# Millville Public Schools Research Assignment Manual

In an effort to support the Common Core and the use of technology in all subject areas, this Research Assignment Manual is provided for use. This manual builds a scaffold of research and documentation skills from 6th through 12th grade which supports the expectations of the Common Core. The manual will serve as a reference for teachers, students, and parents to assist in the proper formatting of assignments using MLA style, determining whether sources are reliable, how to construct a Works Cited page and an annotated bibliography, as well as various other resources associated with proper research.  This guidebook also lays out the expectations for each grade level when producing *any type of task* which requires the use of research.

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# Plagiarism

**Plagiarism is the representation of another's ideas or writing as his own.**

There are two common types of plagiarism:
- A deliberate attempt on the part of the student to pass off as his own writing or ideas of another person (student, parent, published or unpublished author, et al.)
- A failure to acknowledge indebtedness to outside material that results from the student's lack of attention to proper procedures for documentation.

Both types of plagiarism are serious violations of the principles of academic integrity.

**Plagiarism will not be tolerated.**

**Steps to avoiding plagiarism:**

1. Always write down the sources that you use in your research. You can keep a research log or Source Cards to organize your sources.

   Research log format can be found on page. Just make sure that you record all the information necessary to complete Source Cards and later the Annotated Bibliography or Works Cited page for your research paper or project.

   *Note:* It is easier to record this information when you first find it, than it is to have to go back and find it again if your information was not complete or accurate. Trust us on this one!

2. If you have used an idea from another author, cite it in both parenthetical documentation and the Works Cited page. **All ideas that are not your original thoughts must be cited**. This includes all direct quotations and paraphrases. Failure to include both parenthetical documentation <u>and</u> a Works Cited page is an act of plagiarism.

3. If you are in doubt about whether to cite a source or not, **cite it**. If later you realize the information is common or general knowledge that does not require documentation, you can always remove the citations.

   **Please note:  Your paper may be reviewed by anti-plagiarism software.**

**Statement of Plagiarism**
**Millville Public Schools**
**Middle School: Grades 6-8**

**Definition of Plagiarism**: Plagiarism is the representation by a student of another's ideas or writing as his own. Basically, two types of plagiarism are common. The first, which is more serious, involves a deliberate attempt on the part of a student to pass off as his own the writing or ideas of another person (student, parent, published or unpublished author, et al). This type of plagiarism generally consists of the straight copying or slight paraphrasing of a source that the student attempts to conceal. The second, which results from the student's lack of attention to proper procedures for source acknowledgments and use, involves one or more technical errors. The student in this case fails to acknowledge indebtedness to outside material. Both types of plagiarism are serious violations of the principles of academic integrity. They will not be tolerated. Penalties, especially for those involved in deliberate plagiarism, may be quite severe.

**Penalties for Plagiarism:**
A. A student who has unintentionally plagiarized will receive no grade until citation errors are corrected, at which time he/she will receive a grade reduction just as he/she would for any other format error. Should a student fail to resubmit his paper with corrections, he/she will receive a grade of zero.

B. A student who has intentionally plagiarized by purchasing, downloading, or submitting a previously-submitted paper will receive no credit for the assignment. No substitute assignment will be given.*

C. A student who submits a paper with no parenthetical citation or bibliography will receive no credit for the research assignment.

D. A student who allows another student to copy his or her paper or assists in the act of plagiarism will be subject to disciplinary action. *

*A parent conference will be held for any student accused or suspected of B. or D. Evidence will be presented by the classroom teacher and reviewed by that teacher, and/or Guidance Counselor, and/or an assistant principal.

***NOTE TO PARENTS**: All students will be instructed about what constitutes plagiarism. Teachers will give this instruction orally, in writing, and through specific examples.

*I have read and understand the above statement on plagiarism.*

_____     _____
Student signature                                                          Date

_____     _____
Parent/guardian signature                                              Date

**Statement of Plagiarism**
**Millville Public Schools**
**High School: Grades 9-12**

**Definition of Plagiarism**: Plagiarism is the representation by a student of another's ideas or writing as his own. Basically, two types of plagiarism are common. The first, which is more serious, involves a deliberate attempt on the part of a student to pass off as his own the writing or ideas of another person (student, parent, published or unpublished author, et al). This type of plagiarism generally consists of the straight copying or slight paraphrasing of a source that the student attempts to conceal. The second, which results from the student's lack of attention to proper procedures for source acknowledgments and use, involves one or more technical errors. The student in this case fails to acknowledge indebtedness to outside material. Both types of plagiarism are serious violations of the principles of academic integrity. They will not be tolerated. Penalties, especially for those involved in deliberate plagiarism, may be quite severe.

**Penalties for Plagiarism:**
A. A student who has unintentionally plagiarized will receive no grade until citation errors are corrected, at which time he/she will receive a grade reduction just as he/she would for any other format error. Should a student fail to resubmit the paper with corrections within five school days, he/she will receive a grade of zero. A pattern of documentation error will be considered as intentional.

B. A student who has intentionally plagiarized a research assignment will receive no credit for the assignment. No substitute assignment will be given.

C. A student who submits a research assignment with no parenthetical citation or works cited will receive a grade of zero for the assignment. No substitute assignment will be given.

D. A student who allows another student to copy his or her paper or assists in the act of plagiarism will be subject to disciplinary action.

E. All incidents of intentional plagiarism will result in a disciplinary referral.

**NOTE TO PARENTS**: All students will be instructed about what constitutes plagiarism. Teachers will give this instruction orally, in writing, and through specific examples.

*I have read and understand the above statement on plagiarism.*

_____     _____
Student signature                                                            Date

_____     _____
Parent/guardian signature                                                  Date

## Research Requirements

| | All Content Areas | Language Arts |
|---|---|---|
| | **Research Assignment** | **Research Assignment** |
| **6th Grade Requirements** | **Product:**<br>Teacher Discretion<br><br><br><br><br><br><br><br>**Requirements:**<br>• Correct MLA Heading<br>• Formatting<br>   • 1" Margins<br>   • Font Type<br>   • Font Size<br>• Source Cards **or** Research Log<br>• Note Cards **or** Note Papers | **Product**:<br>Annotated Bibliography with 3 sources<br>  • 3 teacher-provided sources<br><br>The Annotated Bibliography will contain citations in MLA format and brief summaries of the source (a basic citation and single paragraph for each source).<br><br>**Requirements:**<br>• Correct MLA Heading<br>• Formatting<br>   • 1" Margins<br>   • Font Type<br>   • Font Size<br>• Basic Annotated Bibliography<br>• Source Cards **or** Research Log<br>• Note Cards **or** Note Papers<br><br>**Annotated Bibliography:**<br>Students will create a basic annotated bibliography from the three teacher-provided research sources. Each citation must include:<br>  • Author of source<br>  • Source title<br>  • Brief summary about the source<br><br>**Source Cards/Research Log:**<br>Students will complete basic Source Cards, or complete a research log, for their three teacher-provided research sources:<br>  • Book<br>  • Encyclopedia<br>  • Electronic Source (for example, EBSCO Host)<br><br>**Note Cards/Note Papers**<br>Students will complete at least five Note Cards from their three sources:<br>  • Three direct quotations (one from each source)<br>  • Two paraphrases (from the direct quotations) |

\* All Source Cards/Research Logs and Note Cards/Note Papers must be completed following guidelines in the Research Assignment Manual.

*Wikipedia and other user-edited information sites are not allowed as sources for information in any research assignment in Millville Public Schools.

*All research will be reviewed for plagiarism which may include the use of online plagiarism services or programs.

| All Content Areas | Language Arts |
|---|---|
| **Research Assignment** | **Research Assignment** |

| | |
|---|---|
| **Product:**<br>Teacher Discretion | **Product**:<br>Annotated Bibliography with 4 sources<br>   • 1 student-selected<br>   • 3 chosen by student from 6 sources provided by teacher<br><br>The Annotated Bibliography will contain citations in MLA format and brief summaries of the sources. In addition, the student will write an evaluation of the sources.<br><br>**Requirements:**<br>• Correct MLA Heading<br>• Formatting<br>   • 1" Margins<br>   • Font Type<br>   • Font Size<br>   • Paragraph Indents<br>   • Title and Title Indents<br>• Annotated Bibliography<br>• Source Cards **or** Research Log<br>• Note Cards **or** Note Papers |
| **Requirements:**<br>• Correct MLA Heading<br>• Formatting<br>   • 1" Margins<br>   • Font Type<br>   • Font Size<br>   • Paragraph Indents<br>   • Title and Title Indents<br>• Source Cards **or** Research Log<br>• Note Cards **or** Note Papers | **Annotated Bibliography:**<br>Students will create an annotated bibliography from the 1 student-researched and 3 teacher-provided sources. Each citation must include:<br>   • Proper MLA citation<br>   • Brief summary about the source<br>   • Brief evaluation on usefulness of source in relation to topic<br><br>**Source Cards/Research Log:**<br>Students will complete basic Source Cards, or complete a research log, for their three teacher-provided research sources:<br>   • Book<br>   • Magazine<br>   • Newspaper<br>   • Electronic Source (for example, EBSCO Host)<br><br>**Note Cards/Note Papers**<br>Students will complete at least ten Note Cards from their four sources:<br>   • Four direct quotations (one from each source)<br>   • Four paraphrases (one from each source)<br>   • Two summaries of paragraphs or sections from two of the sources |

**7th Grade Requirements**

\* All Source Cards/Research Logs and Note Cards/Note Papers must be completed following guidelines in the Research Assignment Manual.

\*Wikipedia and other user-edited information sites are not allowed as sources for information in any research assignment in Millville Public Schools.

\*All research will be reviewed for plagiarism which may include the use of online plagiarism services or programs.

| All Content Areas | Language Arts |
|---|---|
| **Research Assignment** | **Research Assignment** |
| **Product:**<br>Teacher Discretion<br><br><br><br><br><br><br><br><br>**Requirements:**<br>• Correct MLA Heading<br>• Formatting<br>    • 1" Margins<br>    • Font Type<br>    • Font Size<br>    • Paragraph and Hanging Indents<br>    • Title and Title Indents<br>• Credible Sources<br>• Source Cards **or** Research Log<br>• Note Cards **or** Note Papers | **Product**:<br>Five Paragraph Essay<br>    • Argumentative or Narrative<br>    • Thesis Statement<br>    • 5 sources incorporated<br>    • Annotated Bibliography<br>The Annotated Bibliography will contain a thesis statement, citations in MLA format, brief summaries of the sources and evaluation of the sources.<br>**Requirements:**<br>• Correct MLA Heading<br>• Formatting<br>    • 1" Margins<br>    • Font Type<br>    • Font Size<br>    • Paragraph and Hanging Indents<br>    • Title and Title Indents<br>• Credible Sources<br>• Detailed Annotated Bibliography<br>• Source Cards **or** Research Log<br>• Note Cards **or** Note Papers<br>**Annotated Bibliography:**<br>Students will create a basic annotated bibliography from the six teacher-provided research sources. Students will choose three of the six research sources and research to find two sources of their own. Each citation must include:<br>    • Student-generated thesis statement<br>    • Proper MLA citation<br>    • Brief summary about the source<br>    • Evaluation on usefulness of source in relation to topic<br>**Source Cards/Research Log:**<br>Students will complete basic Source Cards, or complete a research log, for their three teacher-provided research sources:<br>    • Book<br>    • Encyclopedia<br>    • Magazine<br>    • Newspaper<br>    • Scholarly Journal<br>    • Electronic Source (for example, EBSCO Host)<br>**Note Cards/Note Papers**<br>Students will complete at least 13 Note Cards from their five sources:<br>    • Five direct quotations (one from each source)<br>    • Five paraphrases (one from each source)<br>    • Three summaries of paragraphs or sections from three of the sources |

*The left margin is labeled vertically: **8th Grade Requirements***

\* All Source Cards/Research Logs and Note Cards/Note Papers must be completed following guidelines in the Research Assignment Manual.

\*Wikipedia and other user-edited information sites are not allowed as sources for information in any research assignment in Millville Public Schools.

\*All research will be reviewed for plagiarism which may include the use of online plagiarism services or programs.

| All Content Areas | English |
|---|---|
| Research Assignment | Research Paper |
| **Requirements**:<br>Assignment is at teacher discretion; however, student-generated research must be a component of the activity.<br>• Minimum of 2 *credible* sources<br>    ○ 1 primary source from EBSCO Host<br>• Sources must be annotated following the bibliographic style<br>• Source Cards **or** Research Logs<br>• Note Cards **or** Note Papers<br>• Works Cited Page at the end of assignment (this page is not included in length requirements).<br>If assignment includes a paper, correct MLA formatting must be used:<br>• 1" Margins<br>• Font Type<br>• Font Size<br>• Paragraph and Hanging Indents<br>• Title and Title Indents<br>For research assignments that are projects rather than papers, it is the teacher's discretion on formatting variations which are acceptable. | **Requirements:**<br>Research paper must contain student-generated research and a student-generated thesis statement.  Sources should include, but are not limited to, scholarly journals or journals available such as those on EBSCO Host.  At least one of these four sources must be from an anthology (for example, an edited collection of criticism or the textbook).  Additional requirements include:<br>• Annotated Bibliography<br>• 4 Source Cards **or** Research Logs<br>• 12 Note Cards **or** Note Papers<br>    ○ 4 direct quotations (one from each source)<br>    ○ 4 paraphrases (one from each source)<br>    ○ 4 summaries (one from each source)<br>• Works Cited page (only sources from annotated bibliography which are used in final paper)<br>Paper must be in correct MLA manuscript form:<br>• 1" Margins<br>• Font Type:  Times New Roman<br>• Font Size:  12 pt.<br>• Paragraph and Hanging Indents<br>• Title and Title Indents<br>Final product must be a 4 page minimum, 5 page maximum paper.  Length requirements refer to typed papers, and the required Works Cited page is not included in length requirements. |

(The left margin reads vertically: **9th Grade Requirements**)

* All Source Cards/Research Logs and Note Cards/Note Papers must be completed following guidelines in the Research Assignment Manual.

*Wikipedia and other user-edited information sites are not allowed as sources for information in any research assignment in Millville Public Schools.

*All research will be reviewed for plagiarism which may include the use of online plagiarism services or programs.

| All Content Areas | English |
|---|---|
| Research Assignment | Research Paper |
| **Requirements**:<br>Assignment is at teacher discretion; however, student-generated research must be a component of the activity.<br>• Minimum of 3 *credible* sources<br>   o 1 primary source from EBSCO Host<br>• Sources must be annotated following the bibliographic style<br>• Source Cards **or** Research Logs<br>• Note Cards **or** Note Papers<br>• Works Cited Page at the end of assignment (this page is not included in length requirements).<br>If assignment includes a paper, correct MLA formatting must be used:<br>• 1" Margins<br>• Font Type<br>• Font Size<br>• Paragraph and Hanging Indents<br>• Title and Title Indents<br>For research assignments that are projects rather than papers, it is the teacher's discretion on formatting variations which are acceptable. | **Requirements:**<br>Research paper must contain student-generated research and a student-generated thesis statement. Sources should include, but are not limited to, scholarly journals or journals available such as those on EBSCO Host. Additional requirements include:<br>• 5 Source Cards **or** Research Logs<br>• 15 Note Cards **or** Note Papers<br>   o 5 direct quotations (one from each source)<br>   o 5 paraphrases (one from each source)<br>   o 5 summaries (one from each source)<br>• Works Cited page<br>Paper must be in correct MLA manuscript form:<br>• 1" Margins<br>• Font Type: Times New Roman<br>• Font Size: 12 pt.<br>• Paragraph and Hanging Indents<br>• Title and Title Indents<br>Final product must be a 5 page minimum, 6 page maximum paper. Length requirements refer to typed papers, and the required Works Cited page is not included in length requirements. |

(The left margin label reads: **10th Grade Requirements**)

\* All Source Cards/Research Logs and Note Cards/Note Papers must be completed following guidelines in the Research Assignment Manual.

\*Wikipedia and other user-edited information sites are not allowed as sources for information in any research assignment in Millville Public Schools.

\*All research will be reviewed for plagiarism which may include the use of online plagiarism services or programs.

| All Content Areas | English |
|---|---|
| Research Assignment | Research Paper |
| **Requirements**:<br>Assignment is at teacher discretion; however, student-generated research must be a component of the activity.<br>• Minimum of 4 *credible* sources<br>    o 2 primary sources from EBSCO Host<br>• Sources must be annotated following the bibliographic style<br>• Source Cards **or** Research Logs<br>• Note Cards **or** Note Papers<br>• Works Cited Page at the end of assignment (this page is not included in length requirements).<br>If assignment includes a paper, correct MLA formatting must be used:<br>• 1" Margins<br>• Font Type<br>• Font Size<br>• Paragraph and Hanging Indents<br>• Title and Title Indents<br>For research assignments that are projects rather than papers, it is the teacher's discretion on formatting variations which are acceptable. | **Requirements:**<br>Research paper must contain student-generated research and a student-generated thesis statement. Sources should include, but are not limited to, scholarly journals or journals available such as those on EBSCO Host. At least two of these five sources must be from an anthology (for example, an edited collection of criticism or the textbook). Additional requirements include:<br>• 5 Source Cards **or** Research Logs<br>• 15 Note Cards **or** Note Papers<br>    o 5 direct quotations (one from each source)<br>    o 5 paraphrases (one from each source)<br>    o 5 summaries (one from each source)<br>• Works Cited page<br>Paper must be in correct MLA manuscript form:<br>• 1" Margins<br>• Font Type: Times New Roman<br>• Font Size: 12 pt.<br>• Paragraph and Hanging Indents<br>• Title and Title Indents<br>Final product must be a 5 page minimum, 6 page maximum paper. Length requirements refer to typed papers, and the required Works Cited page is not included in length requirements. |

**11th Grade Requirements**

\* All Source Cards/Research Logs and Note Cards/Note Papers must be completed following guidelines in the Research Assignment Manual.

\*Wikipedia and other user-edited information sites are not allowed as sources for information in any research assignment in Millville Public Schools.

\*All research will be reviewed for plagiarism which may include the use of online plagiarism services or programs.

| All Content Areas | English |
|---|---|
| Research Assignment | Research Assignment |

**12th Grade Requirements**

| | |
|---|---|
| **Requirements**: Assignment is at teacher discretion; however, student-generated research must be a component of the activity.<br>• Minimum of 5 *credible* sources<br>　○ 2 primary sources from EBSCO Host<br>• Sources must be annotated following the bibliographic style<br>• Source Cards **or** Research Logs<br>• Note Cards **or** Note Papers<br>• Works Cited Page at the end of assignment (this page is not included in length requirements).<br>If assignment includes a paper, correct MLA formatting must be used:<br>• 1" Margins<br>• Font Type<br>• Font Size<br>• Paragraph and Hanging Indents<br>• Title and Title Indents<br>For research assignments that are projects rather than papers, it is the teacher's discretion on formatting variations which are acceptable. | **Requirements:** Research assignment must contain student-generated research. Assignment should follow the format of a debate. Assignment includes:<br>• 1 Argumentative Paper containing<br>　○ Point<br>　○ Counter Point<br>• Presentation with optional technology component<br>Additional requirements include:<br>• 6 Source Cards **or** Research Logs<br>• 18 Note Cards **or** Note Papers<br>　○ 6 direct quotations (one from each source)<br>　○ 6 paraphrases (one from each source)<br>　○ 6 summaries (one from each source)<br>• Works Cited pages<br>Papers must be in correct MLA manuscript form:<br>• 1" Margins<br>• Font Type: Times New Roman<br>• Font Size: 12 pt.<br>• Paragraph and Hanging Indents<br>• Title and Title Indents<br>Final papers have length requirements.<br>Final product must be a 5 page minimum, 6 page maximum paper. Length requirements refer to typed papers, and the required Works Cited pages are not included in length requirements. |

\* All Source Cards/Research Logs and Note Cards/Note Papers must be completed following guidelines in the Research Assignment Manual.

\*Wikipedia and other user-edited information sites are not allowed as sources for information in any research assignment in Millville Public Schools.

\*All research will be reviewed for plagiarism which may include the use of online plagiarism services or programs.

# Frequently Asked Questions About…

# Annotated Bibliographies

**What is an annotated bibliography?**
A bibliography is a list of the sources you have used for your research on a topic. A bibliography usually just includes the bibliographic information—the author, the title, and the publication information. An annotation is a summary of the source and sometimes an evaluation of the source. An annotated bibliography is a list of sources with the citations in MLA format. A summary and/or evaluation of each of the sources is required. Be sure to ask your teacher if you must include just a summary or both a summary and an evaluation in your annotated bibliography.

**How do I summarize a source?**
If someone asked you what your research source was about, what would you say? Your answer is the summary for your annotated bibliography. Write a paragraph that explains the main ideas of the article, book, or other information source.

**How do I evaluate a source?**
If someone asked you how useful your research source was to your topic, what would you say? Your answer is the evaluation for your annotated bibliography. Was your source useful or not useful?

**How do I tell if the source is useful?**
Here are some questions you can answer when trying to determine if a source is useful:
- Is the source authoritative? An authoritative source is one that can be relied upon to provide accurate information. Consider the reputation of the publication and of the author. Are they well respected?
- Is the source unbiased? An unbiased source is one whose author lacks any prejudices that would make his or her work unreliable.
- Is the source up-to-date? For some topics, such as ones associated with current science or technology, up-to-date sources are essential, so check the date on the copyright page of your source. For other topics, the copyright date may be less important or not important at all.
- Is the work written at an appropriate level? Materials that are written for children are usually simplified and may be misleading in some respects. Other materials are so technical that they can be understood only after years of study.
- Does the source come highly recommended? One way to evaluate a source is to ask an expert or authority whether the source is reliable. You can also check the bibliography in a reputable source. If a source is listed in a bibliography, then it is probably reliable source.

**Where can I find more information on annotated bibliographies?**
The Online Writing Lab at Purdue University has information on how to write annotated bibliographies and some samples written on the college level.

## Annotated Bibliographies (continued)

**Why do I have to write an annotated bibliography?**
Annotated bibliographies help you learn about your topic. Sometimes they add to the end product of a research assignment, and sometimes they are the preliminary research for a longer research paper. When you summarize and evaluate your sources, you are reading the information you have found critically to decide if it will be useful when you write your research paper. Even when you are not assigned an annotated bibliography before you write a research paper, you should still summarize and evaluate your sources before deciding to use them. The skills you learn writing annotated bibliographies will help prepare you to conduct research in your future classes.

**What should my annotated bibliography look like?**
Your annotated bibliography will be in MLA manuscript form with a citation, a summary, and sometimes an evaluation. Use the guidelines on this handout for the format of your annotated bibliography. Be sure to check with your teacher to make sure you include all the elements that are required in your annotated bibliography. For example, see the following page.

Parts of an Annotated Bibliography

Smith 1

**MLA Header**

Sally Smith

Mr. Jones

**MLA Heading**

Language Arts

8 April 2013

**Thesis Statement**

**Title**

Cooper and Bumppo:  One in the Same

Fenimore Cooper based his character, Natty Bumppo, on himself because he saw others in his life as the characters in his Leatherstocking novels, the setting of the five stories could be Cooper's familiar home, and he wanted to be like his outdoorsy, woodsman character.

Lawrence, D. H. "Fenimore Cooper's Leatherstocking Novels." *James Fenimore Cooper*: a

Collection of Critical Essays. Ed. Wayne Fields. Englewood Cliffs: Prentice Hall Inc,

1979. Print.

**MLA Citation**

D. H. Lawrence writes his thoughts about Fenimore Cooper's five Leatherstocking Novels featuring the character Natty Bumppo.  Lawrence discusses how Cooper envisioned himself as the Bumppo character in real life.  Lawrence points out how Natty Bumppo is a nature man or an outdoorsman.  In the first three novels, Natty Bumppo is portrayed as an older man and even dies in the third novel.  Cooper uses the last two novels of his Leatherstocking series to write stories featuring Natty as a younger man.  I think that I could use this for my research assignment because I learned a lot about Natty Bumppo and how Cooper associates with the character.

**Annotation:  Summary and Evaluation**

## Citation Formats

**Is MLA style the only way to format citations?**
No, the Modern Language Association (MLA) format you learn in English classes is the standard for research in the languages, literature, and the humanities. In the social sciences, science, and mathematics, writers often use the American Psychological Association (APA) style. APA style is similar to MLA style but just different enough to be confusing. Be sure that any time you are assigned a research paper or assignment you ask what style you should use for documentation. All of your classes in will require documentation and citation in MLA format.

**How do I cite Google?**
**YOU DO NOT!** Google is an Internet search engine that provides an index of web pages on the Internet. Google itself is not a publisher of web content that needs to be documented.

**Do I need a URL in my entry?**
Consider searching both the website title and author's name provided by your citation. If your page is not near the top of the first page of results, you must provide a URL in your citation.

> **Example:** The URL
> <http://www.lib.uchicago.edu/efts/ARTFL/projects/dicos/ACADEMIE/PREMIERE/history.html>

## Common Research Assignment Mistakes

**Is it okay to use the first or second person?**
**No**. In formal research papers, avoid using the pronouns "I, we, you, your, me, my" as in
> "You would think that . . . "
> "In my opinion . . ."
> "I didn't realize that . . ."
> "I feel that . . . "
> "You might be surprised to know that . . ."

**My teacher says not to refer to my research paper in the paper. What does my teacher mean?**
Reduce the wordiness, and get to the point more quickly.  Avoid saying, "This paper will consider the three following works . . ." or "In this paragraph, the reader will learn that . . ."

**When do I use the present tense? When do I use the past tense?**
Use past tense to talk about the biographical facts concerning an author or the publication of a literary work but the present tense to write about what happens in the literary work itself.

> **Example:**
> *A Confederacy of Dunces* was published posthumously more than 11 years after John Kennedy Toole committed suicide.  The book traces Ignatius J. Reilly's search for employment in New Orleans.

**When should I use italics?**
The MLA Handbook recommends using italics with specific titles or when emphasizing specific works within the body of the paper.

**What are some other common mistakes?**

**No Works Cited page**
Either you didn't do research or you plagiarized.

**MLA Citation format and style errors**
Check, double check, and then get a friend to recheck to make sure that your in-text (parenthetical documentation) and Works Cited citations are in the correct format.

**MLA Manuscript form**
Make sure that you have paid attention to margins, page numbers, headers, title format, font choice, font size, paper, and double spacing. Double-space everything but do not include extra space between any paragraphs or citations.

# Common Research Assignment Mistakes (continued)

**Attribution/citation of authority**

Failing to introduce and attribute quotations, not just document them.

Wrong: "Journeys are the midwives of thought" (4).

Correct: University of London philosophy professor Alain de Botton writes in his 2002 book The Art of Travel, "Journeys are the midwives of thought" (4).

**Forgetting the main idea**

Remember to prove your thesis.  Do not get bogged down in so much plot summary you forget to analyze the connections between ideas.  Provide just enough summary that the reader knows the main characters and an overview of the plot.  Focus on developing your main point.

**Apostrophes**

NEVER use an apostrophe to create a plural.

Example: *heroes* is the plural, *hero's* is the singular possessive. Also, double check to make sure those atrocities against the language like "city's" for "cities," "dog's" for "dogs," and "TV's" for "TVs" haven't been committed.  Remember, apostrophes indicate possession or contraction.  They are **never** used for pluralizing nouns; it's one of the few rules in English that has no exception.

**Its/It's**

Now, a word about "it's." "It's" means "It is" and should probably not be used in the final research paper since contractions are avoided in Academic English.  If the possessive form of "it" is required, "its" is the proper form.  This is easy to remember since no possessive pronouns take the apostrophe:  his, hers, theirs, yours, ours, its.

**Homonyms**

Use of homonyms for the intended word: there/they're/their.  If you avoid using the first and second one in your paper, you narrow your chances of making these errors.  "There" is too vague in a research paper, and "they're" is a contraction, which is too informal. All you have to worry about is the possessive "their."  Also watch out for the nasty to/too/two.  Spell checkers do not catch this mistake.

**A lot**

"A lot" is always two words, but they are two words that can be eliminated from your writing ~~a lot of the time~~.

# Common Research Assignment Mistakes (continued)

## Words, phrases, or symbols to eliminate
- avoid starting sentences with "there" and "it"
- the intensifiers "very," "too, "really" or "extremely"
- "I think," "I believe," "In my opinion"
- Abbreviation
- Contractions
- etc.
- &
- +

## Comma mistakes
The worst one: comma splices.  Do not link two independent clauses together with a comma.

> **Example:** (comma splice)
> Jung believes that there is a collective unconscious, Campbell writes about the monomyth.
> **Correction:**
> Jung believes that there is a "collective unconscious"; Campbell writes about the monomyth.

Do not insert a comma between an independent clause and a subordinate clause at the end of the sentence.

> **Example:**
> He believes that images had universal connections, because all cultures share a "collective unconscious."
> **Correction:**
> He believes that images had universal connections because all cultures share a "collective unconscious."
> While we are at it, look at that last sentence. Remember, to put commas and periods **before** the quotation mark, not after it.

**Period:** If parenthetical citation is added to the sentence, the period goes after the documentation.

> **Example:**
> He believes that images had universal connections because all cultures share a "collective unconscious" (Jung 4).

## Common Research Assignment Mistakes (continued)

**Sentence Fragments**
Make sure your sentences are complete (subject and predicate). Fragments often happen when you try to introduce examples or elaborations without linking the idea to the previous sentence.

> **Example:** (fragment):
> Many works of literature have heroic journeys. For example, the Harry Potter series.
> **Correction:** (full sentence) Many works of literature have heroic journeys, for example, the Harry Potter series.

**Academic English**
Double check for inappropriate use of first or second person pronouns (i.e., "I," "Me," "Mine," "We," "Us," "Ours," "You" and "Yours") and slang language (e.g., "kids" when the word "children" is meant).

## Documentation and Plagiarism

**Why do I have to document my sources?**
Failing to document sources in a research paper is plagiarism. Authors deserve credit for their ideas and words. Researchers give credit to others ideas by citing in both parenthetical citation and a Works Cited page. Citing authorities gives credibility to your own argument. citing sources is essential to all research.

**What is plagiarism?**
Plagiarism is the representation of another's ideas or writing as his own.

**What are the kinds of plagiarism?**
1. A deliberate attempt on the part of the student to pass off as his own writing or ideas of another person (student, parent, published or unpublished author, et al.)
2. A failure to acknowledge indebtedness to outside material that results from the student's lack of attention to proper procedures for citation.

**What happens if I plagiarize?**
Plagiarism is a serious violation of academic integrity. In most cases in can result in a grade of zero on an assignment and a disciplinary referral.

**How do I document my sources?**
Documenting sources means carefully recording the sources you use when you are conducting research. All ideas that come from another source must be credited to that source in the paper and in the Works Cited. All paraphrases and direct quotations must use correct parenthetical citation.

In the research process, writers cite sources with Source Cards/Research Log, and Note Cards/Note Papers.

## Internet and Databases

**Why can't I use Wikipedia?**
Wikipedia is an open source site, written and edited by users. Since anyone can make changes on it, the information is sometimes inaccurate. For instance, in the fall of 2006, the Sumerian king Gilgamesh was identified as a student at McIntosh High School. While Wikipedia may be a good place to get initial background information, it is not a reliable source of information for any documented research paper. The co-founder of Wikipedia Jimmy Wales agrees with your English teachers on this matter: "I would agree with your teachers that that isn't the way to use Wikipedia. The site is a wonderful starting point for research, but it's only a starting point, because there's always a chance that there's something wrong, and you should check your sources if you are writing a paper" (6).

To read Wikipedia's statement concerning the use of its site for research, see Wikipedia: Disclaimer on Academic Use at
http://en.wikipedia.org/wiki/Wikipedia:Academic_use

**Why can't I use Google?**
Google is a search engine. It can be used to locate sources on the public Internet. Many of the websites Google will index for you contain information that is not appropriate for academic research. Additionally, many of the best sources for academic research are not indexed on Google. These sources are usually indexed in subscription databases. Some examples of databases are Ebsco Host and ABC-Clio. These require passwords to access. Contact your school's media specialist or your teacher for the current passwords.

**What's the difference between the Internet and a database?**
The Internet provides a loose collection of material that is constantly being added or eliminated. There is no single index that tracks all of the content. Anyone can post information to the Internet. A reference database is a searchable collection of magazine, newspaper, and journal articles or material from reference books like encyclopedias. You may actually access your online database through the Internet, but when you search on the database you are searching a controlled set of publications. Databases usually index material that has been reviewed for publication by editors. Since the compilers have the database have evaluated the content, your own evaluation of the material is easier. Information from databases is more reliable and scholarly than information found on the Internet.

# MLA Manuscript Form

**What is the correct size and font?**
MLA size is 12-point, font is Times New Roman. Seek teacher permission for any variation.

**What if I think my paper looks better in Arial or Vivaldi?**
You may create a copy for yourself in that font, but the paper you turn in for class should be written in 12-point Times New Roman.

**My computer sets the paper margins at 1¼ inches.  Is that okay?**
No.  Re-set the margins on the page or margin setting to 1 inch.  That is the correct format for MLA manuscript form.

**What is the correct format for a date in MLA manuscript form?**
Full dates appear in international format: date month year.  Example:  26 July 2007.

**How do I create the pagination in the header?**
In the header (under <<view>>), type your last name and insert # on the header format box.  Make sure that you right justify.  This should paginate all of your pages.  All pages including Works Cited follow this format and are numbered consecutively.

**Should my paper have a title page?**
In MLA manuscript format, papers do not have title pages.  Your teacher may require one as an exception if you are working on a project. Follow the instructions for creating a title page for your assignment if one is required.

**Is it okay if I want to make my title fancy when working on a research paper?**
**No!** The title should appear in 12-point Times New Roman.  Do not use Word Art, italics, boldface, different fonts, larger or smaller point sizes, colored type, or anything else that alters the format of the title.

**What words are capitalized in titles?**
"The rules for capitalizing are strict. In a title or subtitle, capitalize the first word, the last word, and all principal words, including those that follow hyphens in compound terms" (MLA 86). These are commonly referred to as heading caps.
Do not capitalize the following unless they begin a title or follow a colon:
- Articles: a, an, the
- Prepositions: against, between, in, of, to
- Conjunctions: and, but, for, nor, or, so, yet
- Infinitive: to

## MLA Manuscript Form (continued)

**What if my title is too long to fit on one line?**
The longest part of the title should go on the first line. The second line should come at a natural break such as a colon and be centered under the first line forming a funnel or inverted pyramid. The title should be double-spaced.

> **Example:**
> Heroism Is Just a State of Mind: Natty Bumppo and Hawkeye Pierce
>
> as the Archetypal Byronic Heroes

**Is it all right to turn in my paper in a binder cover?**
Unless your teacher specifies a binder cover, you should use a single staple or paper clip in the upper left-hand corner of your paper. Binder covers make the paper difficult to grade. Many teachers will require the final draft of the research paper to be turned in with other parts of the research paper in a manila envelope. Follow your teacher's instructions precisely.

**What should I do with my research paper drafts, notes, source cards and any other preliminary works?**
Keep them. Your teacher will give you further instruction. You may be required to turn them in with the paper, or your teacher may ask for it at any time during the semester.

**My computer printer is out of ink, and my paper is due tomorrow. What should I do?**
For most teachers, this is not a valid excuse for a late paper. You may write your paper by hand following the same MLA manuscript form—double-spaced, one-inch margins, correct heading, and pagination. Your paper should be written on lined loose-leaf notebook paper (not composition book paper) in blue or black ink. Note: If you use anything other than traditional blue or black ink (gel pens in baby blue, mechanical pencil, green ink), you may risk having your paper returned ungraded or lose points for manuscript form. Your paper must be consistent—entirely handwritten or entirely typed.

**For an example of correct MLA format, see the following page.**

# MLA Manuscript Form (continued)

1/2 inch

Lastname 1

1 inch

First Name M. Lastname

Mrs. First Name Lastname

Course name

Date Month Year

1 inch

1/2 inch

<div align="center">Centered Title in Heading Capital Letters</div>

Begin the first paragraph immediately under the title.  Notice that the title appears in the same type as the rest of the paper—12-point Times New Roman.  Do not use larger type, bold face type, or Word Art to create your title.  Additionally, the title itself is not underlined or in italics.  The only words which should be underlined in the title are the formal titles of books or journals that would "normally be underlined" (Gibaldi 63). Parenthetical documentation appears after quotation marks but before period.

Indent paragraphs one-half inch or 5 spaces. Do not skip extra lines between paragraphs. Note that the margins are one inch around all borders of the page.  This will usually require re-setting the margins on your word processing program.  Double space all text including the quotations and the Works Cited page.  Do not right justify the text. Avoid hyphenating words.

Block quotes are required when a quotation exceeds four lines.  Block quotes are indented one inch (10 spaces) from the left margin.  Use a hanging indent to create the indention.

> This is a block quote that is more than four lines long.  Begin the block quote on the next regular line but indent the entire block quote 1 inch (10 spaces) using a hanging indent. The placement and punctuation for parenthetical documentation is slightly different.  Notice the period goes before the parenthetical documentation for block quotes. (Gibaldi 55)

1 inch

1 inch

1 inch

## Note Cards/Note Papers

**Is a Note Card/Note Paper the same as a Source Card/Research Log?**
**No**. A Note Card/Note Paper contains the direct quotation, paraphrase, or summary of one main idea from a book, article, or other document you are using for your research paper. A Source Card/Research Log contains bibliographic information about those sources. You should never write a Note Card/Note Paper until you have created a Source Card/Research Log for the work you are using. Sometimes teachers have students use 4"x 6" index cards for Note Cards to distinguish them from the 3" x 5" Source Cards.

**For example of a Note Card, see following page.**

## Parts of a Note Card

**Keyword:**

A word or phrase written on the left side of a Note Card indicating a subtopic for the information used on the card from the source. Use keywords to organize the Note Cards before you begin writing. The keyword often corresponds with a subtopic in the outline.

**Source Number:**

Information on a Source Card written in the upper right-hand corner of the card and circled. Assign a different number to each source you find. You will use this number to refer to sources on Note Cards containing material from that source. This number will not appear in your paper.

Bumppo's Mission                                            ③

Natty Bumppo's mission was to hunt, to protect the wilderness, and to live among the earth and understand it (Lawrence 49).

Paraphrase

**Parenthetical Citation:**

The information specified by MLA to indicate the source and the Works Cited page, usually but not always the author's last name and page number.

**Note Type:**

Written in the bottom left-hand corner indicating whether the note is a paraphrase, direct quotation, or summary.

**Note:**

A single idea from a source in the form of a direct quote, paraphrase, or summary. If note is a direct quote, there must be quotation marks around the note.

# Outlines

**What are the different types of outlines?**

**Topic outline**
An ordered list of brief phrases or single words that are numbered or lettered to show the order and relative importance of your ideas. Note: Do not outline your introduction or conclusion, only your body paragraphs.

**Sentence outline**
An ordered list in which each topic and subtopic is expressed in a single, complete sentence.

**Documented sentence outline**
A sentence outline which incorporates parenthetical citation for information in the outline which comes from Note Cards. It follows the same format for a sentence outline.

**What is the most important thing to remember about outlines?**
- If you have a I, you must have a II.
- If you have an A, you must have a B.
- If you have a 1, you must have a 2.
- If you have an a, you must have a b.

**What do all these Roman numerals and letters mean?**
- Roman numerals (I, II, III, IV, V) refer to the highest level in your outline, usually the topic sentences.
- Capital letters (A, B, C, D, E) refer to the next level in your outline, usually the supporting statements.
- The sentences at these levels (Roman numerals and capital letters) are usually student-generated.

# Outlines (continued)

**What is the format for a topic outline?**
A topic outline is used as a plan for arranging your ideas in a way that groups similar ideas or themes together. A topic outline begins with the thesis statement followed by a series of numbers and letters that outline the important points of the paper. On an outline, the thesis statement is usually double spaced with a hanging indent, but the topic outline is singled spaced. Be sure to use the tab key or hanging indent for the outline indentions.  Do not use the space bar to create indentions.

The basic structure of a topic outline might look like this:

Thesis: When you type your thesis statement, imagine that your sentence is contained in a box.  Do not return to the left margin until you are ready for Roman numeral I.

I. Main topic
  A. Important subtopic
    1. Detail
      a.  Sub-detail
      b.  Sub-detail
    2. Detail
      a.  Sub-detail
      b.  Sub-detail
  B. Important subtopic
II. Main topic
  A. Important subtopic
    1. Detail
      a.  Sub-detail
      b.  Sub-detail
    2. Detail
      a.  Sub-detail
      b.  Sub-detail
  B. Important subtopic
III. Main topic
  A. Important subtopic
    1. Detail
      a.  Sub-detail
      b.  Sub-detail
    2. Detail
      a.  Sub-detail
      b.  Sub-detail
      c.  Sub-detail
  B. Important subtopic
    1. Detail
    2. Detail

# Outlines (continued)

**What is the format for a sentence outline?**
The sentences should be statements rather than questions, all written in the same tense. Sentence outlines follow the same numbering format as topic outlines using Roman numerals and letters and indention. Unlike a topic outline which contains phrases which are not punctuated, the headings in a sentence outline must be punctuated following Standard English rules for capitalization and punctuation. Every sentence of your paper will not appear in a sentence outline. For example, transitional elements and explanations or elaborations may not be in the outline.

Thesis: When you type your thesis statement, imagine that your sentence is contained in a box. Do not return to the left margin until you are ready for Roman numeral I.

I. Roman numeral one is usually a student-generated topic sentence that introduces this section of your paper.
   A. Subtopic A can be a student-generated sentence or it can come from your Note Cards.
      1. This sentence is a detail from your Note Cards, providing support for A.
      2. This sentence is a detail from your Note Cards, providing support for A.
   B. Subtopic B can be a student-generated sentence or it can come from your Note Cards.
      1. This sentence is a detail from your Note Cards, providing support for B.
      2. This sentence is a detail from your Note Cards, providing support for B.
II. Roman numeral two is usually a student-generated topic sentence that introduces the section of your paper.
   A. Subtopic A can be a student-generated sentence or it can come from your Note Cards.
      1. This sentence is a detail from your Note Cards, providing support for A.
      2. This sentence is a detail from your Note Cards, providing support for A.
   B. Subtopic B can be a student-generated sentence or it can come from your Note Cards.
      1. This sentence is a detail from your Note Cards, providing support for B.
      2. This sentence is a detail from your Note Cards, providing support for B.

**Do I outline my introduction and conclusion?**
Do not outline your introduction or conclusion. Outline only your body paragraphs.

## Outlines (continued)

**What should I put on a documented sentence outline?**
DOCUMENTATION! You must use proper MLA formatting, in-text references and parenthetical citations to cite your sources within your outline. Failure to cite source information constitutes plagiarism even when you do not mean to cheat. You must complete an MLA Works Cited page to accompany your documented sentence outline. Your outline must be in complete sentences as with any sentence outline. You must also include the information from your Note Cards, including quotes and paraphrased information. If your Note Cards do not effectively support your thesis, you may need to return to your sources for more information.

**What is the format for a documented sentence outline?**
Use the format for the sentence outline.

Thesis: When you type your thesis statement, imagine that your sentence is contained in a box. Do not return to the left margin until you are ready for Roman numeral I.

I. Insert the topic sentence for your body paragraph and begin to build support for your thesis.
   A. This sentence can be student-generated or can come from your Note Cards. If it is from your Note Cards, copy that note here now. Remember to document if necessary (Author page#).
      1. This sentence should deepen, elaborate, or clarify your topic sentence and will probably be from your Note Cards (Author page#).
      2. This sentence should connect the previous sentence to the next sentence (Author page#).
   B. Cite the same or another source here, making a clear connection between this evidence and the last evidence given. This can be student-generated or can come from your Note Cards. If from your Note Cards, copy that note here now. Remember to document if necessary (Author page#).
      1. This sentence should deepen, elaborate, or clarify your topic sentence and will probably be from your Note Cards (Author page#).
      2. This sentence should connect the previous sentence to the next sentence (Author page#).
II. Follow this same format for all subsequent body paragraphs. Remember that you do not have to follow this format exactly. You may have A, B, and C, for instance, under I, or A-1, 2, and 3. Your outline should fit your content.

**Doesn't a documented outline look a lot like my finished paper?**
Absolutely! Students who invest time in creating a thoughtful, polished documented outline rarely have trouble finishing a final draft.

## Outlines (continued)

**What are common outlining mistakes?**

- Faulty parallel structure

  Remember to use the same grammatical structure (parallel structure) on your topic outline.  If the first item on the list is a noun, all the other items must be nouns.  If the first item is an infinitive, (to walk, to jump, to swim) all the other items must be infinities.  If the first item is a gerund (. . .-ing) phrase, all the items must be gerund phrases.

- Faulty coordination

  Items of equal significance must have comparable numeral or letter designations.  An A is equal to a B, a 1 to a 2, an a to a b.

- Faulty subordination

  The outline must be organized from general to specific, abstract to concrete.  The more general or abstract a term is, the higher its level or rank on an outline.

## Paraphrases and Quotations

**What is a paraphrase?**
A restatement of the author's information in your own words and in your own style. A paraphrase is as long as or longer than the original text being paraphrased.

**What is a quotation?**
Any information copied directly from a source. When you type or write a quotation, you must enclose it in quotation marks.

**Are there different types of quotations?**
Yes.

**Direct Quotations:**
The exact replication of an author's words; usually referred to as a "quotation."

**Indirect Quotations:**
An indirect quotation occurs when the meaning but not the exact words of something someone spoke is referred to; this is often used when a writer does not remember the exact phrase but generally remembers a conversation's gist. Quotation marks are not used with indirect quotations. Indirect quotations frequently begin with "that" or "if."

> **Example:** *He said that he believed the author intended the bird as a symbol of freedom.*

**Partial Quotations:**
A word or a phrase from a speaker or a source rather than the full sentence; partial quotes must be enclosed in quotation marks and include documentation; often used when the full sentence may be too long or confusing but a few words are particularly worthy of including for support.

**Quotation within a Quotation:**
A quotation embedded inside a larger quotation; single quotation marks are used with the embedded quotation, double with the larger quotation.

**Quoted in (also known as an indirect source):**
Sometimes you will find an important author quoted in a critical source you are using, but you do not have access to the source of the original quote. You must use the format for an indirect source. Your parenthetical citation must begin with the abbreviation "qtd. in."

## Paraphrases and Quotations (continued)

**What is the difference between a quotation and a paraphrase?**
When you quote, you put a writer's exact words in your paper.  Each time you quote, you must acknowledge that you have done so by putting the writer's words in quotation marks and by following the quotation with a citation.  When you paraphrase, you rephrase a writer's ideas in your own words and put them in your paper.  A paraphrase should capture the meaning of what a writer said but shouldn't use his/her language or sentence structure.  As with quotations, paraphrases are followed by citations.

> **Quotation**
> *Dr. Abigail Smith, professor of art history at Kenyon College, states, "Seeking rest from the demons that continually tormented him, Van Gogh left Arles in the spring of 1889 and entered the asylum at Saint-Rémy-de-Mausole" (29-30).*
>
> **Paraphrase with author's name in the text of your paper**
> *Dr. Abigail Smith, professor of art history at Kenyon College, explains that after leaving Arles Vincent Van Gogh entered an asylum where he hoped his torment would be calmed (29-30).*
>
> NOTE: The inclusion of the appositive—professor of art history at Kenyon College—in the two samples is an example of citing authority.  The practice of citing authority indicates your awareness of the validity of the source of your information and allows the reader to judge the critical weight the information should be accorded.
>
> **Paraphrase with no author's name in the text of your paper**
> *When Vincent Van Gogh finally left Arles, he entered an asylum where he hoped his torment would be calmed (Smith 29-30).*
>
> For more information, consult Purdue University's Online Writing Lab at http://owl.english.purdue.edu/owl/resource/563/01/ .

**How do I know whether to paraphrase or quote?**

Use a paraphrase as your basic note form unless you have a good reason to quote or summarize. Use a quotation
- When an idea is especially well-stated
- When a passage is memorable
- When the exact quotation is important because of its literary or historical merit

## Paraphrases and Quotations (continued)

### How do I punctuate quotations?

**Short quotations** More than four full lines
- Indent 10 spaces at the left margin, using a hanging indent
- Use no quotation marks
- Double space as usual
- Use parenthetical citation
    Note that the period goes before the parenthetical citation

   **Example:** with author's name in the text
   *Peter J. Opie, author of The Classic Fairy Tales, recognizes the
   important contribution made by the Grimm Brothers.  He writes:*

   > *The Grimms were visionaries: the first substantial collectors to like folk
   > tales for their own sake; the first to write the tales down in the way
   > ordinary people told them. . . ; and the first to include the identity of the
   > people who told the tale.  The Grimms revived popular interest in the
   > oral
   > tradition at the same time that they instituted critical interest, beginning
   > an interest in a previously unexamined literary past.  (39)*

   **Example:** without author's name in the text
   *The author of The Classic Fairy Tales recognizes the important contribution
   made by the Grimm Brothers.  He writes:*

   > *The Grimms were visionaries: the first substantial collectors to like folk
   > tales for their own sake; the first to write the tales down in the way
   > ordinary people told them . . . ; and the first to include the identity of the
   > people who told the tale.  The Grimms revived popular interest in the oral
   > tradition at the same time that they instituted critical interest, beginning an
   > interest in a previously unexamined literary past.  (Opie 39)*

## Parenthetical Citation

**What is parenthetical citation?**
A system for giving credit to authors and work for their words or ideas by writing the source and the page number in parentheses within the text of the research paper. All items which receive parenthetical citation in your research paper must have a corresponding citation on the Works Cited page.

**Do I have to use parenthetical citation every time I use information from one of my sources?**
Yes, unless the information is general, factual information. An example of information that would not have to be documented is an author's date and place of birth.

**Do I have to use parenthetical citation when I use a quotation?**
Yes.

**Do I have to use parenthetical citation when I use a paraphrase?**
Yes.

**Even if I put the idea into my own words?**
Yes, that is what a paraphrase is. You must still cite the source of the idea, not just the words.

**Won't I have a lot of parenthetical citation?**
Yes. Research papers and cited essays have parenthetical citation. If you do not cite the sources you use, you are plagiarizing.

**Can I have too much parenthetical citation?**
Yes. If your cited evidence outweighs your original argument, you are writing a list of facts and not a proper research paper.

**Where should parenthetical citation be placed?**
Parenthetical citation generally goes at the end of the sentence where the quotation or paraphrase appears.

> **Example:**
> More was vocal about the corruption and abuses within the Catholic Church, and he did not blindly support it or the church: " [. . .] More was not a papalist as the film makes him. He believed that the popes erred [. . .]" (Marius 73).

## Parenthetical Citation (continued)

**Where should parenthetical citation be placed? (continued)**
Sometimes it will be necessary to move the parenthetical citation from the end to the interior of the sentence for clarity. To avoid interrupting the flow of your writing, place the parenthetical citation where a pause would naturally occur, as close as possible to the quote or paraphrase cited.
**Example:**
> According to a well-known anthropologist, we should define a culture not by its notable customs but by the ways it specifically works to govern how its members act (Geertz 44), a definition that can help us revise our usual understanding of a primitive culture's "ignorant" or "superstitious" religious beliefs, for example.

**What goes in the parenthetical citation?**
According the MLA Handbook for Writers of Research Papers (7th Edition), "References in the text must clearly point to the specific source in the list of works cited. The information in your parenthetical references in the text must match the corresponding information in the entries in your list of works cited" (214-215). Your parenthetical citation must direct the reader to the source listed on your Works Cited page. Generally the name of the author and the page number will identify the source where you borrowed the information you have cited.  If you use the author's name in your sentence, the page number alone goes in the parenthetical citation.

**With author not mentioned in the text of your paper:**
Physical blindness may sometimes symbolize understanding or prescience as in the case of Tiresias (Foster 234).

**With author mentioned in the text of your paper:**
Thomas Foster theorizes physical blindness may sometimes symbolize understanding or prescience in the case of Tiresias (234).

**What if my source has more than one author?**
Two authors
A Byronic hero often has a "chip on his shoulder that is symbolized by another character or object" with which he interacts (Ringe and Davis 345).

Three authors
A Byronic hero often has a "chip on his shoulder that is symbolized by another character or object" with which he interacts (Ringe, Campbell, and Davis 345).

Four or more authors
A Byronic hero often has a "chip on his shoulder that is symbolized by another character or object" with which he interacts (Ringe et al. 345).
Note: et al. means "and others" in Latin.  "Et" is not an abbreviation, but "al." is and requires a period
.

## Parenthetical Citation (continued)

**What if my citation on the Works Cited page does not have an author?**
For anonymous works alphabetized by title in your works cited, use the first word of the title in the parenthetical citation. If it is a book title, italicize it. If it is an article title, put it in quotation marks.

> **Example:**
> Water often symbolizes passage to another world ("Archetype" 22).

For more help on alphabetizing entries, see Works Cited in the "Frequently Asked Questions".

**What if there is more than one citation on my Works Cited page by the same author?**
Use the author's last name followed by the shortened title to distinguish the sources. The title must correspond with the title on your Works Cited page.

> **Example:**
> Charles Darnay's identity as Evrémonde is eventually clear to Carton (Dickens, Tale 367).

**How do I punctuate parenthetical citation?**
Generally, the parenthetical citation goes between the quote or paraphrase and the end punctuation mark.

> **Example:**
> Learning to punctuate parenthetical citation is a key ingredient to successful research papers (Altamira 56).

Commas and periods that directly follow quotations go inside the closing quotation marks, but parenthetical citation should intervene between the quotation mark and the end punctuation. If a quotation ends with a period, the period appears after the parenthetical citation.

> **Example:**
> Altamira emphatically states, "The correct placement of the period is a critical component of the punctuation of parenthetical citation" (56).

**How do I punctuate long quotations?**
See the information on long quotations in the Paraphrases and Quotations section of "Frequently Asked Questions".

**What about the other exceptions?**
See Paraphrases and Quotations and Poetry Quotation.

## Poetry Quotation

### Short quotations from poetry
You can quote up to three lines of poetry by incorporating the quotation within your text. To indicate line breaks, use a slash with a space on each side ( / ):

**Example:**
*T.S. Eliot uses a metaphor to compare the fog to a cat in "The Love Song of J. Alfred Prufrock," "For the yellow smoke that slides along the street, / Rubbing its back upon the window-panes" (25-25).*

### Long quotations from poetry
If you quote more than three lines, you need to set off the quotation using the same formats as with other set-off quotations, including a one-inch left indent. You also need to reproduce the poem's appearance as best you can, which means attention to line indentations.

**Example:**
*The final lines of T.S. Eliot's The Wasteland show the many influences on his writing:*

> *London Bridge is falling down falling down falling down*
> *Poi s'ascose nel foco che gli affina*
> *Quando fiam ceu chelidon—O swallow swallow*
> *Le Prince d'Aquitaine à la tour abolie*
> *These fragments I have shored against my*
> *ruins Why then Ile fit you.  Hieronymo's mad*
> *againe. Datta.  Dayadhvam.  Damyata.*
> > *Shantih shantih shantih      (426-433)*

### Quoting drama
If you are quoting dialogue or more than three lines of a single speech, indent the quotation.  Begin each speech with the character's name in all capitals, indented one inch and punctuated with a period.  Subsequent lines of that speech are indented a further quarter-inch.  For other details follow the usual formats for prose and poetry.  The parenthetical documentation includes the act, scene, and line numbers.  Note, like long quotations, the period goes before the parenthetical documentation.

**Example:**
*In King Lear, Shakespeare has the sisters Goneril and Regan plotting against Cordelia and Lear.  Goneril's initial scheming can be heard in the following passage:*

> *GONERIL. …. Pray you, let's hit together: if our father carry authority with such dispositions as he bears, this last surrender of his will but offend us.*
> *REGAN. We shall further think on 't.*
> *GONERIL. We must do something, and i' the heat. (1.2.296-300)*

## Research Process

**Where do I start?**

After you have identified your topic, begin searching in the library/media center. Your librarian/media specialist will be able to help you get started if you have never conducted research in the library/media center before. Public and university libraries have specialized librarians called research librarians who may be able to help you.

**How do I know if a source is credible?**

You can ask the following questions to determine if a source is credible:

- *Who is the author?* Credible sources are written by authors respected in their fields of study. Responsible, credible authors will cite their sources so that you can check the accuracy of and support for what they have written. This is also a good way to find more sources for your own research.

- *How recent is the source?* The choice to seek recent sources depends on your topic. While sources on the American Civil War may be decades old and still contain accurate information, sources on information technologies, or other areas that are experiencing rapid changes, will need to be much more current.

- *What is the author's purpose?* When deciding which sources to use, you should take the purpose or point of view of the author into consideration. Is the author presenting a neutral, objective view of a topic? Or is the author advocating one specific view of a topic? Who is funding the research or writing of this source? A source written from a particular point of view may be credible; however, you need to be careful that your sources do not limit your coverage of a topic.

- *What type of sources does your audience value?* If you are writing for a professional or academic audience, they may value peer-reviewed journals as the most credible sources of information. If you are writing for a group of residents in your hometown, they might be more comfortable with mainstream sources, such as *Time* or *Newsweek*. A younger audience may be more accepting of information found on the Internet than an older audience might be.

**How can I tell if a web resource is reliable?**

Never use websites where an author cannot be determined, unless the site is associated with a reputable institution such as a respected university, a credible media outlet, government program or department, or well-known non-governmental organizations. Do not use websites like Wikipedia, which are collaboratively developed by users. The validity of information on such sites may not meet the standards for academic research because anyone can add or change content.

# Research Log

Today's Date_____

Research Location_____

| Source # | | Call Number _____ | |
|---|---|---|---|
| **Author(s)** | **Title of article, book, or webpage** | **Publication name** | **Publisher and publication location** |
| | | | |
| **Database name** | **Page numbers** | **Volume, edition, or issue number** | **Copyright or date issued/created** |
| | | | |
| **Website title** | **URL** | **Search terms used** | **Biographical information on author to use later for citation of author's authority** |
| | | | |
| **Other information that might help you document the source later** | | **Medium of publication** | |
| | | | |

## Research Assignments

**What is the difference between a research paper and a research assignment?**
A research paper is a formal documented essay with Note Cards, Source Cards/Research Log, outlines, and a works cited page. A research assignment involves the same research process but the product may be an alternative to a paper: a PowerPoint presentation, a poster, a brochure, an oral presentation, a set of trading cards, or many others.

**Do I have to document sources for a research assignment?**
Yes. Anytime you use someone else's ideas you must cite the source of those ideas. Most research projects will include a Works Cited page or some other format for the citations that you used such as include a slide at the end of a PowerPoint or including the sources on the back page of a brochure.

**Is it possible to plagiarize on a research assignment?**
Yes. If you do not cite the sources you used, it is plagiarism whether you are writing a research paper or creating an assignment.

**If I use illustrations or photographs from the Internet, do I have to cite the sources?**
**Absolutely!** This is just like borrowing someone's idea. Unless you have taken the photographs or created an original illustration, you must cite the source of your artwork. See the handout on Citing Sources Using MLA Format.

## Source Cards/Research Logs

**Is a Source Card/Research Logs the same as a Note Card?**
No.  A Source Card/Research Log contains bibliographic information about your
sources.  A Note Card contains the direct quotation, paraphrase, or summary of one
main idea from a book, article, or other document you are using for your research paper.
You should always create a Source Card first, and then create your Note Cards.
Sometimes teachers have students use 4"x 6" index cards for Note Cards to distinguish
them from the 3" x 5" Source Cards. Source Cards are sometimes called Bibliography
Cards or Bib Cards for short.

**What goes on a Source Card?**
Not all teachers require Source Cards to be done in the same way.  Most teachers will
require a source number, the bibliographic entry in correct MLA format with a hanging
indent, and a source location (where you originally found the source and the call
number).  See the Parts of a Source Card diagram.

**What is Bibliographic Information?**
It is the information about the book, article, or other source written in MLA style.
Generally, the author (last name, first name), the title of the work, the place the work
appeared, the place the work was published, the publisher, the date.  Consult the MLA
handbook or this guide for specific formats.

**What is a Source Number?**
 Information on a Source Card written in the upper right-hand corner of the card and
circled.  Assign a different number to each source you find.  You will use this number to
refer to sources on Note Cards containing material from that source. This number will
not appear in your paper.

**What is a Call Number?**
A call number is the group of numbers or letters and numbers which help you locate a
book on the shelf of the library.  You may hear some teachers refer to it as the Card
Catalog Number.

**What does a Source Card look like?**
See the following page for example of a Source Card

# Parts of a Source Card:

**Bibliographic Citation:**

The information about the book, article, or other source in MLA style. Generally, the author (last name, first name), the title of the work, the place the work appeared, the place the work was published, the publisher, the date. Consult the MLA handbook or this guide for specific information.

**Source Number:**

Information on a Source Card written in the upper right-hand corner of the card and circled. Assign a different number to each source you find. You will use this number to refer to sources on Note Cards containing material from that source. This number will not appear in your paper.

③

Lawrence, D. H. "Fenimore Cooper's Leatherstocking

Novels." *James Fenimore Cooper*: a Collection of

Critical Essays. Ed. Wayne Fields. Englewood

Cliffs: Prentice Hall Inc, 1979. Print.

MHS Media

Center

PS1438 .R5

**Source Location:**

Information on a Source Card that tells where you found the source, for example: the MHS Media Center, the Millville Public library, Google search engine keyword: archetype, or EBSCO keyword: mission. This allows for easy reference again later. The source location may also include a call number if appropriate.

**Call Number:**

The group of numbers or letters and numbers that help you locate a book on the shelf of the library.

# Works Cited Page

**What is a Works Cited page?**
A page at the end of the paper alphabetically listing all sources used in the paper—without this page you are plagiarizing.

**What should I put on my Works Cited page?**
A Works Cited page contains an alphabetical listing of all the bibliographic entries for the sources you have *actually* mentioned (cited) in your research paper or project. Do not include works that you consulted but did not use in the body of your research paper.

**What is the difference between a bibliography and a Works Cited page?**
Although the terms are often used interchangeably, they mean different things. A bibliography is a complete list of all the works that relate to a topic and includes works that are not cited in a research paper. A Works Cited page is limited to the sources a writer has actually mentioned in the research paper.

**Should I boldface, underline, or put quotation marks around the words "Works Cited"?**
No. Use the same guidelines for a paper title. Both words are capitalized and centered.

**How do I format the Works Cited page?**
Use one-inch margins, double space the entire document, and use the hanging indent for each entry. Do not insert extra spaces between entries. The Works Cited page does not require a separate heading (i.e. your name in MLA format); however, it does require a header with continuous pagination (i.e. your last name and page number).

**How do I order the entries?**
Alphabetize by the first word in the entry in proper MLA format. The first word is usually the author's last name; however, it can be the last name of an editor or the first word of a title. Exclude the articles "a," "an," and "the" when alphabetizing works. Do not number, bullet, itemize, or classify entries.

**What if I have more than one entry by the same author?**
To cite two or more books by the same author, give the name in the first entry only. Thereafter, in place of the name, type three hyphens, followed by a period. Alphabetize the entries with the same authors by the title of the publication excluding articles.

> **Example:**
> *Anderson, Thomas. Introduction. The Grapes of Wrath. By John Steinbeck. 1939. New York: Scribner's, 1997.*
> *---."Tom Joad as a Quest Hero in Steinbeck's The Grapes of Wrath." Journal of American Literature 22.3 (Fall 2001): 65-73*

## Works Cited Page (continued)

**How do I list page numbers?**
List page numbers of sources efficiently, when needed. If you refer to a journal article that appeared on pages 167 through 185, list the page numbers on your Works Cited page as 167-85.

**What is the correct format for a citation?**
The correct MLA format citation depends of the type of work you are using. Refer to the handout Documenting Sources Using MLA Format for more information.

**How do I format a really long URL on my works cited page?**
You must write out the entire URL. Do not shorten the URL.

> **For example:** Biography Resource Center
> http://www.galenet.com/servlet/BioRC?vrsn=149&OP=contains&locID=
> peac17207&srchtp=name&ca=1&c=3&AI=U13009891&NA=beethoven&
> ste=16&tbst=prp&tab=8&n=10&docNum=A141913823&bConts=5URL

**My computer automatically turns the URL into a hyperlink. How do I get rid of it?**
Right click on the link and select Remove Hyperlink if you are using Microsoft Word. If you are using a Mac, type Command-Z, or see your teacher for instructions.

**How do I punctuate a title within a title?**
In a citation if you have a book title that contains the title of a book within the title, italicize the title of the source book but remove the italics from the title within the title.

> **Example:** This citation is for a book about Their Eyes Were Watching God.
> *Janie's Odyssey:* Their Eyes Were Watching God *as Quest Literature*

> **Example:** If the work is a short work that would normally appear in quotation marks, keep the quotations marks and add the italics.
> *"To Build a Fire" and Jack London's Other Stories*

For more help on title punctuation see the following page:

# Works Cited Page (continued)

1/2 inch

Lastname 5

1 inch

1 inch

Hanging indent

Works Cited

Adams, Mason. *J.D. Salinger: Recluse*. New York: Penguin, 2005. Print.

Alan Lomax, compiler. *Southern Journey, Vol. 1: Voices From The American South – Blues,*

*Ballads, Hymns, Reels, Shouts, Chanteys and Work Songs.* Rounder Series, 1997. CD.

Carter, Bridget, Amy Madigan, and Thomas Lipton. *Tricksters in Native Navajo Legends*.

Albuquerque: U of New Mexico P, 2007. Print.

Jenrette, Ed. Home page. N.P. 20 Dec. 2005. Web. 1 Jan. 2007

<http://www.lib.emory.edu/shakespeare/ejenrette>.

"John Keats." *Encyclopedia of World Biography*. Ed. Paula K. Byers. Second Edition. Vol. 8.

Detroit: Gale, 1998. 470-1. Print.

*Titanic*. Dir. James Cameron. Perf. Leonardo Di Caprio, Kate Winslett, and Billy Zane.

Paramount-Twentieth Century Fox, 1997. DVD.

Updike, John. "A & P." *Pigeon Feathers and Other Stories*. New York: Knopf, 1962. Rpt. in

*Fiction 100*. Ed. James F. Pickering. 4th ed. New York: Macmillan, 1992. 1086-89.

Print.

Walker, Alice. *The Color Purple*. New York: Washington Square-Simon, Schuster, 1982. Print.

—. "Everyday Use." 1973. *The Norton Anthology of Literature by Women*. Eds.

Sandra M. Gilbert and Susan Gubar. New York: Norton, 1985. 2366-74. Print.

—. "In Search of Our Mothers' Gardens." 1974. *The Norton Anthology of Literature by Women*.

Eds. Susan M. Gilbert and Susan Gubar. New York: Norton, 1985. 2374-2382. Print.

"World Briefing Europe: Britain: coroner in Diana inquiry steps down. (Foreign Desk)." *The*

*New York Times*. 25 April 2007: A14. *Student Resource Center - Gold*. Gale. Web. 27

June 2007.

1 inch

1 inch

# Research Glossary

**Annotated Bibliography**
An annotated bibliography is a list of citations to research materials, including books, articles, or other documents. Each citation is followed by a brief descriptive paragraph and sometimes an evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the content, usefulness, and quality of the sources used in the research.

**Annotation**
A descriptive and/or evaluative comment about a source
Descriptive: briefly summarizes what the source is about
Evaluative: briefly explains the quality, relevance, and usefulness of the source

**Attribution**
Giving information credit to a source; see citing authority

**Audience**
The person or people you intend to read the paper
Questions to ask about your audience:
What does the audience already know about my topic?
What do I need to define so the audience will understand my terms?
What do I need to explain in more detail to give the audience a clearer picture of my main ideas?
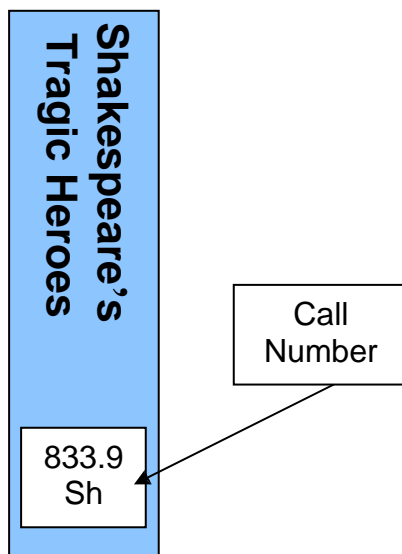Can I assume my audience is familiar with the literary work or works about which I am writing?

**Brainstorming**
Prewriting technique used to generate ideas

**Call Number**
The group of numbers or letters and numbers that help you locate a book on the shelf of the library

## Research Glossary (continued)

**Cause and Effect**
An organizational pattern used in writing; establishing a relationship between two or more things where there is a motive and a consequence
Cause and Effect
Topic: Influences on a feminist writer
Economic forces
Political forces
Psychological forces
Domestic forces
Cultural forces

**Chronological Order**
An organizational pattern used in writing; traces an idea in time order from first to last, earliest to latest, or sometimes, for effect, from latest to earliest; sometimes called "time order"

Topic: Writing an essay
I.   Choose a topic
II.   Brainstorm ideas
III.   Write a final draft
IV.   Revise a final draft

**Citation**
Often referred to as "in-text" citations or parenthetical documentation; a note used after quotations and paraphrases that gives the author and page number of the source Document. Do not confuse this word with "site."

**Citing Authority**
Incorporating information about the credentials of the authors you cited in your papers, usually through an appositive phrase following the first reference to the author in the text of your essay

    **Example:**
    Dr. Harold Bloom, Sterling Professor Emeritus of the Humanities at Yale University, says . . .

**Cliché**
A word or expression used so often that it has lost its freshness and meaning. Avoid them like the plague!  A good list of clichés to avoid (including that last sentence) is found at http://suspense.net/whitefish/cliche.htm

# Research Glossary (continued)

**Coherence**
Words or phrases (transitions) that make your ideas in the paper relate logically to each other

**Common knowledge**
Any information that can easily be accessed from a number of sources, such as an author's birth date

**Comparing and contrasting**
An organizational pattern used in writing to compare two or more things; explains likenesses and differences; comparisons can be written two patterns of organization (block or point-by-point)

Comparison/Contrast (Block)

   Topic:
  I. Literary Work #1
    A. Point #1
    B. Point #2
    C. Point #3
 II. Literary Work #2
    A. Point #1
    B. Point #2
    C. Point #3

Comparison/Contrast (Point-by-Point)

   Topic:
  I.  Point #1
    A. Literary Work #1
    B. Literary Work #2
  II. Point #2
    A. Literary Work #1
    B. Literary Work #2
 III. Point #3
    A. Literary Work #1
    B. Literary Work #2

**Conclusion**
The conclusion of a research paper is the last paragraph or paragraphs. The concluding paragraph is essential to the research paper; otherwise, the paper is incomplete. Do not merely reach the required length of the paper and stop writing. The paper must be taken to completion with a conclusion that reflects the thesis statement.

    **A successful conclusion should:**
    Wrap up the ideas you have developed
    Follow logically from the rest of your composition
    Leave the reader with something to think about
    A conclusion should not
    Introduce new fact, opinions, or arguments
    Change the point of view by introducing the pronoun "I"
    Simply repeat the introduction
    Repeat the thesis verbatim
    Techniques for concluding a research paper
    Review and summarize the main points presented in the body

## Research Glossary (continued)

**A successful conclusion (continued)**
Restate the central idea (thesis) in a new way, reflecting the deeper understanding you have developed in the paper
Make a generalization about the information you have presented, relating the topic to a larger context
Make a prediction based on your understanding of the topic
End with a quotation from someone discussed in the paper
End with a question that leaves the reader something to think about

**Database**
A collection of logically stored information that can be accessed by computer

**Diction**
Choice of words and the level of formality of writing based on the kinds of words used

**Direct Quotation**
The exact replication of an author's words; usually what is meant by quotation; see also indirect quotation

**Documentation**
Proper credit given to another author for words or ideas. Documentation must match in text and works cited.

**Documented Sentence Outline**
A sentence outline which incorporates parenthetical documentation for information in the outline which comes from Note Cards.  It follows the same format for a sentence outline.

**Double-Space**
Double-space means to skip every other line.  Do not hit return or enter at the end of the lines.  This will cause the first word of the next line to be automatically capitalized on most word processing programs. Instead, format the paragraph line spacing to "double" for automatic double-spacing.  This glossary entry is double-spaced.

**Editing**
Reading carefully and changing mechanical errors in your paper

Editing is different from revising.  Revising is making changes to improve the paper by rearranging ideas, omitting or adding information, refining the thesis and word choice.  Editing is making corrections in the grammar, usage, capitalization, punctuation, spelling, and typing errors in your paper.  Editing is done throughout the writing process, but the final editing and proofreading process is done just before printing the final draft for submission.

# Research Glossary (continued)

**Ellipsis**

. . .

Three spaced periods indicating that words from a direct quotation have been omitted. You are guilty of academic dishonesty if you use an ellipsis to change the intended meaning of a quotation.

**Evidence**

Facts, examples, statistics, and expert testimony that are used to support claims

**Final draft**

The final written product turned in for a grade

**First draft**

Often called the rough draft; the first prose (not outline) format of the paper; used to discover the writer's ideas and direction

**Format**

How the written product looks; includes headings, subheadings, type fonts, text, graphics style, page layout, and white space; often referred to as manuscript form

**Heading Caps**

The words in a title which must be capitalized in MLA format: the first word, the last word, and all principal words.  Do not capitalize: articles, prepositions, conjunctions, or the infinitive "to"

**Imprint**

Publishers sometimes group their books under "imprints." The publisher Simon and Schuster, Inc., for example, publishes under imprints such as Washington Square Books, Touchstone, Fireside, Free Press, and Pocket Books.  If there is an imprint on the title page of your material along with the publisher's name, use the name of the imprint followed by a hyphen (no spaces) and the name of the publisher.

> **Example:**
> The Free Press-Simon and Schuster.

**Indirect Quotation**

An indirect quotation is when the meaning but not the exact words of something someone spoke is referred to; often used when a writer does not remember the exact phrase but generally remembers a conversation's gist. Quotation marks are not used with indirect quotations.  Indirect quotations frequently begin with "that" or "if."

> **Example:**
> He said that he believed the author intended the bird as a symbol of freedom.

## Research Glossary (continued)

**Indirect Sources**
Sometimes you will find an important author quoted in a critical source you are using, but you do not have access to the source of the original quote.  You must use the format for an indirect source.  Also see "qtd. in."

**Integrated Quote**
To integrate a quotation properly within a paragraph, a good writer usually writes one sentence to introduce the quotation, a second sentence that includes the quotation, and a third sentence to comment on the significance of the quotation.

**Introduction**
The structured paragraph or group of paragraphs used to begin a research paper; presents the background, purpose, and focus of the paper and summarizes the writer's position in a thesis statement; often organized in a funnel shape with the most general ideas at the beginning and the most specific (the thesis) at the end

**Manuscript Form**
The way a finished paper appears on a page—margins, type size, font, pagination, spacing, types of ink and paper. MLA manuscript form is very specific about the appearance of research papers and Works Cited pages.

**Mechanics**
The elements of writing corrected in the editing/proofreading stage: some grammar errors, usage, punctuation, capitalization, spelling

**Medium of Publication**
The physical form of the information you are citing
MLA format now requires researchers to provide the medium of publication in all citations.

> **Examples include:**
> print, web, film, television, DVD, videocassette, CD, audiocassette, LP, audiotape

**Modern Language Association (MLA)**
The professional organization that publishes the MLA Handbook for Writers of Research Papers  This handbook is the standard reference for documentation and writing format for research papers in languages, literature, and the humanities.

## Research Glossary (continued)

**Note Card/Note Paper**
Contains the direct quotation, paraphrase, or summary of one main idea from a book, article, or other document you are using for your research paper

With teacher permission in the upper grades, you may be allowed to photocopy pages from books rather than be required to keep Note Cards.  If allowed to photocopy, highlight the information you will be using.  Be sure to write the pertinent bibliographic information on the photocopied page.

**Order of Importance**
An organizational pattern used for writing; the ideas are organized from least important to most important or most important to least important. Some writers prefer to organize persuasive essays by starting with the most important reason and ending with the second most important. This structure buries the least important reason in the middle and leaves the reader with a strong reason.

> **Order of Importance**
> Topic: Reasons for choosing a career in the computer field
> I.     Job availability (most important)
> II.    Aptitude (second most important)
> III.   Personal interest (least important)

> **Order of Importance (alternative)**
> Topic: Reasons for choosing a career in the computer field
> I.     Job availability (most important)
> II.    Personal interest (least important)
> III.   Aptitude (second most important)

**Organization**
The way ideas are tied together to provide a logical order to a paper

## Research Glossary (continued)

**Outline**
A type of format for showing the relationships of major and minor ideas; an informal or formal way to organize your ideas in the planning stages of writing; outline formats include topic, sentence, and documented sentence

**Pagination**
Any system of numbering pages
### In MLA style, the pagination follows this format:

Kearney 1

Emma Kearney

Mrs. Kearney

World Literature 10 Period 3

14 March 2007

Heroism is Just a State of Mind: Natty Bumppo and Hawkeye Pierce

as the Archetypal Byronic Heroes

Mythological criticism is the study of linking universal patterns across literature, music,

and art. Reading literature requires a perspective and this one is commonly used and can be

In the header, type your last name and insert # on the header format box. Make sure that you right justify. This process should paginate all of your pages. All pages including "Works Cited" follow this format and are numbered consecutively.

**Paragraph**
A unit of writing that generally has a stated topic sentence and develops one idea in support of the thesis

**Paraphrase**
A restatement of the author's information in your own words and in your own style. A paraphrase is as long as or longer than the original text being paraphrased. Use a paraphrase as your basic note form unless you have a good reason to quote or summarize. All paraphrases, just like quotations, must be documented.

**Parenthetical Citation**
A system for giving credit to authors and work for their words or ideas by writing the source and the page number in parentheses within the text of the research paper
All items that receive parenthetical citation in your research paper must have a corresponding citation on the Works Cited page.

**Partial Quotations**
A word or a phrase from a speaker or a source rather than the full sentence; partial quotes must be enclosed in quotation marks and include documentation; often used when the full sentence may be too long or confusing but a few words are particularly worthy of including for support.

# Research Glossary (continued)

**Research Question**
A question you will seek answers to as you conduct your research

**Example:**
What elements of archetypal duality are represented by Cain and Abel?

**Revision**
The making of changes in order to improve the paper by rearranging ideas, omitting or adding information, refining thesis and word choice.

Revising is different from editing. Revising is making changes in order to improve the paper by rearranging ideas, omitting or adding information, refining the thesis and word choice. Editing is making corrections in the grammar, usage, capitalization, punctuation, spelling, and typing mistakes in your paper. Revision is done in the middle stages of drafting between the first draft and the final draft. Avoid worrying too much about editing and proofreading during this stage because you are still changing content, organization, and sentences. Save editing and proofreading until later.

**Scholarly Journal**
Journal used by scholars and recognized for its accuracy of information and depth of thought. Scholarly journals are considered the preferred source for literary research and analysis. Scholarly journals are often available electronically on Ebsco Host and ABC-Clio.

**Secondary Sources**
Writings and discussions about the primary sources, such as works of literary criticism found in books and journals

**Sentence Outline**
An outline in which each heading is expressed as a complete single sentence

# Research Glossary (continued)

## *sic*
*[sic]* is used to indicate the writer is aware of an error in the quoted source. The word immediately follows the indicated error and appears in brackets.

> **Example:**
> Smith concludes, "Huck's treatment [sic] of Jim ruins Twain's intended effect" (76).

## Site
A site is a location on the Internet. Do not confuse this word with "cite."

## Spatial Order
An organizational pattern in writing used to describe information in a logical sequence based on location (for example, top to bottom, east to west)

> Topic: Describing spring in the South
> I.     Coastal areas
> II.    Midland areas
> III.   Mountain areas

## Source
The material you used to find the quote or paraphrase; may be primary or secondary; must be documented

## Source Card (alternative to a Research Log)
The publication information on your source written on an index card. Sometimes this is called a bibliography card.

> **A Source Card contains:**
> • The bibliographic information
> • A source location
> • A source number
> • A call number, if appropriate.

## Source Location
Information on a Source Card which tells where you found the source, for example: the Fayette County H.S. Media Center, the Peachtree City Library, Google search engine keyword: archetype. The source location may also include a call number if appropriate.

# Research Glossary (continued)

**Source Number**
Information on a Source Card written in the upper right-hand corner of the card and circled.  Assign a different number to each source you find.  You will use this number to refer to sources on Note Cards containing material from that source.  *This number will not appear in your paper.*

**Summary**
A brief restatement of an idea expressed in a source; a summary says the same thing in fewer and different words. Use a summary when a passage is too long to be effectively quoted or paraphrased. Both summaries and paraphrases are written in your own words, but a paraphrase is about the same length as the original while a summary is a much shorter condensed version of the original.

**Thesis**
The controlling idea supported throughout the paper. A thesis has a premise and a conclusion.  A thesis is not a statement of fact. Rather, it is a position supported by argument and evidence.

**Topic Outline**
An outline of brief phrases or single words that are numbered or lettered to show the order and relative importance of your ideas

**Transitions**
Words or phrases that help bridge gaps from one idea or section of the paper to the next. Good writers embed transitions into their sentences and paragraphs to link one idea to the next seamlessly.  Transitions hook sentences, phrases, words, and ideas together. Avoid "watch this" statements that call attention to your organizational structure. Beginning writers often number their paragraphs or ideas (First(ly). . ., Second(ly) . . , Third(ly) . . ).  However, this calls attention to your organizational structure without showing your reader any logical link between the ideas.  Avoid this type of transition. Also avoid: In this paper (paragraph) I will . . . , in this paper (paragraph) the reader will learn . . . , In conclusion . . .

**Unity**
Arrangement of ideas and support within a paragraph and within an entire essay so that each contributes to the defense of the thesis

**Working Thesis**
The draft thesis a writer uses to begin writing the assignment; often develops from the research question; this thesis changes as the writer revises the draft to make it final.

# Research Glossary (continued)

**Works Cited**
A page at the end of the paper alphabetically listing all sources used in the paper—without this page you are plagiarizing.

## Online Resources

[MLA Formatting and Style](#)
URL: [http://owl.english.purdue.edu/owl/resource/557/01/](http://owl.english.purdue.edu/owl/resource/557/01/)

Purdue University's Online Writing Lab is a reliable source of information about MLA style citations and documentation.

[Research and Documentation Online](#)
URL: [http://www.dianahacker.com/resdoc/home.html](http://www.dianahacker.com/resdoc/home.html)

This website from Bedford-St. Martin's Press contains guides to research in the humanities, social sciences, history, and sciences and sample papers which show how to cite sources and format your work.  The site also contains a glossary of research terms, list of style manuals, and tips for evaluating sources.

[Saying It Like It (Exactly) Is](#)
URL: [http://web.ku.edu/~edit/quotes.html](http://web.ku.edu/~edit/quotes.html)

Designed for journalists, this website provides guidelines for how and when to use quotations effectively in writing.

## Works Cited

Bowen, Jillian, Joanne Dirring, Monica Dorner, Greta Jackson, Shery Kearney, Ann

      Richardson, and Cheryll Thompson-Smith. "Fayette County Schools Research

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*MLA Handbook for Writers of Research Papers.* 7th ed. New York: Modern Language

      Association of America, 2009. Print.

Shepherd, Robert D. *Writing Research Papers.* Evanston, IL: McDougal Littell, 2001.

      Print.

Wales, Jimmy. "10 Questions." *Time* 2 Apr. 2007: 6. Print.

# Citing Sources Using MLA Format

| Type of Source | Pattern | How it Appears in Works Cited | How It Appears in Parenthetical Citation |
|---|---|---|---|
| **Article or work in an Anthology (does not include a multi-volume work or works in a series)** | Author of entry's Last name, First name.  "Title of Entry."  *Title of Anthology*.  Ed.  Editor's First name and Last name.  # of ed.  Place of publication: Publisher, year.  Page numbers #-#. Medium of publication. | Updike, John. "A & P." *Fiction 100*. Ed. James F. Pickering. 4<sup>th</sup> ed. New York: Macmillan, 1992. 1086-89. Print. | (Updike 1087) |
| **Article or work in an Anthology with the original publication information** | Author of entry's Last name, First name. "Title of Entry." *Title of Original Publication*.  Place of publication: Publisher, year. Rpt. in *Title of Anthology*. Ed. First name and Last name. # of ed. Place of publication: Publisher, year. Page numbers #-#. Medium of publication. | Updike, John. "A & P." *Pigeon Feathers and Other Stories*. New York: Knopf, 1962. Rpt. in *Fiction 100*. Ed. James F. Pickering. 4<sup>th</sup> ed. New York: Macmillan, 1992. 1086-89. Print. | (Updike 1087) |
| **Artwork (reproduction)** | Artist's Last name, First name. *Title of artwork*. Name of Museum or Gallery. City, State. *Title of Publication where the artwork is reproduced*. By Author's First name Last name. Publication City: Publisher, Date. Medium of publication. | Degas, Edgar. *Four Dancers*. National Gallery of Art. *Impressionists Side by Side; Their Friendships, Rivalries, and Artistic Exchanges*. By Barbara Ehrlich White. New York: Knopf. 1996. 192. Print. | List the artist and the name of the artwork in the text of your paper so that no parenthetical citation is required. |

| Type of Source | Pattern | How it Appears in Works Cited | How It Appears in Parenthetical Citation |
|---|---|---|---|
| **Artwork (original)** | Artist's Last name, First name. *Title of artwork*. Name of Museum or Gallery. City, State. Medium of publication. | Bellows, George. *Anne in a Blue Chair*. High Museum of Art, Atlanta, GA. Print. | List the artist and the name of the artwork in the text of your paper so that no parenthetical citation is required. |
| **Artwork (photo, painting, graphic) from the Web** | Artist's last name, first name. *Title of Art Work*. Year created. Name of owner (usually a museum), City. Title of Complete Site. Medium of publication. Accessed date month year. | Hopper, Edward. *Nighthawks*. 1942. Art Institute of Chicago. Chicago. Edward Hopper Home Page. Web. 2 July 2007. | (Hopper) |
| **Book: Single Author** | Author's last name, First name. *Title*. Place of publication: Publisher, year. Medium of publication. | Adams, Mason. *J.D. Salinger: Recluse*. New York: Penguin, 2005. Print. | (Adams 56) |
| **Book: Two Authors** | First author's last name, First name, and Second author's first name [space] Last name. *Title*. Place of publication: Publisher, year. Medium of publication. | McGonegal, Arnold, and Charlotte Weathers. *Wild Women Archetypes*. Englewood Cliffs, NJ: Prentice-Hall, 1995. Print. | (McGonegal and Weathers 75) |
| **Book: Three Author.** | First author's last name, First name, Second author's first name [space] Last name, and Third author's first name [space] Last name. *Title*. Place of publication: Publisher, year. Medium of publication. | Carter, Bridget, Amy Madigan, and Thomas Lipton. *Tricksters in Native Navajo Legends*. Albuquerque: U of New Mexico P, 2007. Print. | (Carter, Madigan, and Lipton 234) |

| Type of Source | Pattern | How it Appears in Works Cited | How It Appears in Parenthetical Citation |
|---|---|---|---|
| **Book: No Author** | *Title*. Edition (if given). Place: Publisher, Date. Medium of publication. | *Chicago Manual of Style*. 15th ed. Chicago: U of Chicago P, 2006. Print. | (*Chicago* 207) |
| **Book with more than three authors** | Author's last name, First name, et al. *Title*. Place of publication: Publisher, year. Medium of publication. | Bailey, Bethany, et al. *The Dawning of Democracy: American Literature in the Early 18th Century*. Cambridge: Harvard UP, 1995. Print. | (Bailey et al. 756) |
| **Book with editor, translator, or compiler, and an author** | Author's last name, First name. *Title*. Ed. (Trans., Comp.) Editor's/ translator's/compiler's first and fast name. Place of publication: Publisher, Year. Medium of publication. | Ormani, Fabio. *Il Penserosa*. Trans. Robert Pinsky. Boston: Boston UP, 2007. Print. | (Ormani 1840) |
| **Book with editor, translator, or compiler, and no author** | Editor's/translator's/compiler's Last name, First name, ed. *Title*. Place of publication: Publisher, Year. Medium of publication. | Sutherland, James, ed. *The Oxford Book of Literary Anecdotes*. Oxford: Oxford UP, 1987. Print. | (Sutherland 85) |
| **Book with Group Author** | Group Name. *Title*. Edition (if given). Place: Publisher, Date. Medium of publication. | American Psychological Association. *Publication Manual of the American Psychological Association*. 5th ed. Washington: APA, 2006. Print. | (American Psychological Association 276) |

| Type of Source | Pattern | How it Appears in Works Cited | How It Appears in Parenthetical Citation |
|---|---|---|---|
| **Book Review** | Author of review's Last name, First name. "Title of Review." Rev. of *Title of book being reviewed*, ed. (by) Book's editor's or author's first and last name. *Title of Magazine or Journal* Day Month Year: pages #-#. Medium of publication. | Amundsen, Liv. "New Ideas." Rev. of *In the Light of Day*, ed. Judith Smithson. *New Yorker* 23-30 Dec. 1996: 142-49. Print. | (Amundsen 147) |
| **Book Review, in a journal** | Author's last name, First name. Rev. of Title of Book, by Author's first name and last name. *Title of Magazine or Journal* Vol # (Year): page #-#. Medium of publication. | Clignet, Remi. Rev. of *Urban Poverty in a Cross-Cultural Context*, by. Edwin Eames and Judith Granich Goode. *American Journal of Sociology* 80 (1974): 589-90. Print. | (Clignet 589) |
| **Encyclopedia. No author.** | "Title of article." *Encyclopedia*. Year ed. Medium of publication. | "Madagascar." *Encyclopedia Britannica*. 2000 ed. Print. | ("Madagascar") |
| **Encyclopedias and Biographical Dictionaries (no page numbers required)** | Author of entry's Last name, First name. "Title of Entry." *Encyclopedia*. Year ed. Medium of publication. | Dickinson, Robert. E. "Norman Conquest." *The World Book Encyclopedia*. 1976 ed. Print. | (Dickinson) |
|  |  |  |  |

| Type of Source | Pattern | How it Appears in Works Cited | How It Appears in Parenthetical Citation |
|---|---|---|---|
| **Film** | *Title of Film*. Dir. First Name Last Name. Perf. First Name Last Name, First Name Last Name, and First Name Last Name. Studio, Year Released. Medium of publication (film, DVD, videocassette, television, web) | *Titanic*. Dir. James Cameron. Perf. Leonardo Di Caprio, Kate Winslett, and Billy Zane. Paramount-Twentieth Century Fox, 1997. DVD. | List the director and the title in the text of your paper so that no parenthetical citation is required. |
| **Journal from online database** | Author (if given). "Article title." *Journal* Volume. Issue (Year): Page#(s). *Database*. Publisher. Medium of publication. Date of access in date month year format. | Scragg, Leah. "The Form of Things Unknown: Renaissance Metaphor in *Romeo and Juliet* and *A Midsummer's Night Dream*." *The Review of English Studies*. 48. 92 (Nov. 1997): 526-28. *Literature Resource Center*. Gale. Web. 27 June 2007. | (Scragg 526) |
| **Magazine** | Author's Last name, First name (if given). "Title of Article." *Title of Magazine* Date: pages #(s). Medium of publication. | Lange, Karen. "Hunting the Mighty Python." *National Geographic* May 1997: 110-117. Print. Robertston, Robbie. "Canada's New Ska Scene." *Time* 13 Feb. 1998: 15-16. Print. | (Lange 112) (Robertson 15) |
| **Magazine from online database** | Author's last name, First name. "Title of article." *Title of magazine*. Vol.no. (Date Month Year): page #-#. *Database*. Publisher. Medium of publication. Date of access in date month year format. | Lerner, Barbara. "How Shakespeare Can Save Our Kids." *National Review*. 44.1 (20 Jan. 1992): 30-36. *Student Resource Center - Gold*. Gale. Web. 27 June 2007. | (Lerner 32) |

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|---|---|---|---|
| **Newspaper article** | Author's last name, First name. "Title of Article." *Title of Newspaper* Day Month Year, edition (if given).: Section and Page (i.e. D1+). Medium of publication. | Apple, R.W. "The Crisis at the White House." *The New York Times.* 15 Dec. 1973, late ed.: A1+. Print. | (Apple A1) |
| **Newspaper article from online edition** | Author's last name, First name. "Title of Article." *Title of Newspaper.* Day Month Year. Medium of publication. Day Month Year of Access. | Hendon, Keith. "UGA's Adams Entangled in Controversy Again." *The Atlanta Constitution.* 15 Dec. 2002. Web. 27 June 2007. | (Herndon) |
| **Newspaper from online data base** | Author (if given). "Article title." *Newspaper* Day Month Year, ed. (if needed): Page #(s). Database. *Publisher.* Medium of publication. Date of access in date month year format. | "World Briefing Europe: Britain: coroner in Diana inquiry steps down. (Foreign Desk)." *The New York Times.* 25 April 2007: A14. *Student Resource Center - Gold.* Gale. Web. 27 June 2007. | ("World" A14) |
| **Newspaper signed editorial** | Author's Last name, First name. "Title of the editorial." Editorial. *Newspaper* Day Month Year, ed.: Section and Page. Medium of publication. | Tucker, Cynthia. "Too Little, Too Late." Editorial. *The Atlanta Constitution* 15 June 2007, state ed.: A15. Print. | (Tucker A15) |
| **Newspaper unsigned editorial** | "Title of editorial." Editorial. *Newspaper* Day Month Year, ed.: Section and Page. Medium of publication. | "Teachers Need Respect." Editorial. *Wall Street Journal* 14 Dec. 2005, national ed. B4. Print. | ("Teachers" B4) |

| Type of Source | Pattern | How it Appears in Works Cited | How It Appears in Parenthetical Citation |
|---|---|---|---|
| **Play in an anthology** | Author's last name, First name.  *Title. Title of Book*.  Ed. Editor's first and last name. # of ed.  Place of publication: Publisher.  Year.  Pages # - #.  Medium of publication. | Shakespeare, William.  *Macbeth. The Riverside Shakespeare*. Ed.  G. Blakemore Evans. 2<sup>nd</sup> ed.  New York: Houghton-Mifflin, 2007. 241-328.  Print. | (1.2.1-5)  Cite Shakespeare by act, scene, and lines.  If you are citing more than one play add the abbreviation for the play. |
| **Sacred texts** | *Title of text*. Ed. Editor's First and last name. Publication City: Publisher, Date. Medium of publication.  Version. | *The Nelson Study Bible*. Ed. Earl D. Radmacher, Th.D. Nashville: Thomas Nelson, 1997. Print.  New King James Version. | (Matt. 1:12-15)  Use book, chapter, verses.  The abbreviations for the books of the Bible are listed in the MLA Handbook. |
| **Sound recording** | Artist's first name last name.  *Title of work*. Manufacturer, year of issue. Medium of publication. | Alan Lomax, compiler. *Southern Journey, Vol. 1: Voices From The American South – Blues, Ballads, Hymns, Reels, Shouts, Chanteys and Work Songs*. Rounder Series, 1997. CD. | List the artist and the title of the work in the text of your paper so that no parenthetical citation is required. |
| **Specialized reference work** | Author's last name, first name. "Title of article." *Title of reference work*. Ed. Editor first name last name. # of ed. Vol. number. Place of publication: Publisher, Year. Medium of publication. | "John Keats."  *Encyclopedia of World Biography*.  Ed. Paula K. Byers.  Second Edition.  Vol. 8.  Detroit: Gale, 1998.  470-1.  Print. | ("John" 470-1) |
| **Television or radio program** | *Title of Program.* Network, City. Date Month Year of Original Airdate. Medium of publication (television, radio). | *The Commanders: Douglas MacArthur*. NBC-TV, New York. 17 Mar. 1975. Television. | List the title of the program in the text of your paper so that no parenthetical documentation is required. |

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| **Web Page Professional (Sponsoring Organization) with an author** | Author or Editor's Last name, First name. *Page title*. (If no page title, use Home page) Sponsoring organization. Date of Last Web Update in Date Month Year format. (If no date, use n.d.) Medium of publication. Date accessed in Date Month Year Format. | Alaimo, Abby. *Rescuing Pets During Disasters*. American Red Cross. September 2006. Web. 27 June 2007. | (Alaimo) |
| **Web Page— personal page with a title** | Author or Editor's Last name, First name. *Page Title*. Publisher. (If no publisher, use N.P.) Date of Last Web Update in Date Month Year format. (If no date, use n.d.) Medium of publication. Date accessed in Date Month Year Format. | Brians, Paul. *Study Guide for H. G. Wells:* The War of the Worlds *(1898)*. N.P. 25 Jan. 2005. Web. 27 June 2007. | (Brians) |
| **Web Page— personal page without a title** | Author or Editor's Last name, First name. Home page. Publisher. (If no publisher, use N.P.) Date of Last Web Update in Date Month Year format. (If no date, use n.d.) Medium of publication. Date accessed in Date Month Year Format <Electronic address or URL>. | Jenrette, Ed. Home page. N.P. 20 Dec. 2005. Web. 1 Jan. 2007 <http://www.lib.emory.edu/shakespeare/ejenrett e>. | (Jenrette) |

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