

Research Paper Format

North Salem Central School District



General

Introduction

In an attempt to standardize the format used by students to complete research assignments, the English Department has created guidelines governing various aspects of research papers. It is our hope that this document will serve as a resource for all departments using research skills. The basis for this document is the MLA (Modern Language Association) style sheet. A random survey of colleges and universities revealed that most institutions recommend the use of some variation of the MLA format. Certainly, some professors request specific formats, but most accept any standard format as long as it is used consistently. It is the purpose of this document to help all staff members at North Salem do just that: use a specific format consistently across all grade levels and disciplines. Great care was taken to ensure that the information in this document is accurate and up to date. It is our goal to replicate the current practices used at colleges and universities across the country. Any feedback to help this document to remain current and accurate would benefit all those students using this guide. Please e-mail Mr. Kowgios at nkowg@hotmail.com with suggestions or comments.

Table of Contents

- | | |
|---|----------------|
| 1. How to Use Quotations
Long Quote / Short Quotes / Nonessential Filler | (pages 4-5) |
| 2. Plagiarism | (pages 5-11) |
| 3. Developing a Thesis / Source Legitimacy | (page 12 - 13) |
| 4. Documentation:
Parenthetical Citing / Works Cited Page | (pages 14-17) |
| 5. Sample Source Sheet | (page 18) |
| 6. Sample Title Page | (page 19) |
| 7. What To Include | (page 20) |
| 8. Checklist | (page 21) |
| 9. Format Specifics | (page 22) |
| 10. Appendix
Endnotes / Footnotes
Model Outline: “Then and Now” Research Paper Grade 11
Model Rubrics: 10th Grade English/Global History II Research Paper
11th Grade “Then and Now” <i>Marty, The Jungle</i>
12th Grade Non-O.P.T.I.O.N.S. Rubric | (pages 23-27) |

Updated: 01/03/06

How to Use Quotations

When To Quote:

- ❖ When the quotation is concise and powerful.
- ❖ When an authority's words carry weight.
- ❖ When it would be impossible to restate as effectively in your own words.

Long Quotes:

- ❖ use for more than 4 lines **in your paper**
- ❖ double space
- ❖ tab in left margin (or move margins in one inch)
- ❖ copy quote exactly as it appears (do not add extra quotation marks)

Example:

(as it appears in text)

I went to sleep with the light on and had to get up later and turn it off. About eight the next morning I walked down across the swamp to the dredger. The crew was busy bending some new wire to the drums and coiling the worn cable for removal. I looked over the job and at about eleven o'clock walked back to Loma. In front of Mrs. Ratz' boardinghouse Alex Hartnell sat in a model-T Ford touring car.

(as it appears quoted in paper)

I went to sleep with the light on and had to get up later and turn it off. About eight the next morning I walked down across the swamp to the dredger. The crew was busy bending some new wire to the drums and coiling the worn cable for removal. I looked over the job and at about eleven o'clock walked back to Loma. In front of Mrs. Ratz' boardinghouse Alex Hartnell sat in a model-T Ford touring car. (Steinbeck)

* Punctuation before () with a long quote

Short Quotes:



- ❖ use short quote format for less than 5 lines
- ❖ weave quotes into text of paper
- ❖ copy exactly the way it looks in text (do not change contents)
- ❖ use brackets []-- *not* parenthesis -- to add words inside quotation marks
- ❖ if there are no quotes in the original, add “ .”
- ❖ if there are already quotes, change “ ” to “ ”
- ❖ note: always start and end with double quotes “ ”

Example:

(as it appears in text)

“Anything approaching the change that came over his features I have never seen before, and hope never to see again.”

(as it appears quoted in paper)

“‘Anything approaching the change that came over his features I have never seen before, and hope never to see again.’”

(as it appears in text)

“One evening coming in with a candle I was startled to hear him say a little tremulously, ‘I am lying here in the dark waiting for death.’”

(as it appears quoted in paper -- extreme case)

“‘One evening coming in with a candle I was startled to hear him say a little tremulously, ‘I am lying here in the dark waiting for death.’””

Nonessential Filler:

- ❖ use an ellipsis with brackets [...] to remove unnecessary information
- ❖ at the end of a sentence add the final mark of punctuation [...]. or [...]? or [...]!
- ❖ keep quotes lean
- ❖ use ellipsis to help ideas flow into paper
- ❖ AGAIN -- use brackets []-- *not* parenthesis -- to add words inside quotation marks

Plagiarism

- ❖ Plagiarism is the stealing of actual words or ideas.
- ❖ You must give credit for any information that is not “general information.”
- ❖ You must give source of:
 - *actual quotes
 - *original theories
 - *cited statistics
 - *dates
 - *controversial material
 - *anything not readily available in most sources on subject
- ❖ Plagiarism is:
 - “...submitting material that in part or whole is not entirely one’s own work without attributing those same portions to their source.”
 - “A conscientious writer always distinguishes clearly between what has been learned from others and what he or she is personally contributing to the reader’s understanding.”
 - (Smith, Jean. Northwestern University. “Principles Regarding Academic Integrity”)
- ❖ You can not merely change some of the words and call it a paraphrase. Note the example below from *Keys for Writers*, by Ann Raimes.

Original Source:

If any language group, Spanish or other, chooses to maintain its language, there is precious little that we can do about it legally or otherwise, and still maintain that we are a free country. We cannot legislate the language of the home, the street, the bar, the club, unless we are willing to set up a cadre of language police who will ticket and arrest us if we speak something other than English.

From: James C. Stalker, “Official English or English Only,” *English Journal* 77 (Mar: 1988): 21.

Plagiarized Paraphrase:

As Stalker points out, if any group of languages, Greek or other, decides to keep its language, there is not much any of us can do, with laws or not, and still claim to be a free country. We can not pass laws about what we speak at home, on the street, or in restaurants, unless we also decide to tolerate having special police who will take us off to jail if they hear us not speaking English (21).

Valid Paraphrase:

Stalker points out that in a democracy like the United States, it is not possible to have laws against the use of a language and it certainly would not be possible to enforce such laws in homes and in public places (21).

Plagiarism Policy

(Steps following student plagiarism)

This policy is set forth to promote academic integrity. It is the hope of the faculty and administration that this policy will foster student growth and learning. It is essential that students both understand “What is plagiarism?” and understand “What are the ramifications of plagiarism?” Through this educational process student will be better prepared to appropriately satisfy the requirements of any research assignment.

If a faculty member has confirmed an incidence of plagiarism they will alert the student and the building administrator.

The teacher will then offer the student an explanation of the aspect of the paper that is plagiarized.

First Infraction: Students will have the opportunity to rewrite the paper for a maximum grade of 65.

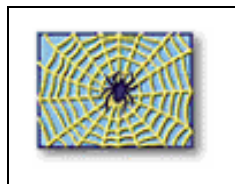
Second Infraction: Student will receive a zero for the paper.

Student Proclamation:

I have read and understand the various aspects of plagiarism presented in the North Salem Research Paper manual, and understand the steps that will be taken if I plagiarize.

Student signature: _____

date: _____



How do colleges

define plagiarism?

From the University of Washington student handbook

Plagiarism:

Plagiarism is defined as taking the ideas, writings, or inventions of another and representing them as your own. As long as you give credit to the originator of the material you are not guilty of plagiarism. But, merely enclosing statements or sentences in quotation marks is not sufficient; you must cite the source.

Examples of Plagiarism:

Turning in a paper from a previous class.

Having another person write an assignment (for pay or for free) and putting your name on it.

Modifying or paraphrasing another's ideas or writings and submitting them as your own.

Having someone rewrite substantial portions of your paper and submitting the final version as your own.

Copying phrases, sentences, sections, paragraphs, or graphics from another, and not giving credit by citing the source.

Turning in another's solution to an exam or a question on an exam as your own.

Examples that are not Plagiarism:

Asking someone to read your assignment and suggest possible improvements.

Getting together with other students to discuss an assignment.

Asking your instructor for help with an assignment.

Quoting extensively from another's works but giving credit.

Not citing sources for information that is considered common knowledge or that is readily available in dictionaries or your course textbook. For example you need not cite your textbook as the source of the equations that you use in an assignment.

From Carnegie Mellon student handbook

Plagiarism includes, but is not limited to, failure to indicate the source with quotation marks or footnotes where appropriate if any of the following are reproduced in the work submitted by a student:

A phrase, written or musical.

A graphic element.

A proof.

Specific language.

An idea derived from the work, published or unpublished, of another person.

From Hamilton College

“Avoiding Plagiarism,” by Sharon Williams

Writers sometimes plagiarize ideas from outside sources without realizing that they are doing so. Put simply, you plagiarize if you present other writer's words and ideas as your own. You do not plagiarize if you "provide citations for all direct quotations and paraphrases, for borrowed ideas, and for facts that do not belong to general knowledge" (Crews and VanSant 407).

General advice for using sources:

The best way to avoid plagiarism is to keep control of your argument. You should include ideas from other sources only when those ideas add weight to your argument. Keep the following suggestions in mind when you are using material from other sources:

- Select carefully. Quotations should give weight to your argument. In general, do not select quotations which only repeat points you have already made.
- Be sure to integrate all ideas from other sources into your own discussion. Introduce direct quotations with your own words. After quoting, explain the significance of quotations.
- Avoid quoting more than is needed. Most of the time, brief quotations suffice.
- Use direct quotations only when the author's wording is necessary or particularly effective. Some disciplines discourage direct quotations. Check with your professor.
- If you are using material cited by an author and you do not have the original source, introduce the quotation with a phrase such as "as is quoted in...."
- End citation alone is not sufficient for direct quotations; place all direct quotations within quotation marks. Be sure to copy quotations exactly as they appear.
- To avoid any unintentional failure to cite sources, include all citation information on notecards and in your first draft.

At all times, stay in control of your argument and let your own voice speak for you.

A common pitfall: the notetaking stage

Plagiarism often starts with the notetaking stage of the research process. If possible, have a clear question in mind before heading off to the library so you will not waste time taking extraneous notes. When taking notes, be sure to distinguish between paraphrases and direct quotations. When you are copying a direct quotation, be extremely precise. Note all the information you will need for the citation and copy the quotation exactly as it appears. Some writers use only direct quotations when notetaking so there can be no confusion as to whether a note is a paraphrase or a direct quotation. Other writers color-code notes: one color for paraphrases, another for quotations. To ensure that you are not copying wording or sentence structure when paraphrasing,

you might find it helpful to put the source material aside. In summary, be consistent and conscious of whatever notetaking method you decide to use.

Examples:

Sometimes writers do not recognize when their use of other writers' ideas constitutes plagiarism. Versions of the following source can help you see the difference between acceptable paraphrasing and plagiarism (taken from The Bedford Handbook for Writers 508).

Original source #1

If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists (Davis 26).

Version A:

The existence of a signing ape unsettled linguists and startled animal behaviorists (Davis 26).

Comment:

Plagiarism. Even though the writer has cited the source, the writer has not used quotation marks around the direct quotation "the existence of a signing ape." In addition, the phrase "unsettled linguists and startled animal behaviorists" closely resembles the wording of the source.

Version B:

If the presence of a sign-language-using chimp was disturbing for scientists studying language, it was also surprising to scientists studying animal behavior (Davis 26).

Comment:

Still plagiarism. Even though the writer has substituted synonyms and cited the source, the writer is plagiarizing because the source's sentence structure is unchanged.

Version C:

According to Flora Davis, linguists and animal behaviorists were unprepared for the news that a chimp could communicate with its trainers through sign language (Davis 26).

Comment:

No plagiarism. This is an appropriate paraphrase of the original sentence.

Original Source #2

The joker in the European pack was Italy. For a time, hopes were entertained of her as a force against Germany, but these disappeared under Mussolini. In 1935 Italy made a belated attempt to participate in the scramble for Africa by invading Ethiopia. It was clearly a breach of the covenant of the League of Nations for one of its members to attack another. France and Great Britain, the Mediterranean powers, and the African powers were bound to take the lead against Italy at the league. But they did so feebly and halfheartedly because they did not want to alienate a possible ally against Germany. The result was the worst possible: the league failed to check aggression, Ethiopia lost her independence, and Italy was alienated after all (Roberts 845).

Version A:

Italy, one might say, was the joker in the European deck. When she invaded Ethiopia, it was clearly a breach of the covenant of the League of Nations, yet the efforts of England and France to take the lead against her were feeble and half-hearted. It appears that those great powers had no wish to alienate a possible ally against Hitler's rearmed Germany.

Comment:

Plagiarism. The writer has taken entire phrases from the source, and there is no citation. The writer's interweaving of his or her own language does not mean that the writer is innocent of plagiarism.

**Version B:**

Italy was the joker in the European deck. Under Mussolini in 1935, she made a belated attempt to participate in the scramble for Africa by invading Ethiopia. As J.M. Roberts points out, this violated the covenant of the League of Nations (Roberts 845). But France and Britain, not wanting to alienate a possible ally against Germany, put up only feeble and halfhearted opposition to the Ethiopian adventure. The outcome, as Roberts observes, was "the worst possible: the league failed to check aggression, Ethiopia lost her independence, and Italy was alienated after all" (Roberts 845).

Comment:

Still plagiarism. Even though the writer has used two correct citations from the source, he or she has not cited other phrases.

Version C:

Much has been written about German rearmament and militarism in the period 1933-39. But Germany's dominance in Europe was by no means a foregone conclusion. The fact is that the balance of power might have been tipped against Hitler if one or two things had turned out differently. Take Italy's gravitation toward an alliance with Germany, for example. That alliance seemed so very far from inevitable that Britain and France actually muted their criticism of the Ethiopian invasion in the hope of remaining friends with Italy. They opposed the Italians in the League of Nations, as J.M. Roberts observes, "feebly and half-heartedly because they did not want to alienate a possible ally against Germany" (Roberts 845). Suppose Italy, France, and Britain had retained a certain common interest. Would Hitler have been able to get away with his remarkable bluffing bullying in the later Thirties?

Comment:

No plagiarism. The writer properly acknowledges the one use of Roberts's ideas. (Note that the writer has chosen to use only one idea from the source and has integrated that idea into his or her own argument.)

A final note:

Learning how to use the ideas of others to add weight to your ideas involves effort and a commitment to academic honesty. It is not always clear exactly when or how to use sources, and sometimes you will need advice. Since your professors are most familiar with the expectations of their disciplines, they are the best people to ask. You can also talk with a tutor at the Writing Center or refer to one of the many handbooks of English. The Writing Center has numerous handbooks available for your use.

Works cited:

Crews, Frederick and Ann Jessie VanSant. The Random House Handbook, 4th edition. New York: Random House, 1984.

Fowler, H. Ramsey and Jane Aaron. The Little, Brown Handbook. Glenview, Ill.: Scott, Foresman and Co., 1989

Copyright © 2001 The Trustees of Hamilton College. All rights reserved.

The Internet and Plagiarism

- ❖ Teachers can now easily check to see if students have plagiarized from the Internet or from other sources. Ironically, the Internet has many resources available to teachers so that they can check the veracity or originality of sentences or phrases.
- ❖ Any good search engine can check the entire Internet for a single phrase.
- ❖ One of the most telling signs of plagiarism is a change in writing style. If a sentence or phrase seems “out-of-place” it probably originated from another source.
- ❖ Although it is very easy to merely cut-and-paste passages from sources found on the Internet, a single act of this type of plagiarism will nullify all the work that went into writing the paper.
- ❖ “Dead Giveaways” from Plagiarized.com:
 - Essay refers to or cites the lectures of a mystery instructor (from another institution, no doubt). Essay contains a reference to its origin (e.g. "This essay is from www.essays.com - join today!") on the last page. It is very common for students to miss this.
 - Essay is grade-school quality. The vast majority of essays available on the net have not been written by rocket-scientists.
 - Essay is way off topic. Many of this type have oddly placed "on-topic" paragraphs that the student inserts themselves to bring it more in line with the required subject.
 - Strange/poor layout. Some students paste the essay into their word processor and hit "print" right away. As a result, none of the original author's format-instructions are retained.
 - Page numbers, headings, spacing, and page breaks are all out of whack.
 - The ultimate sign of sloth... The essay has been printed from the student's Internet browser. Very very sad.
 - The references are all from books not available in your University, or are all from another country.
 - This one works a little better on recycled papers than it does on Internet papers, at least in some cases, but a good sign of a plagiarized paper is that all the references in the bibliography are at least five or ten years old. I recall one case when I was in graduate school (in 1993) that had no references from after 1978; the paper also referred to "President Carter" in the -present tense-
...Stephen Schmidt (schmidjs@union.edu) Union College
 - If an essay/composition does not require a bibliography, it is a "give away" if the student's composition/essay is beyond or does not reflect the student's grade level, OR, it has no or very few English--spelling,syntax,etc.-- errors contained within it.
... from Plagiarized.com

Developing a Thesis

The foundation for all research is a thesis statement. You must create a thesis statement early in the process so that extraneous information can be discarded leaving the researcher with relevant information -- not a lot of irrelevant details. There are many ways to form a thesis to guide research. The use of “guiding questions” is an approach which can certainly help you to narrow your topic to a manageable size.

Using Guiding Questions

Design 3 or 4 guiding questions that will be the foundation for your thesis and the body of the paper. Using index cards, write each guiding question on the card, and then highlight the key words in each sentence. You will have a guiding question card for each question. Transfer the key words onto another index card, and again highlight the key words. Use all the key words to create a thesis statement. (Highlight the key words a third time.)

Hint: it is often helpful to use a subordinating conjunction when writing your thesis statement. The statement can be more than one sentence.

***** There is a difference between a topic and a thesis, so be sure you formulate a thesis early in the process. It is the only way to direct your research.***

Source Legitimacy

Since the foundation for research papers is the sources used, it is imperative that students use legitimate sources. The list of questions below should help students to determine the quality of a source.

1. Who is the author?

Do the credentials of the author make him an authority on the subject? If you do not know the author, then you must question the veracity of the source. Not all sources will have authors, but if the publication is legitimate the source is probably acceptable despite the lack of an author. If you can't identify the author or the publication then how can the source be legitimate?

2. Is the source “up to date”?

The age of the source is more relevant for certain topics. If no new research has taken place, then older sources will do. If the topic is evolving then more recent sources are needed.

3. Is the publication biased?

If the source is written by someone with an agenda, then you must present the material with that stipulation if your paper is to be judged as accurate.

4. How accurate is the source?

If there are misspelled words or statistics that contradict legitimate sources then you need to seriously question the legitimacy of the source. (This is particularly important with Internet sources.)

How to Tell if Internet Resources Are Reliable

The ease of publishing information on the Internet is one of its great advantages over traditional print publication. However, this advantage is also a significant disadvantage to researchers using the Internet as a resource. After all, if any one of the tens of millions of Internet users can publish anything on the Internet, how can researchers tell if the information provided through Internet resources is accurate and reliable? Unfortunately, this question does not have a simple answer. There is no definitive way of separating credible from questionable sources. However, you can ask yourself several critical reading questions to help you judge the credibility of Internet sources:

- Is the author expert and reliable? Consider whether the author's credentials (education, affiliation, publications, honors) establish his or her expertise and authority on the subject. If information about the author is not included, you may need to research the author before relying on the source.

- Does the publisher of the document represent a credible and reliable organization? For example, information about breathing problems available at the American Lung Association homepage is probably more credible than information available at anonymous Web sites or in postings to newsgroups.

- Is the Internet information dated? Many Web pages include information about when the page was last updated, and most postings on newsgroups and listservs are dated. If the Internet document has not been recently updated, is the information it contains still "accurate" and "credible" for your purposes?

- Does the document refer to or cite other sources? Does it represent those sources fairly? Like other types of documents, Internet documents that quote from or refer to other research done on the subject are more likely to be credible than those that don't.

- If the source is a Web page, are links provided to other sources that you can use to verify the credibility of the argument?

Finally, remember that while the ease of publishing on the Internet and the hypertextual nature of this medium have expanded the amount of information available to readers and researchers, the strategies readers use to evaluate the logic and credibility of arguments have not changed. Chapter 12 of *A Writer's Guidebook*, "Strategies for Active, Critical Reading," provides a detailed method for testing the logic and credibility of traditional print materials that can be applied to Internet resources as well. Briefly put, the "ABC test" requires arguments to meet these three conditions:

- A. The reasons and support must be appropriate to the thesis.
- B. All of the reasons and support must be believable.
- C. The reasons and support must be consistent with one another as well as complete.

Try It Out!

After researching a topic on the World Wide Web, test the reliability of a source you have found by reviewing and answering the questions presented in this section. Also, try using the "ABC test" to determine the reliability of one of your Internet sources.

From: *A Writer's Guidebook*. Bedford/St. Martin's. 1998

Documentation

The Basic Features of the MLA Style

PARENTHETICAL DOCUMENTATION

- ❖ In the paper include two pieces of information each time you cite a source:
 1. The last name(s) of the author or authors
 2. The page number(s) where the information is located
- General Guidelines**
- * Place information inside parenthesis.
 - * Do not include “p” or the word page.
 - * Do not include punctuation between author and page number.
 - * *EXAMPLE:*
(Conrad 133)
 - * When the author’s name is used to introduce quote, place only the page number in parenthesis.
 - **EXAMPLE:*
The author, Joseph Conrad, ends Kurtz’s life with the famous line, “The horror! the horror!” (133)
 - * The period should be placed after the parenthesis (in opposition to standard rule); question marks and exclamation marks should be placed in the standard location.
 - * *EXAMPLES:*
“I could stand the things he said better than hers” (Benet 182).
Mrs. Bridges wonders, “Is my daughter mine?” (Connell 135)
“It was Olive Father loved best,” Sarah Ann screamed! (Rich 185)
 - * Be sure Work Cited list corresponds with parenthetical information.

Special Considerations and Examples

- ❖ **More than one author:** For works with two or three authors include all the names in the text or in the parenthesis. For four or more authors use only the first author’s name followed by “et al.”
 - EXAMPLE:* (Johnson and Smith 133) (May, Hope and Wales 107)
(Florez et al. 198)
- ❖ **Same author for more than one work:** Include the author’s name and an abbreviated form of the title.
 - EXAMPLE:* (Conrad, *Heart* 133)
- ❖ **Non print sources:** For TV programs, interviews, films etc. include only the title or the author. If the information in the Works Cited list contains other information (such as director or interviewer) as the first mention, then include that information inside the parenthesis.
 - EXAMPLE:* (Coppola)
- ❖ **Classic Verse Plays and Poems (Shakespeare):** Use Arabic rather than roman numerals. For a list of title abbreviations see pages 250-251 in MLA Handbook.
 - EXAMPLE:* “Haste me to know’t, that I, with wings as swift / As meditation [...] / May sweep to my revenge” (Ham. 1.5. 35-37).

Works Cited Page (Bibliography)

❖ Any author's name cited in the body of the paper points the reader toward the full information about the source placed at the end of the paper on the "Works Cited" page (often referred to as the Bibliography).

General Guidelines

- * This is a list of sources used directly in the paper
- * If the work is not directly cited, it should not be part of "Works Cited" page
- * The list should be alphabetized by author's last name
- * Sources without authors should be listed by first main word in entry
- * The list should not be numbered
- * Begin the list on a new numbered page after the last page of the paper. Center the heading (Works Cited) without quotation marks, underlining, or a period
- * Indent all lines except first -- one tab or five spaces
- * Double-space throughout
- * Separate the main parts of each entry with a period and one space
(author, titles, publishing info. etc.)
- * Underline (or italics) and capitalize where appropriate (titles of books, names etc.)
- * Give inclusive page numbers, but do not use "p" or "pp." or the word page (101-133)
- * For an unpagged work, write "n.p."
- * For place of publication, when more than one is mentioned, list only the first place listed on the title page

Special Considerations and Examples

Documentation is an evolving practice. The examples and recommendations listed here reflect the latest MLA approach as noted by Ann Raimés's book *Keys for Writers* (105-122). If you need further details or need to document a unique source refer to the *MLA Style Manual*.

❖

❖ * **Basic form for a book with one author:** Use the most recent copyright date, and a shortened form of the publisher's name.

❖ *EXAMPLE:*

❖ Raimés, Ann. *Keys for Writers*. Boston: Houghton, 1999.

❖ * **Book with two or more authors:** Use authors' names the way they appear in the book. Separate the names with a comma, and reverse the order of only the first author.

❖ *EXAMPLE:*

Lawrence, Jerome, and Robert E. Lee. *Inherit The Wind*. Toronto: Bantam, 1985.

* **Books with editor or editors:** Use the abbreviation "ed." or "eds." preceded by a comma, after the name(s) of the editor(s).

EXAMPLE:

Moffett, James, and Kenneth R. McElheny, eds. *Points of View*. New York: Mentor, 1966.

* **Reference book:** For a well known reference book give title of entry, edition number and year of publication. If entries are arranged alphabetically omit page numbers.

EXAMPLE:

“World War II.” *Columbia Encyclopedia*. 5th ed. 1995.

* **Book with no author named:** Put the title first. Do not consider the words *A*, *An* and *The* in alphabetizing the entry. The following entry would be alphabetized under *C*.

EXAMPLE:

The Chicago Manual of Style. 14th ed. Chicago: U of Chicago P, 1993.

* **Article in a magazine:** Follow standard format, just add day, month and year.

EXAMPLE:

Coles, Robert. “Right, Wrong and the White House.” *Newsweek* 13 November 2000: 39.

* **Article in a newspaper:** Omit the initial “The” in title. Include section letters as part of page number.

EXAMPLE:

Toner, Robin, and Janet Elder. “An Electorate That’s Content But Craving More Integrity.” *New York Times*. 8 Nov. 2000: B1.

* **Letter, personal communication or interview:** For a letter you received include the phrase “Letter to the author.” For an interview you conducted cite the type of interview (“Personal interview,” “Telephone interview”).

EXAMPLES:

Doe, Jane. Letter to the author. 3 June 1933.

Alarse, Roy. Telephone interview. 11 May 2000.

* **Published or broadcast interview:** Include the word “interview” after the name of the person interviewed. Include the bibliographical information for the source.

EXAMPLE:

Turner, Ted. Interview. Charlie Rose. Channel 13. WNET, New York. 6 Nov. 2000.

* **Map or chart:** Underline (or place in italics) the title of the map or chart, and include the designation after that title.

EXAMPLE:

Auvergne / Limousin. Map. Paris: Michelin, 1996.

* **Film or video:** List the title, director, performers and other pertinent information. End with the name of the distributor and the year of distribution.

EXAMPLE:

Apocalypse Now. prod., written, dir. Francis Ford Coppola. Perf. Martin Sheen, Marlon Brando, and Robert Duvall. Zoetrope Studio, 1980, film.

* **Work of art:** List the name of the artist, the title of the work, and the museum or gallery and its location.

EXAMPLE:

Johns, Jasper. *Racing Thoughts*. Whitney Museum of Art, New York.

* **Cartoon:** After the cartoonist’s name and the title (if any), cite the label “Cartoon.” Follow this with the usual information about the source and give the page number.

EXAMPLE:

Chast, Roz. “When Hell Freezes Over.” Cartoon. *New Yorker* 15 Sept. 1997: 56.

**** Internet Sources:** Because the electronic world is constantly changing, the standards for documentation is evolving. It is best to adhere to the following guideline:

Order of information:

Author. "Document Title." Web Site title. Date of Publication. Site Sponsor.
Date of Access <URL>.

Helpful Suggestions:

Author: Many documents online do not have authors, but look carefully at the beginning and end of the document.

Document title: This is the title of the actual document/article you are using. (It should be in quotation marks.)

Web Site title: The title of the site is usually found on the home page.

Date of Publication: Look for the copyright date on the bottom or top of the page, or on the home page.

URL: The actual online address of the document.

**** If you are not provided with all of the information above, skip the components you are missing. Every source should at least have a document title, a web site title, a date of access, and a URL.**

EXAMPLE:

McComb, Todd M. "Medieval & Renaissance Music: A Brief Survey." Medieval Music & Arts Foundation. 28 August 2001. 8 May 2002 <<http://www.medieval.org/emfaq/beginlst/nocds.html>>.

Database (EBSCO and PROQUEST) Sources:

Order of information:

Author. "Article Title." Original Publication. Date of Original Publication: Page Numbers. Database. Library
Access. Date of Access.

EXAMPLE:

Smith, John. "History of Native American Trade." Atlantic Monthly. Sept. 2000: 33-38. EBSCO. Mary Keefe
Library, North Salem, NY. 2 May 2003.

Sample Source Sheet

(example of a way to keep track of your information)

Name: _____

Date: _____

Source

Author: _____

Title: _____

Publisher: _____

Copyright date: _____

Internet Address: _____

Pages used: _____

MAIN IDEAS

RELATED IDEAS

* By Amy Benjamin and Stacy O'Donnell

(Sample Title Page)

Your Interesting Title
by
Your Name

Course
Teacher's Name
Date

What to Include:

Final draft order:

Title page

Thesis page

Body of paper

Works Cited page

Stapled together - no special covers



Checklist

Complete checklist and make appropriate changes/corrections *before* you print your final draft.

<u>Works Cited:</u>	YES	NO
---------------------	-----	----

- | | | |
|--|-----|-----|
| 1. Is every source cited in Works Cited page used directly in paper at least once? | ___ | ___ |
| 2. Did you follow the proper form as outlined in the packet? | ___ | ___ |

Body:

- | | | |
|---|-----|-----|
| 1. Do you have an interesting beginning? | ___ | ___ |
| 2. Is your thesis clearly stated following your interesting beginning? | ___ | ___ |
| 3. Do you have a conclusion to the entire paper?
(Do not mention the word "conclusion.") | ___ | ___ |
| 4. Do you use transitions between the major sections of your paper? | ___ | ___ |
| 5. Is the paper your own work?
(no plagiarism) | ___ | ___ |
| 6. Is your paper the proper length? | ___ | ___ |

Quotations:

- | | | |
|--|-----|-----|
| 1. Did you vary the type of quotes using several types? | ___ | ___ |
| 2. Do have long quotes placed in the proper form? | ___ | ___ |
| 3. Have you used approximately 2-3 references per page? | ___ | ___ |
| 4. Have you cited all original ideas?
(Even if you placed idea in your own words) | ___ | ___ |
| 5. Did you use single and double quotes properly? | ___ | ___ |
| 6. Did you take too many citings from one source? | ___ | ___ |
| 7. Is there enough of "you" in the paper?
(Do not just paste quotes together; include commentary) | ___ | ___ |
| 8. Did you avoid using too much from one source?
(more than 2 in a row, or 3 of 4) | ___ | ___ |

Style / Mechanics / Grammar:

- | | | |
|--|-----|-----|
| 1. Have you used the proper margins and font?
(Times New Roman 12pt, default margins) | ___ | ___ |
| 2. Have you avoided 1st and 2nd person pronouns? | ___ | ___ |
| 3. Did you spell check? | ___ | ___ |
| 4. Have you varied sentence structure and length? | ___ | ___ |
| 5. Have you avoided "slang" or clichés? | ___ | ___ |
| 6. Did you read the paper aloud from beginning to end?
(This will help you detect awkward passages) | ___ | ___ |

* Who proofed your paper? parent____ friend____ teacher____ other____
Signature of proofreader:_____

Format Specifics

(MLA Recommendations)

- * **Margins:** **1 inch** all around. **Only left justified.**
- * **Print, Font Type, Font Size:** Always dark black printing ink. Standard type such as **Times New Roman or Courier**; select a regular size of **10-12 point**.
- * **Space Between Lines:** **Double**
- * **Spaces After an Endmark:** One or two, **BUT** be consistent.
- * **Page Numbers:** Put in **top right margin**; use **Arabic** numerals with **no period**.
- * **Paragraphing:** Indent 5 spaces or $\frac{1}{2}$ **inch** from left.
- * **Language:** Avoid **contractions, slang, abbreviations** and informal diction such as kids for children or guy for man; vary sentence structure and use sophisticated diction.

Appendix

Endnotes / Footnotes

MLA / Chicago Manual of Style

Endnotes and footnotes are only recommended for use with supplementary material, not for regular citations.

Place a superscripted number at the end of the quotation or the sentence in which you mention source material.

Place the number after all marks of punctuation.

List all endnotes, double-spaced, on a separate page before the Works Cited page.

The numbers run sequentially as they appear in the paper.

In the list, place each number on the line (NOT SUPERSCRIPTED) followed by a period and one space.

Indent the first line of each entry three spaces.

List information as follows:

Author's name not inverted, Title of Work - underline/quotes where appropriate,
(publishing information in parenthesis), page number(s) without p. or word page.

Follow an article title with journal or newspaper name and pertinent publication information (volume, issue, date).

Separate major parts of citation with commas, not periods.

Special Considerations and Examples

(for endnotes / footnotes)

Book with one author:

EXAMPLE:

9. Joseph Conrad, *Heart of Darkness*, (Iowa: The Perfection Form Company, 1980), 33.

Book with two or three authors: Follow the first author's name with "and" and include the second author's name. For three authors follow standard list format: first author, second author and third author.

NOTE: For books with more than three authors, use only first author's name followed by "et al."

EXAMPLE:

13. Jerome Lawrence and Robert E. Lee, *Inherit The Wind*, (Toronto: Bantam Books, 1985), 56.

Author not named: Start entry with title of book or article.

EXAMPLE:

10. *The Chicago Manual of Style*, 14th ed. (Chicago: University of Chicago press, 1993), 323.

Endnotes / Footnotes Continued

Article in a magazine or newspaper: Include the month for monthly publications and the date for weekly publications.

EXAMPLE:

15. Roger Dodds, "The Way of the World," *Time*, 22 June 1999, 44-45.

Film: Include the film title followed by any available information on producer, director or writer. Include length in minutes, the studio name, the date produced and type of source (film, filmstrip, slide or videocassette)

EXAMPLE:

Apocalypse Now, prod., written, dir. Francis Ford Coppola, Zoetrope Studio, 1980, film.

Online sources: Include the following:

#. Author's name, "Title of Source of Information," Date posted [date accessed]; electronic address.

EXAMPLE:

3. Kathryn Northcut, "Reeling Students Back In," 17 February 1995 [cited 7 November 2000]; www.usenet.comp.edu.composition.

* For additional examples see the *MLA Style Manual*.

Sample Organization: Rough Outline

“Then and Now” Research Paper

Grade 11

- I. The TEXT: Background to the text: Mini Summary
- A. EX 1: six steps: fully developed (DQ 1)
 - B. EX 2: six steps: fully developed (DQ 2)
- II. SOURCE #2: Mini Summary
- A. EX 1: fully developed (DQ 3)
 - B. EX 2: fully developed (DQ 4)
- III. SOURCE #3: Mini Summary
- A. EX 1: fully developed (DQ 5)
 - B. EX 2: fully developed (DQ 6)
- IV. SOURCE #4: Mini Summary
- A. EX 1: fully developed (DQ 7)
 - B. EX 2: fully developed (DQ 8)
- V. SOURCE #5: Mini Summary
- A. EX 1: fully developed (DQ 9)
 - B. EX 2: fully developed (DQ 10)
- VI. Comparison of information in your own words (about one paragraph each)
- A. Then
 - B. Now
- VII. Conclusion: You may reverse order of major/minor - if you wish.
- A. *Major Proposition: What you learned the most in your research. (1-2 parag.)
 - B. *Minor Proposition: The second most important facet of your research. (1-2 parag.)

You may decide you learned the most about either the text or the contemporary issue. You decide! You know the most important part of your issue because your research makes you the authority on this topic.

English/Global Research Paper Grade Sheet

Name of Student -

- 1. **Title Page:** *interesting title/ proper information (5 pts) _____
- 2. **Introduction:** *interesting beginning/ length/ thesis (5 pts) _____
- 3. **Body:** *diction/mechanics/ length (10 pts) _____
- 4. **Conclusion** *recap of entire paper/ powerful final comments (5 pts) _____
- 5. **Balance of Direct Quotes, Paraphrasing, Student Work**
*form and integration (in text of paper) (10 pts) _____
- 6. **Work Cited Page** *variety/ form (5 pts) _____
- 7. **Materials** *guiding questions/outline (5 pts) _____
*highlighted articles from sources (5 pts) _____

- 8. **Diversity in Work Cited Page** *varied use (inc. primary source, max. 1 ency.) (5 pts) _____
*sources (all used directly in paper) (5 pts) _____
- 9. **Parent. Citations** *use of direct quotes to support thesis/guiding ques.
*use of paraphrasing and student work (10 pts) _____
- 10. **Content** *answers guiding questions (5 pts) _____
*thesis supported (5 pts) _____
*accuracy/completeness of information (20 pts) _____

Total Points: _____

English/ Global Research Presentation Grade Sheet

Name of Student- _____

1. **Sources of Information**

_____ (5 pts)

2. **Technique**

Length of Presentation

Eye contact

Introduction/Conclusion

Voice Projection

Enthusiasm

_____ (30 pts)

3. **Content**

a) Answers guiding questions

b) Effective use of political cartoon, chart or graph

c) Check for Audience Understanding (3 questions posed to audience

_____ (50 pts)

4. **Materials to Be Submitted**

a) Three 5x8 index cards with information for presentation

b) Transparency of political cartoon, chart or graph

c) 5 x 8 index card with 3 questions for audience with appropriate answer on the reverse side

_____ (15 pts)

Total Points: _____