

Ewing High School Research Paper/Project Manual



A Word About This Manual:

The focus of this manual is to help the reader through the research process. You will find direction here when your work requires research whether the final product is a paper, project, or presentation. The information in these pages should be taken in small doses but seriously digested since the years spent in high school will require use of these skills over and over again.

You are encouraged to utilize all the information available about research. Your Media Center, in addition to its helpful staff, offers a number of opportunities, for both students and faculty, to navigate through research. Faculty members can arrange particular research experiences with the Media Center staff in order to utilize the excellent materials provided in our facilities.

Use the Table of Contents to target your focus on particular areas of information and utilize the appendix for further examples of items described in the manual.

Don't let the scope of the research process scare you. It is a tool, and like any tool, its functions and uses may seem strange at first. However, the more experience you have with it, the more skill you will develop in using it. We have imagined ourselves as a helpful friend explaining how to do a particular task. We hope that you will benefit from our explanations and prove to be successful in the research process. Happy navigating!

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I. Research Project Defined

The concept of research is a PROCESS; the product may take on a number of different forms. Regardless of the final product, the collection of and documentation of information remains relatively the same.

Research allows students to:

- select a topic
- formulate opinions
- investigate information
- present information
- use higher-level and critical-thinking skills
- practice basic skills
- explore and focus on an area of study
- organize collected information into a sensible order

The research project may take on one or more of the following forms; however, the project must follow MLA style which is outlined in the following pages. These forms are:

- Position paper/paper which argues a point
- Power Point project
- Speech/oral presentation
- Hyperstudio presentation
- Experiment analysis
- WebQuest
- Other types of visual presentations
- Any final product of reading and gathering ideas of authorities in a specific field in order to answer a certain query

II. Choosing a Topic

A. Formulate Questions

A broad subject for a research project may be either assigned by the instructor or selected by the student. The topic chosen should be narrowed to a manageable subject.

On the other hand, do not choose a topic so narrow that there will be difficulty in finding enough material about it. For example,

“The Activities of Samuel Adams as a member of the Sons of Liberty” would be a suitable topic for research, whereas “The American Revolution” would be entirely too broad a subject. Begin research by reading several general articles about a particular subject. Narrow the focus and select a question that limits the subject. As the research question begins to surface, the thesis idea or answer should begin to emerge as well. Remember, the thesis is the main idea of the project. The thesis is not an indisputable fact or a personal prejudice, but rather an argument or point of view which can be proven.

Example:

Question – Can energy gathered by the burning of garbage be used as an effective source for powering industry in the United States?

Thesis - Energy gathered by the burning of garbage is available as an energy source to power industry in the United States.

B. Preliminary Research

In selecting a topic, be sure that there are adequate research materials available. Be sure to check the media center for research materials such as books and articles, as well as Internet sources *before* selecting a topic for the research project. The research topic should examine a significant issue and have a serious purpose demanding an analysis of the issues, arguing a position, and explaining complex details. A project that examines a problem or raises a question requires research to support a position and to reach a meaningful conclusion.

The research project should represent a presentation of facts, which are based upon reading or consulting several specific sources. The project should be original in selection, evaluation, expression and conclusion. The thesis is an important aspect of any research project because it sets in motion an examination of facts so that a specific conclusion can be reached.

C. Create a Working Outline

After all preliminary research is done, the working outline is created to organize all of the ideas you plan to include in the research project.

A working outline should be set up using the following format:

1. Begin with the thesis statement.
2. Each main idea of the project should then be numbered with Roman numerals (I, II, III, etc.) beginning with the introduction.
3. Information that will be used to support or develop each main idea is to be indented and labeled with capital letters (A, B, C, etc.).
4. Additional information which gives more detail to a supporting idea is also indented and labeled with Arabic numbers (1, 2, 3, etc.).
5. The final section of the working outline is the conclusion..
6. Always use at least two divisions for each category. Outlines cannot have a I without a II or an A without a B.
7. Information should not be put into complete sentences. Keep phrases short and to the point.

Example of a working outline:

Thesis:

I. Introduction

II. First Main Idea _____

A. Support _____

B. Support _____

III. Second Main Idea _____

A. Support _____

B. Support _____

1. Detail _____

2. Detail _____

IV. Third Main Idea _____

A. Support _____

B. Support _____

1. Detail _____

2. Detail _____

V. Conclusion

A. Restate main ideas

B. Restate thesis

*** NOTE: Working outline formats can be changed depending on the type of project given AND the requirements of the instructor.

III. Research

A. Good Places to Start

Once the general reference material has been read, specific information that will help you develop your topic must be located, gathered and evaluated. This information may be in print, or in non-print form. Encyclopedias, books, magazines, newspapers, booklets and pamphlets are printed examples; videotapes, audiotapes, slides and radio/television are examples of non-print resources.

Information will appear in two additional categories: primary and secondary sources. Included as primary sources would be actual texts of reports, novels, documents, interviews, questionnaires, recordings and material in nature. Secondary sources would include critical accounts and historical accounts based on primary material. An important point to remember is that secondary sources may lead you to additional primary sources. Consider the bibliography of the secondary source you are using as a reference.

Naturally, the best place to look for information is your school media center and the local public library. The information will be arranged by author, title or subject. Investigate periodical indexes, general and specialized indexes, and reference books. Use the Internet, but be aware that anyone can put information on it; information may not be reliable or accurate.

As you progress with your research, remember to use a wide variety of sources; be aware that not every source will suit your purpose and /or audience or is reliable. Also, be sure that enough material can be found relative to the time and circumstance of the project before starting in a major way.

B. Reliability of Sources

The reliability of your resources will determine, in part, the success of your project. Check the usefulness of your material. Make sure that it is the most recent information available and that the facts/statistics are up to date. Check to see that your author is reliable. Is s/he cited by others in the field? Assess if there is bias present in the piece, or if the writer has given an impartial, objective account. Is the person an expert in the field? Try to investigate the publisher of the work. A reliable publisher usually has a reputation for accurate treatment of subjects and knowledgeable assessments.

C. Creating Bibliography Cards

Bibliography cards catalog the books, articles and other sources which will be investigated during the research process. When complete and accurate, bibliography cards save time when the actual project is prepared and a Works Cited document is finalized. Whether a bibliography card or sheet is used, the format will follow the most recent MLA publication unless otherwise noted.

Bibliography cards should reflect a variety of sources, and a variety of viewpoints (when necessary). Although more cards will be generated than used as the research continues and the working outline becomes finalized, citations and information should be distributed accordingly from a variety of sources.

Cards should be numbered and use the MLA format of the hanging indent. (See Appendix)

1
Carson, Rachel. <u>The Edge of the Sea</u> . Boston: Houghton Mifflin, 1955.

D. Note Taking

Note cards provide an easy, efficient system for compiling researched material. The format below is to be used when setting up note cards. Headings at the top of the card should reflect the main idea of the source investigated, and the notes that follow should be details that develop and support that idea. Note cards should be accurately and thoroughly prepared so that one need not consult the book again. If material is quoted directly from a source, be sure that it has been accurately reproduced on the note card. Otherwise, notes should be brief and written in your own words. Be sure to make a bibliography card for each source from which material has been taken.

Heading.....

Page reference...

Page reference...

Poe: Life West Point	Grosse, <u>Questions</u>
22_____	
23_____	

Author's last name, name, shortened book title, notes from book entitled Questions at Issue by Edmund Grosse

Should there be more than one card from the same book (or other type of source) covering the same heading, simply repeat the format given above, but number the cards 1, 2, etc., in the upper right-hand corner.

E. Plagiarism

Plagiarism is the use of someone else's words or ideas without giving credit to the source. Plagiarism is a serious offense and can carry with it serious penalties. Students may avoid plagiarism in the following ways:

- Any time you copy an author word for word, you must use quotation marks around the author's exact words and credit the author by using a parenthetical citation. It is not appropriate to

quote “general knowledge.” General knowledge is information you can find in several sources which is not an original idea or viewpoint. General knowledge should always be put in your own words.

- Paraphrase. This means rewriting the author’s words in your own words. You must still credit the author by using a parenthetical citation. Be sure the rewording is not simply a rearrangement of the author’s words. Use your own style and language when rewording.
- Write using a combination of your own wording and the exact wording of the author. You will need to use quotation marks around what you copied word for word. Include a parenthetical citation(s) to give the author credit for all the information.
- You can also present an author’s unique viewpoint, theory, or summation (in your own words), but you still need to include a parenthetical citation.

Read the following passages that demonstrate unacceptable and acceptable methods of crediting an author’s words. Note the reasons why the examples are or are not acceptable.

Original Text from “Black Death Ravages Europe” by J.F.C. Hecker:

The mental shock sustained by all nations during the prevalence of the black plague is without parallel and beyond description. In the eyes of the timorous, danger was the certain harbinger of death; many fell victims to fear on the first appearance of the distemper, and the most stouthearted lost their confidence. The pious closed their accounts with the world; their only remaining desire was for a participation in the consolations of religion. Repentance seized the transgressor, admonishing him to consecrate his remaining hours to the exercise of Christian virtues. Children were frequently seen, while laboring under the plague, breathing out their spirit with prayer and songs of thanksgiving. An awful sense of contrition seized Christians everywhere; they resolved to forsake their vices, to make restitution for past offences, before they were summoned hence, to seek reconciliation with their Maker, and to avert, by self-chastisement, the punishment due to their former sins.

Sample A – Unacceptable {This example is unacceptable. While the student included a citation, the writing still resembles the original too closely.}

The underlined parts represent the changes from the original material:

The mental shock sustained by all nations during the frequent occurrence of the black plague is without parallel and beyond description. In the eyes of the fearful, danger certainly brought death; many fell victims to fear on the first appearance of the disease, and the most brave lost their confidence. The pious made their

peace with the world; their only remaining desire was for a participation in the consolations of religion. Repentance seized the transgressor, admonishing him to consecrate his remaining hours to the exercise of Christian virtues. Children were frequently seen, while laboring under the plague, making prayer and songs of thanksgiving. An awful sense of contrition seized Christians everywhere; they resolved to give up their vices, to make payment for past offences, before they were summoned to their death, to seek reconciliation with their Maker, and to avert, by self-chastisement, the punishment due to their former sins (Hecker 5).

Sample B – Acceptable {This example is acceptable because it paraphrases the author’s words. The ideas remain consistent with the original text, but the student’s language and style are apparent. Additionally, the student included a parenthetical citation which indicate the exact page number where material was found.}

People who lived during the black plague suffered as much mentally as they did physically. Because they believed that the plague brought certain death, they felt that they had to make their peace with the world and their God. In fact, they were certain that death would be the outcome, even at the first appearance of the disease. This loss of confidence led them to think about the consolations of religion. Plague sufferers spent their remaining hours repenting for their sins. They thought about how to be a good Christian, how to repay past offenses, and how to punish themselves for the bad they had done. Even children could be seen praying and singing songs of thanksgiving (Hecker 5).

IV. Final Outline

Before the research project can be drafted, students will review their working outline, bibliography cards and any additional notes they may have. Sufficient detail and support must be gathered to defend the thesis.

A. Re-evaluate the Working Outline and Research

- Is the introduction well defined and does it include the thesis?
- Are all main ideas well developed and supported?
- Does the conclusion sum up all main ideas and restate the thesis?
- Is any information missing?

B. Reevaluate the Thesis

- Is your thesis statement consistent with your research?
- Have you changed your thesis statement to accommodate your research?
- Is your thesis statement a single declarative statement in which no conjunctions are used?

Once all of the revisions are made, a final outline can be written.

Example of a final outline:

Thesis:

I. Introduction
Attention grabber

Background information (definition, history)

A. Thesis

II. First Main Point

A. Support _____
B. Support _____

III. Second Main Point

A. Support _____
B. Support _____
 1. Detail _____
 2. Detail _____

IV. Third Main Point

A. Support _____
B. Support _____
 1. Detail _____
 2. Detail _____

V. Conclusion
A. Restate main ideas

B. Restate thesis

V. Preparing the Project

A. Introduction

Now that you have completed your research, prepared a final outline, and re-evaluated your thesis, you are ready to begin to translate that

outline into the final project. Regardless of whether you are preparing a paper or some other form of research presentation, you need to be thinking of creating an interesting introduction which will capture the attention of your reader/listener. Talented writers and speakers often suggest a "hook" of some kind that will "catch" the audience like a fish on a line. This can be accomplished with an exciting anecdote, an appropriate or moving quotation, a rhetorical question, use of a special symbol or image, etc. However you choose to begin, you now need to provide background that will lead to the thesis. Your introduction should leave no doubt in the mind of the audience what you plan to accomplish. Your thesis should be clearly stated in the introduction.

B. Main Body

The main body of the project develops your thesis by presenting your research material. At this point, you will need to follow your final outline carefully and consult your notes frequently. You need to be sure that you are constantly "on topic"; that is, you are not straying from your thesis and the work that it demands. You will wish to infuse examples to support your ideas. In addition to presenting the information in your own words, you should also utilize direct quotations from a particular source or authority OR paraphrase a section of particular material. Both of these procedures are further detailed on pages 5-6, 9-11.

C. Plagiarism

You must ALWAYS create a paper or project which is honest and well researched. All of the material presented should be in your own words, except for those occasions when you purposely quote or paraphrase. At those times, you must identify where such quoted or paraphrased material came from. Citation procedures are explained on pages 13-15 of this manual.

D. Transitions

As a writer or speaker, you can help your audience make its way through your research by using good transitions which signal links between events and ideas. Phrases like "consequently," "because of this event," "in conclusion," "therefore," and a host of other transitions provide meaningful relationships between one part of your project and another. They are like points on a map that help your audience find their way through the material you are presenting.

E. Point of View

If you are writing a research paper, it is appropriate to write the paper from a third person point of view. Writers should refrain from the use of "I" (as in "I think that...") or "you" (as in "You should follow these suggestions"). Since the paper is your defense of your thesis, the audience will assume that all opinions ARE yours, except for those authorities whose opinions you cite, etc. Use the words "one," "a person," or "people" in place of the word "you." For example, "One should follow these suggestions."

F. Conclusion

Next, the project must clearly and formally conclude. This too must be signaled to the audience in an appropriate manner. The conclusion should never introduce new information. Its job is to summarize, re-evaluate and re-state the points covered in the body of the project. If the project is a present to the audience, the conclusion is the bow on the package. You want to leave the audience with the feeling that you have proven your thesis. Therefore, reviewing the main points you have covered in the project, re-stating your thesis, and quoting an authority who stresses a central point of your project are all valid components of a conclusion.

G. Works Cited/Works Consulted

Finally, a Works Cited page must be created on which you list all of the materials you have quoted or paraphrased from or otherwise cited in the project (perhaps in a map or graph). These sources are on your bibliography cards and need only to be sorted through to identify the ones you need. Put them in alphabetical order and type them on a page headed Works Cited, following the correct MLA format you observed in creating them as bibliography cards. Be certain to double check their accuracy and correct any errors in form.

If you have sources that you used to develop general research on the topic but which you did not cite from, these materials can be listed on a Works Consulted page. These sources should also be placed in alphabetical order on a page headed Works Consulted. However, these sources should, unlike the Works Cited sources, include the pages read for your research.

VI. DOCUMENTATION

A. Parenthetical Citation:

Parenthetical references are used to give credit for information used in the project. Direct quotations, controversial information, original and interesting opinions or interpretations (even if in your own words), figures, statistics, diagrams, definitions, and illustrations must be documented. General information (commonly found in encyclopedias) and common knowledge need not be documented. Parenthetical references should be brief. Give only the information needed to identify the source and the page from which the material came. What you write in your text has a direct correlation to what is placed in parentheses.

1. If you state the author's name in the text, you do not need to repeat it in the citation.

Example: In *Harry Potter and the Prisoner of Azkaban*, author J.K. Rowling writes, "Harry Potter was a highly unusual boy in many ways" (1).

The (1) refers to the page number on which this quotation can be found.

2. If neither the author nor the name of the work appears in the introduction to the quotation, then you must provide the author's last name and the page number in the parenthetical citation.

Example: The difficulty of being a wizard in a non-magical family is suggested in this statement. "Harry was particularly keen to avoid trouble with his aunt and uncle at the moment, as they were already in an especially bad mood with him, all because he'd received a telephone call from a fellow wizard..." (Rowling 3).

3. For a work listed only by title, list a shortened form of the title in parentheses.
4. The page number can be omitted if the article is only one page long.
5. When two or more works by the same author are used, add a shortened title to distinguish the reference.
6. If using a multi-volume work, give the volume number, a colon, a space and the page number(s).

B. Quoting Procedure, Prose

A direct quotation of prose may be set up in one of two ways:

1. A short quotation of prose material is one which is less than five lines long. It is enclosed by quotation marks and is part of the regular body of the paper or project.
2. A long quotation is one which is five lines or longer. It is set apart from the body of the paper by the additional indentation of the quoted material – one inch of space. Like the rest of the paper, it is double spaced. Quotation marks are not used. Long quotations should make up no more than ten percent of your paper.

What follows is an example of how a long quotation and a short quotation would appear:

Shakespeare's plays are rich in poetic imagery. Times of day, changes of season, weather conditions are all fully described. So are Shakespeare's characters. Caroline Spurgeon, in her essay "Shakespeare's Imagery in *Macbeth*," demonstrates the bard's use of this device when she analyzes the character of Macbeth:

Few simple things – harmless in themselves – have such curiously humiliating and degrading effect as the spectacle of a notably small man enveloped in a coat far too big for him. Comic actors know this well – Charlie Chaplin, for instance – and it is by means of this picture that Shakespeare shows us his imaginative view of the hero and expresses the fact that honors for which the murders were committed are, after all, of very little worth to him. (101-102)

She goes on to further draw a picture "of a small, ignoble man encumbered and degraded by garments unsuited to him..." (103)

ANY QUOTATION, WHETHER IT IS LONG OR SHORT, SHOULD BE ACKNOWLEDGED PARENTHETICALLY, TO ENSURE THAT PROPER CREDIT FOR THE QUOTED MATERIAL HAS BEEN GIVEN AND NO CLAIMS OF PLAGIARISM (COPYING SOMEONE ELSE'S WORK) WILL ARISE.

- C. **Ellipsis (...)**: Use an ellipsis when less than an entire sentence of quoted material is used. Its use is demonstrated in section B above.
- D. **Brackets []**: Brackets are used if the writer interrupts the quoted material with a personal comment or if clarification is provided by the writer. Brackets may also be used if a grammatical change must be made in the quotation.

VII. **Revising**

A Quick Reference to The Research Paper by Sharon Sorenson (44-45) offers an excellent checklist for revision of your work, whether it is a paper, a Power Point presentation, an oral report highlighted by printed visuals, or any type of project in which the whole or some part relies on a printed text.

1. Do I do what the thesis statement says I will, i.e., answer the research question?
2. Do I have a defensible reason for arranging paragraphs in the order I do?
3. Did I follow my outline or its revision?
4. Are all my paragraphs well written?
 - a. Does each have a topic sentence, stated or implied?
 - b. Does each include enough supporting details to defend its topic?
 - c. Does each paragraph maintain unity: i.e., does every detail included support the topic sentence?
 - d. Do transitional words, phrases or sentences connect ideas within paragraphs?
 - e. Does each paragraph have a concluding idea or sentence (where needed)?
5. Do transitional words, phrases or sentences connect ideas between paragraphs?
6. Have I written grammatically sound sentences, avoiding fragments, run-ons, comma splices, dangling and misplaced modifiers, and redundancies?
7. Have I varied my sentences by length?
8. Have I varied my sentences by structure?
9. Do my sentences create emphasis for important points?
10. Did I check for accurate word choice?
11. Did I check the grammar, mechanics, and usage?

VIII. Proofreading

Once again, Sharon Sorenson's *A Quick Reference to The Research Paper* (51-52) offers an excellent proofreading checklist:

1. Look carefully at every word, checking for keyboarding errors or misspellings.
2. Avoid dividing words at the end of lines.
3. Check for accurate punctuation.
4. Check for grammatical errors, especially errors that you know you have made in the past.
5. Check for consistent point of view, most likely third-person point of view.
6. Use consistent verb tenses.
7. Use correct manuscript style throughout the text.
8. Check the Works Cited page for accuracy.
 - a. Is the title accurate?
 - b. Are names spelled correctly?
 - c. Have you capitalized accurately?
 - d. Are punctuation marks correct, especially in relationship to other punctuation?
 - e. Does each entry end with a period?
 - f. Have you underlined and used quotation marks accurately?
 - g. Is the list of entries correctly alphabetized?
 - h. Have you correctly cited multiple works by the same author?
9. Check direct quotations to make sure they are accurate.
10. Check your text against your note cards to make sure you used necessary quotation marks, thus avoiding plagiarism.
11. Check for accurate documentation, including correctly spelled names and correct page numbers.
12. Check that every source cited in your work is also listed on the Works Cited page.
13. Make sure your work reflects your best effort.

IX. Formatting

- The print component of any research project will follow MLA style.
- All papers should be typed on 8½ x 11 paper. Use a one-inch margin on the top, bottom and sides of every page.
- Your entire paper must be double-spaced, including your outline, any long quotations, and your Works Cited page.
- A research paper does not need a title page. If your teacher requires one, follow the format provided. Otherwise, begin with a heading

starting at the left-hand margin and one-inch from the top. Type your name, your instructor's name, course name, and the date, each on separate lines. If your paper begins with an outline, type the same heading on the outline.

- Type an original title on the next line after your heading, centered on the page. Use initial caps, but do not put in quotation marks or underline.
- All pages of your paper need to be numbered. Your last name and page number should be ½ from the top of every page and flush with the right-hand margin.
- Your final paper should be fastened with one staple or paper clip in the upper left-hand corner of your paper. No binder or plastic jacket is recommended.

APPENDIX

A. Quotation Samples

This is a short quotation of straight prose:

"Price rested his chin on the open window. He looked at the bramble fence along the edge of the shadows" (Van Raven 33).

This is a long quotation of straight prose:

Nelly Dean treats Heathcliff poorly and dehumanizes him throughout her narration:

They entirely refused to have it in bed with them, or even in their room, and I had no more sense, so, I put it on the landing of the stairs, hoping it would be gone on the morrow. By chance, or else attracted by hearing his voice, it crept to Mr. Earnshaw's door, and there he found it on quitting his chamber. Inquiries were made as to how it got there; I was obliged to confess, and in recompense for my cowardice and inhumanity was sent out of the house.

B. Citation

Remember that you provide the author's last name and the page number if you haven't mentioned the author's name or the work cited in the immediately preceding remarks. If you have used the author's

name or the name of the work, simply put the page number in the parentheses.

C. **Format for Bibliography Cards and “Works Cited” Page**

The final listing of “Works Cited” appears at the end of your project. It is an alphabetical listing (by author’s last name or first important word in the title) of those sources (books, magazines, etc.) actually cited or quoted from in your project. What follows are some samples of the proper MLA format to use for your Bibliography Cards and your works cited. Check with your teacher or media center specialists for source formats not included here.

BOOKS

Book – One Author

Carson, Rachel. The Edge of the Sea. Boston, MA: Houghton Mifflin, 1955.

Book – Two or Three Authors

Karls, John B., and Ronald Szymanski. The Writer’s Handbook. Chicago, ILL: National Textbook Company, 1990.

(if a book has more than three authors, only use et al. after the first author’s name)

Book – No Named Author

A Guide to Our Federal Lands. Washington, D.C.: Natl. Geographic Soc., 1984.

Book – Edited

Bogard, Travis, ed. Modern Drama Essays in Criticism. New York, NY: Galaxy, 1965.

Book in a Series

Pihl, Marshal R. The Korean Singer of Tales. Harvard Yenching Inst. Monograph Ser. 37. Cambridge, MA: Harvard UP, 1994

Multi-volume

Sadie, Stanley, ed. The Grove Dictionary of Music and Musicians. 20 Vols. London: Macmillian, 1980.

Translated Work

Homer. The Illiad. Trans. Robert Fagles. New York: Viking, 1996.

---. The Odyssey. Trans. Robert Fagles. New York: Viking, 1996

Bible Passages

New American Bible. New York: Catholic Book Publishing Co., 1992.

2nd time using the same author, give author’s name in the 1st entry and then use 3 hyphens followed by a period. In subsequent entries see sample above.

NEWSPAPERS AND MAGAZINES

Article – Signed – Newspaper (if unsigned, begin with title)

Gelb, Barbara. "O'Neill's Father Shaped His Son's Vision." New York Times 27 April 1986: A3.

Article – Signed – Periodical (if unsigned, begin with title)

Zucker, Marjorie B. "The Functioning of Blood Platelets." Scientific American June 1980: 86-103.

Editorial

Zuckerman, Mortimer B. "Welcome to Communicopia." Editorial. US News and World Report 1 Nov. 1993:116.

Letter to the Editor

Carlson, Gavin C. Letter. Princeton Post Dispatch 8 Aug. 1997: 10.

Cartoon

Trudeau, Gary. "Doonesbury." Cartoon. Star-Ledger [Newark] 3 Jan. 1994: C24.

ONLINE AND ELECTRONIC SOURCES

Internet

Citing Sources Found on the Internet

Include these items as appropriate to the source:

1. Author/editor name, followed by a period
2. Title of the article or short article (story or poem) within quotation marks
3. Name of the book, journal or complete work, italicized (or underlined)
4. Publication information, followed by a period. Place, publisher and date for books Volume and year of a journal. Exact date of a magazine. Date and description for government documents
5. Date of your access, *not* followed by a period
6. URL (Uniform Resource Locator), within angle brackets, followed by a period; in MLA style break URLs only after a virgule (/) (Lester 258).

Note: When citing electronic sources, if you cannot find some of the information required, cite what is available.

Paola, R. "Weather and the Titanic." Weatherwise. 1 Apr. 1992: 17. Electric Library. Online. Internet. 4 Mar. 1997.

"Benjamin Franklin." Discovering World History. The Gale Group. Online. 14 Mar. 1999 <<http://galenet.gale.com/a/alacp/db/dtcw/>>.

Article from a book in an online database:

"Cold War.": Gale Encyclopedia of U.S. Economic History. Gale Group, 1999. Reproduced in Student Resource Center.

Thompson Gale. 5 April 2005

<http://galenet.galegroup.com/servlet/SRC>

Article from a magazine (periodical) in an online database:

Kaushik, Basu. "The economics of child labor." Scientific American, October 1, 2003. Reproduced in eLibrary.

5 April 2005 <http://americanhistory.abc.clio.com>

Article from a subscription website:

"Cold War." American History. ABC-CLIO Subscription website.

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E. Research Skills – Scope and Sequence

Skill	7	8	9	10	11	12
Familiarize with library resources	X	X	X	X	X	X
Develop Topic	X					
Develop Thesis		X	X	X	X	X
Secondary research topics	X	X	X	X	X	X
Primary research topics					X	X
Notetaking: note/bib sheet	X	X				
Note/bib cards			X	X	X	X
Outline: working	X	X	X	X	X	X
Final outline	X	X	X	X	X	X
Text: intro, body, conclusion	X	X	X	X	X	X
Parenthetical Citations		X	X	X	X	X
Paraphrasing	X	X	X	X	X	X
Long/short quotations		X	X	X	X	X
Bibliography Page	X	X				
Works Cited Page			X	X	X	X
Works Consulted Page						X

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