation.

Sample Note Page - Following is a list of sample notes. It doesn't matter if you use endnotes or footnotes, because the format is the same. The only difference is that footnotes go on the bottom of the page where the material cited is located. Otherwise, the numbering and formatting is exactly the same. These notes will show you how to correctly deal with notes from sources that you cite more than once. Your footnotes or endnotes must follow these rules in your term paper.

1 Helen M Hintjens, "Explaining the 1994 Genocide in Rwanda," *The Journal of Modern African Studies* 37, no. 2 (June 1999): 246, accessed June 27, 2012, <http://www.jstor.org/stable/161847>.

2 Ibid.

3 Ibid., 252.

4 Thomas G. Paterson, "The Origins of the Postwar International System." In *Major Problems in American History Since 1945*, edited by Robert Griffith and Paula Baker (Boston: Houghton Mifflin, 2001) 23.

5 Ibid., 27.

6 Hintjens, 265.

Note #1 is material from a JSTOR article. The citation is from page 246 of the article.

Note #2 is material from the exact same page of the same source as Note #1

Note #3 is from the same source as Note #1, but a different page; this time it's page #252.

Note #5 is the same source as Note #4, but it is page 27 instead of 23.

Note #6 refers back to the Hintjens source. Since there is another source(s) in between, instead of Ibid., you use the author's last name. Just include last name and page #.

Notes on Footnoting - Please follow the rules from this page, along with the formats from the various types of sources in the Appendix. Essentially, Ibid. is shorthand for "the same place." Students can save time and effort by remembering these rules and applying them. Instructors will expect students to follow these rules and adherence to them will be calculated into the grade. Footnotes begin with #1 and continue throughout the entire paper. Numbering for footnotes should **not** start over on each page.

Appendix

Footnote/Endnote Sample Formats - The following list contains sample formats for footnote entries for every type of source students are likely to encounter in the course of the paper. Students should choose the format that fits the type of source they are using and apply it to the information from their own source. When footnoting a primary source, students should use the format of the source from which they obtained the source. For example, a document found on the web site *Modern History Sourcebook* would be footnoted as material from a web site. A document found in a book or primary sources would be footnoted as an essay or chapter from a multi-author book. Questions about how to footnote a particular source should be addressed to the instructor. If for some reason you cannot locate the necessary information because your original source did not contain it (not because you failed to record it on your bibliography card) use the following abbreviations to indicate what is unknown: n.d.=no date; n.p. (before colon)=no place; n.p. (after colon) =no publisher.

Printed Sources

Book With One Author

Wayne K. Durrill, *War of a Different Kind: A Southern Community in the Great Rebellion* (New York: Oxford University Press, 1990) 23.

Book With Two or More Authors

John P. McKay et al., *A History of World Societies*, 6th ed. (Boston: Houghton Mifflin, 2004) 23.

Book With an Editor or Translator

Arthur Schnitzler, *The Road to the Open*, trans. by Horace Samuel (Evanston, IL: Northwestern University Press, 1991) 23.

Essays or Chapters from a Multi-author Book (Note: This is the form you use for sections from *Opposing Viewpoints print* or *Current Issues*, etc.)

Thomas G. Paterson, "The Origins of the Postwar International System," In *Major Problems in American History Since 1945*, ed. Robert Griffith and Paula Baker (Boston: Houghton Mifflin, 2001) 23.

Book With A Corporate or Organization Author

United Nations Organization, *Report on Peacekeeping Operations in Sierra Leone, 2005* (New York: United Nations Organization, 2006) 23.

Article or Section from a Reference Book – (Note: These books will not usually give authors for the sections. Include it if they do, but omit the author if they do not provide it. Be sure to include the name of the editor(s), however.)

“Assault Weapons,” in *Guns in American Society: An Encyclopedia of History, Politics, Culture, and the Law*. ed. Gregg Lee Carter (Santa Barbara, CA: ABC-CLIO, 2002) 23.

Magazine Article With An Author

John Seabrook, “Ruffled Feathers: Uncovering the Biggest Scandal in the Bird World,” *The New Yorker*, May 29, 2006, 23.

Magazine Article With No Author – (Note: These are usually little short articles, but occasionally they will be useful and you may need to cite some information from one. Simply use the headline / title of article and omit an author’s name. Include a page number.)

“Time Capsule.” *Missouri Conservationist*, December 2007, 33.

Newspaper Editorials –(Note: These are generally in the opinion section of the newspaper. They represent the opinion of the newspaper, and are generally not signed. No page number is necessary.)

“Students Gain, Lenders Lose,” editorial, *St. Louis Post-Dispatch*, June 25, 2007.

Newspaper Article with No Author Given – (Note: If there are multiple articles from the same paper, and you go back and forth in your notes, include the paper and enough of the article title so that your reader knows to which article you are referring.)

“Deal is Arranged for Sale of Essex Crane Rental,” *Wall Street Journal*, March 10, 2008.

Newspaper Article with an Author Listed

Judith Miller, “Threats and Responses: Chemical Weapons; Iraq said to try to buy antidote against nerve gas,” *The New York Times*, November 12, 2002.

SIRS

Benedict Carey, “In the Execution Chamber, the Moral Compass Wavers,” *New York Times*, February 7, 2006, F1+. Reprinted in *Human Relations* 2007, Ed. Kim T. Kobayashi, Boca Raton, FL: Pro Quest Information and Learning Co.

Online Sources

CQ Researcher

Kenneth Jost, "Gun Violence," *CQ Researcher*, May 25, 2007, 465, accessed June 22, 2012, www.cqresearcher.com.

Newsbank

Allen C. Guelzo, "Titanic Presumption," *National Review*, April 16, 2012, accessed June 23, 2012, NewsBank NewsFile Collection.

Facts.com

Issues and Controversies (Facts on File News Services), s.v. "Juvenile Death Penalty," accessed June 23, 2012, last modified July 15, 2009, <http://www.2facts.com/article/i1000010>.

A Downloaded Article from an Organization Web Site – Always include an author's name if there is one. Generally, articles on sites will have them. If they do not, go to the next sample.

Ben Lieberman, "American-Made Energy from ANWR at a Modest Cost." Heritage Foundation Web Memo, accessed June 23, 2012, last modified August 10, 2006, <http://www.heritage.org/research/energy/wm1192.cfm>.

Material from a Corporate or Organization Website – (Note: Be as specific as possible with a title if you can get one. If you are using material from a bunch of places within a site, simply use the name of the website or the organization sponsoring it as an author.)

Republican Party. "2008 Republican Party Platform," *GOP.com*, accessed June 23, 2012, last modified August 2008, http://www.gop.com/index.php/page_content/issues/2008platform.pdf.

An Article from Gale Opposing Viewpoints

Ed Donnerstein, "Media Violence Promotes Violent Behavior" (2004), in *Popular Culture*, ed. John Woodward, *Opposing Viewpoints* (San Diego: Greenhaven Press, 2005), accessed June 23, 2012, Gale Opposing Viewpoints in Context (EJ3010377222).

An Article Downloaded from JSTOR

Helen M Hintjens, "Explaining the 1994 Genocide in Rwanda," *The Journal of Modern African Studies* 37, no. 2 (June 1999): 245, accessed June 27, 2012, <http://www.jstor.org/stable/161847>.

Bibliography Entry Samples - Here is a list of bibliography entry examples. Select the appropriate example and alter it with the information in your source appropriately. If for some reason you cannot locate the necessary information because your original source did not contain it (not because you failed to record it on your bibliography card) use the following abbreviations to indicate what is unknown: n.d.=no date; n.p. (before colon)=no place; n.p.(after colon) =no publisher. Please note that your annotated bibliography should use a “hanging indent” of 1/2 inch.

Printed Sources

Book With One Author

Durrill, Wayne K. *War of a Different Kind: A Southern Community in the Great Rebellion*. New York: Oxford University Press, 1990.

Book With Two or More Authors

McKay, John P, Bennet D Hill, John Buckler, and Patricia Buckley Ebrey. *A History of World Societies*. 6th ed. Boston: Houghton Mifflin, 2004.

Book With an Editor or Translator

Schnitzler, Arthur. *The Road to the Open*. Translated by Horace Samuel. Evanston IL: Northwestern University Press, 1991.

Essays or Chapters from a Multi-author Book (Note: This is the form you use for sections from *Opposing Viewpoints print or Current Issues, etc.*)

Paterson, Thomas G. “The Origins of the Postwar International System.” In *Major Problems in American History Since 1945*, edited by Robert Griffith and Paula Baker, 26-33. Boston: Houghton Mifflin, 2001.

Book With A Corporate or Organization Author

United Nations Organization. *Report on Peacekeeping Operations in Sierra Leone, 2005*. New York: United Nations Organization, 2006.

Article or Section from a Reference Book – (Note: These books will not usually give authors for the sections. If they do, simply omit the author part of the entry. Be sure to include the name of the editor(s), however.)

“Assault Weapons.” In *Guns in American Society: An Encyclopedia of History, Politics, Culture, and the Law*, edited by Gregg Lee Carter. Santa Barbara CA: ABC-CLIO, 2002.

Magazine Article With An Author

Seabrook, John. "Ruffled Feathers: Uncovering the Biggest Scandal in the Bird World." *The New Yorker*, May 29, 2006, 50-61.

Magazine Article With No Author – (Note: These are usually little short articles, but occasionally they will be useful and you may need to cite some information from one.)

Missouri Conservationist. "Time Capsule." December 2007, 33.

Newspaper Editorials – (Note: These are generally in the opinion section of the newspaper. They represent the opinion of the newspaper, and are generally not signed. No page number is necessary.)

St. Louis Post-Dispatch. "Students Gain, Lenders Lose." Editorial, June 25, 2007.

Newspaper Article with No Author Given

Wall Street Journal. "Deal is Arranged for Sale of Essex Crane Rental." March 10, 2008.

Newspaper Article with an Author Listed

Miller, Judith. "Threats and Responses: Chemical Weapons; Iraq Said to Try to Buy Antidote Against Nerve Gas." *The New York Times*, November 12, 2002.

Online Sources

CQ Researcher

Jost, Kenneth. "Gun Violence." *CQ Researcher*, May 25, 2007, 457-480. Accessed June 22, 2012. www.cqresearcher.com.

Newsbank

Guelzo, Allen C. "Titanic Presumption." *National Review*, April 16, 2012. Accessed June 23, 2012. NewsBank NewsFile Collection.

Facts.com – (Remember to be as specific as possible about *which section* of Facts.com your source came from, for example, *Issues and Controversies*. You do not put the title of the article in your bibliography entry, but you do in the footnote. You do need to put the URL for the specific article. You can find it on the page where you get the article.)

Issues and Controversies. Facts on File News Services. Accessed June 23, 2012. Last modified July 15, 2009. <http://www.2facts.com/article/i1000010>.

A Downloaded Article from an Organization Web Site – (Note: Always include an author's name if there is one. Generally, articles on sites will have them. If they do not, go to the next sample.)

Lieberman, Ben. "American-Made Energy from ANWR at a Modest Cost." Heritage Foundation Web Memo. Accessed June 23, 2012. Last modified August 10, 2006. <http://www.heritage.org/research/energy/wm1192.cfm>.

Material from a Corporate or Organization Website – (Note: Be as specific as possible with a title if you can get one. If you are using material from a bunch of places within a site, simply use the name of the website or the organization sponsoring it as an author.)

Republican Party. "2008 Republican Platform." GOP.com. Accessed June 23, 2012. Last modified August 2008. http://www.gop.com/index.php/page_content/issues/2008platform.pdf.

An Article from Gale Opposing Viewpoints – (Note: the sample slide on page 12 if you get confused. Don't forget to copy the Gale Document number from the webpage and include it.)

Donnerstein, Ed. "Media Violence Promotes Violent Behavior." 2004. In *Popular Culture*, edited by John Woodward. Opposing Viewpoints. San Diego: Greenhaven Press, 2005. Accessed June 23, 2012. Gale Opposing Viewpoints in Context (EJ3010377222).

An Essay from JSTOR - (Note: Make sure to get the stable URL from the essay. The cover page of the PDF has all of the information you need to do the bibliography entry.

Hintjens, Helen M. "Explaining the 1994 Genocide in Rwanda." *The Journal of Modern African Studies* 37, no. 2 (June 1999): 241-286. Accessed June 27, 2012. <http://www.jstor.org/stable/161847>.

ANNOTATED BIBLIOGRAPHY

Durrill, Wayne K. *War of a Different Kind: A Southern Community in the Great Rebellion*. New York: Oxford University Press, 1990.

I found this book in the Stamper Library and used it heavily in my second thesis point section.

Guelzo, Allen C. "Titanic Presumption." *National Review*, April 16, 2012. Accessed June 23, 2012.

NewsBank NewsFile Collection.

I found this article on Newsbank and used it for background information and one quote in my first thesis point section.

Hintjens, Helen M. "Explaining the 1994 Genocide in Rwanda." *The Journal of Modern African Studies* 37, no. 2 (June 1999): 241-286. Accessed June 27, 2012. <http://www.jstor.org/stable/161847>.

This journal is from JSTOR and was enormously helpful in giving me background information for my argument.

You should use the same format and spacing (double) for your own annotated bibliography. You should set your word processor for a 1/2 inch hanging indent (see instructor if you need help,) for ease of formatting.

Also, turn off any autoformatting of URL's that your word processor might have. That will eliminate URL's turning blue. You should include your own page # consistent with your own format. Eliminate the footer from this sample page in your own paper

Why the Great Leap Forward Failed

by

Ima Student

World Civilizations II

Mr./Ms. Teacher

February 19, 2007

The footer/page number from this sample should be omitted on the real cover page. Also, the cover page must be signed in pen.

Planning Calendar

Students should plan their time carefully for the assignment. Meeting all deadlines with quality work and pacing work effectively is essential for both earning a top grade and avoiding stress and hurry at the end of the project. Students should fill in the due dates of each assignment in the assignment grid on this page. On the next page, a blank calendar has been provided for setting goals and planning conflicts. If there are several other assignments due at the same time as a smaller assignment, students should plan to work ahead to assure the quality of their work. Students should set a goal to have a rough draft completed at least 5-7 days before the final copy is due. This will give students time to set it aside and return to it with a more objective eye. Extensions or only given for the final copy in times of genuine catastrophe.

<i>Assignment</i>	<i>Due Date</i>
General Topic	
Narrowed Topic	
Initial Bibliography	
Progress Report	
Preface	
Final Copy	
Electronic Copy	

Planning Calendar - Use this calendar to insert the due dates of term paper assignments, as well as test dates in history and other classes. This calendar should be used to set the pace of work for the term paper, as well as for goal setting. Students should set a date when they want to be done with research, have a completed thesis statement, a rough draft completed, etc. Students should insert the date into each box.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Outlining Worksheet

Students should use this worksheet to prepare a detailed outline for their paper before they write the preface and the essay itself. If students have used the proper note card system, or kept careful track of their notes, they can simply put card/note code numbers in the space provided. This should save time when writing the paper and help to keep the final product organized and well focused.

I. Introduction

- a. Introduce the topic briefly and put it into context
- b. Either pose the research question rhetorically or somehow work the question into the discussion.
- c. Give your thesis statement in its entirety

II. Body Section One

- a. Include a good topic sentence that will cover the *entire section*
- b. Argue the point in logical, concise, and focused paragraph(s)
 - i. Make a list of factual information you will use
 - ii. Make a list of quotations you will use
- c. Connect the full point to the thesis and weigh its relative importance
- d. Transition to the next section

