

Rockwood School District

Research Paper Guide



*Growing Together,
Learning for Life*

Revised 2004

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What is a Research Paper?

Many people confuse a report and research paper. Although they have similar components, they differ in purpose.

REPORT	RESEARCH PAPER
<ul style="list-style-type: none">• a collection of information to address a topic• largely, if not all, concrete detail, with very little commentary from the writer	<ul style="list-style-type: none">• an opinion or argument of the writer, supported by research• carefully chosen commentary that is supported by concrete details

In a research paper, the word “argument” is used in a different sense. Here, “argument” means a series of reasons leading to a logical conclusion. To write a research paper, you must use the note cards to prove a point, win an argument, or analyze a topic rather than simply recopy every note card into essay format.

So when you choose a topic for your research paper, keep in mind that you must be able to argue or have an opinion about your topic.

Seven Steps To Writing a High-Quality Research Paper

1. Choose a topic.
 - Assure yourself that you understand the task. You will either be given a topic, or you may be able to choose your own. Try choosing something that you are curious about but may not know much about. That will help make your research more interesting and relevant.
2. Refine your topic and create a working thesis.
 - Do some preliminary reading about your topic and limit your ideas to one aspect that interests you.
3. Research your topic and take notes.
 - Gather knowledge necessary to develop credible, intelligent ideas about the topic.
4. Formulate a thesis.
 - Consider your purpose. Are you going to analyze (look at all the small parts of your topic) to prove your thesis, or are you going to argue (start with a strong opinion and support it with even stronger CDs) your point? When you have made that decision, construct a final thesis statement.
5. Write an outline.
 - Review note cards and select strongest support (CDs) for thesis and topic sentences. Order that information logically.
6. Begin drafting.
 - Transfer the information from the outline into paragraph form, remembering to correctly cite the source of quoted or paraphrased ideas from other sources.
7. Revise and polish.
 - Refer to Research Paper Checklist on page 19.

Choosing and refining a topic are steps you can accomplish with little guidance, but instruction in writing note cards, citing sources, and searching the Internet will help you research your topic efficiently and effectively.

How to Write Source Cards for a Research Paper

Definition: A source card is an index card that lists a possible resource that includes information on a given topic. A source card contains the bibliographical information for the resources you may consult when conducting research. Accurately record this information in the correct format because it will make writing your Works Cited or Works Consulted much easier.

Tips:

- Each source card is labeled with a different letter of the alphabet. This should help you keep straight which notes came from which source when writing your note cards.
- When the date is needed, you should write it using the international method: date month year. Months longer than four letters should be abbreviated. For example: 10 Feb. 2004.
- When page numbers are required, use only the numbers; do NOT include p. or pp.
- Titles of articles are put inside quotation marks. For example: "Jordan, Michael."
- Titles of books, magazines, newspapers, and encyclopedias are underlined or italicized.
- All source entries end with a period.
- For sources with two or three authors, list the first author by last name, first name and then list the other author(s) by first name, last name. For example: Owens, Margaret, Joyce Smith, and Dan Williams.
- For sources with four or more authors, list the first author by last name, first name, and in place of the other authors' names type "et al." For example: Owens, Margaret, et al.
- Punctuation, spacing, and indentation are important and should mirror the examples.
- For any missing information supply the following:
 - If no author is given, begin the entry with the next piece of information required.
 - If no publisher is given, use the lower case letters "n.p."
 - If no place of publication is given, write a capital "N." and a lower case "p." N.p.
 - If no date is given, use the lower case letters "n.d."
 - If no page number is given, use lower case letters "n.pag."

Common Sources and Examples

Bibliographical Information Needed for a Correct Source Card

Book	<div style="display: flex; justify-content: space-between;"> Library ID/Call Number (optional) Source Letter </div> <p>Book location (optional)</p> <p style="text-align: center;">Author's last name, first name. <u>Title of Book</u>. City of publication: Company of publication, copyright year.</p>
Book Example	<div style="display: flex; justify-content: space-between;"> FIC LEE A </div> <p>Eureka Library</p> <p style="text-align: center;">Lee, Harper. <u>To Kill A Mockingbird</u>. New York: Warner Book, Inc., 1960.</p>

Internet Site

Source Letter

Author's last name, first name (if given). Title of site.
Date of the material (if given). Date of access or
download <Electronic address>.

Internet Site Example

D

Percival, James. Conversations with Michael Jordan.
n.d. 10 Mar. 2004
<<http://www.nbahalloffame.com/conversjordan.html>>.

Sample Listing for Electronic Encyclopedias in Rockwood

**New Grolier
Electronic Encyclopedia**

Source Letter

Author's last name, first name. "Subject." The New
Grolier Electronic Encyclopedia. CD ROM.
Danbury, Conn.: Grolier Electronic Publishers,
edition year (followed by) ed.

**World Book
Electronic Encyclopedia**

Source Letter

Author's last name, first name. "Subject." World Book
Encyclopedia. CD ROM. Chicago: World
Book, Inc., edition year (followed by) ed.

**Encarta
Electronic Encyclopedia**

Source Letter

Author's last name, first name. "Subject." Encarta. CD
ROM. Redmond, VA: Microsoft, edition year
(followed by) ed.

How to Efficiently, Effectively Search the Internet

Some, but not the majority of your research, can be done on the Internet. Yet, the Internet is a growing jumble of junk and treasures resembling a cram-packed basement or attic more than a carefully organized library. A researcher needs help finding worthwhile resources in such chaos, and that is what **Search Engines** try to do. Different **Search Engines** organize and sort through the chaos of the Internet in different ways, but if you know how to ask for help intelligently, they can deliver various resource options to you quickly. Then, of course, your task is to determine which of the sites suggested by the **Search Engine** contain quality information worth your time and which contain unreliable or superficial information not worth reading.

So, to use the Internet for worthwhile and efficient research you will need to know...

- ✓ **WHERE** to find **Search Engines** which are able to locate numerous worthwhile resources.
- ✓ **WHAT** to ask for to have the **Search Engine** find information that relates to your research.
- ✓ **HOW** to determine which Internet resources located by the **Search Engine** are reliable and high quality.

WHERE – Knowing Where to Find Quality Search Engines

Type in one of these Internet addresses (URLs) in the address line to reach a **Search Engine** from which you will begin your topic search. Meta **Search Engines** search several **Simple Search Engines** simultaneously. Specialized **Search Engines** search a narrower topic.

Simple Search Engines	Meta-Search Engines	Specialized Search Engines
http://www.yahoo.com http://www.google.com (Google is a great place to also search for just images). http://www.alltheweb.com http://www.msn.com	http://ixquick.com (Ixquick allows users to search in different languages). http://www.dogpile.com http://www.mamma.com http://www.profusion.com http://www.teoma.com http://www.metacrawler.com http://www.ask.com	http://www.artcyclopedia.com (art history) http://www.findarticles.com (magazine articles) http://www.scirus.com (science information) http://www.booksearchengine.com (books and authors) http://www.museumstuff.com (museum information)

WHERE--Web Resources

http://webquest.sdsu.edu/searching/specialized.html	Outstanding hyperlinked list of search engines and their specific areas of topic concentration
http://www.searchenginewatch.com	Everything about search engines: searching tips, search engine reviews, lists of specialized engines

WHAT – Learning What to Ask to Locate the Kinds of Information Needed

Remembering a few symbols and math signs and how to combine them with key words that definitely would or wouldn't relate to your search topic will help you help the **Search Engine** locate the resources that would be most helpful to you. No matter which **Search Engine** you choose to use, you will be asked to type “search **key words**” into a Search Window. The way those words are arranged with those symbols and math signs will make all the difference in the kinds of information the **Search Engine** will find for you.



Step One: Think through your topic and brainstorm two lists of words: one which is **closely related to the topic** you are searching and one which includes words that might be associated with your topic but definitely **don't relate to your topic**. The lists below illustrated what might be collected if one was searching Charles Schulz and his career creating the Peanuts comic strip.

Search Key Words

Closely related to topic	Not related to your topic
Charles Schulz Peanuts cartoon, cartooning artist	nuts food painter sculptor

Step Two: Review search engine search symbols and signs and the results of using them:

Symbols and Signs	Search Results
No symbol or sign used with key words, as in: peanuts comic	Search Engine will locate sites with EITHER peanuts OR comic as key terms within them.
Quotation Marks surrounding key words, as in: "peanuts comic"	Search Engine will locate sites containing the phrase enclosed in the quotation marks, so sites containing 'peanuts comic' as a phrase within them.
Plus sign (+) between key words, as in: Schulz+cartoon Schulz+cartoon+artist+comic	Search Engine will locate sites containing all key terms listed within them. Terms might not be in phrases or in the same order listed, but the sites located will contain all of the terms linked by the plus sign.
Minus sign (-) between key words, as in: Peanuts-food Schulz-sculptor	Search Engine will locate sites containing the first key term listed but definitely not containing the term preceded by the minus sign. The first 'peanuts-food' search would not list any sites relating to peanuts as a food.
Asterisk (*) means 'wild card' or 'any possible missing letters' as in: cartoon*	Search Engine will locate sites containing key term and variations of the key term. In this case, sites would be located which contained 'cartoon,' 'cartoons,' 'cartooning.'
Signs and Symbols may be mixed in any combination, as in: "Charles Schulz"+peanuts-food+comic* Notice that no spaces are placed between words and symbols AND that the plus and minus signs relate to the term they come before.	Search Engine will locate sites containing the phrase 'Charles Schulz' along with the terms 'peanuts' and variations of the term 'comic,' but the search would not list any sites relating to peanuts as a food.

Above all, remember to keep your key words all in lower case or uncapitalized letters unless they label a name or a place. If you needlessly capitalize words, the **Search Engine** will look to match just capitalized words.

One **Search Engine** named Ask Jeeves only asks you to search by writing a sensible question, like: "Where can I find information about the cartooning career of Charles Schulz?" It works by guessing which words in that question are your **key words**. Ask Jeeves: <http://www.ask.com>

Remember, the Internet is a crazy, chaotic place. These signs and symbols behave this way in MOST Search Engines, but some Search Engines ignore these helpful symbols. Be positive, and try different combinations of symbols and key words. Not only will you improve your Internet searching skills, but also you will develop patience, your creativity and sense of humor.

WHAT – Web Resources

http://webquest.sdsu.edu/searching/sevensteps2001.html	Review of symbols and signs and addition of a few specialized ones
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HOW – Determining the Quality of the Sites Located by the Search Engine.

Less careful researchers stop here; they write down the first few Internet sites located by the Search Engine and grab note cards. You, however, believe in excellence, and have one more task: to determine the quality of the information offered in the Internet site that seems to relate to your research topic. By skimming to look for key issues related to each Internet site, you can separate the “junk” from the “treasures” which will yield you the highest quality information.

One of the most efficient and effective ways to determine Internet site credibility or believability is to apply the CARS checklist developed by Robert Harris (<http://lrs.ed.uiuc.edu/students/tbarcalow/490NET/Evaluation.htm>). Quite simply, ask questions while skimming an Internet site, and if too many of the answers are “No,” you discard this site and examine another. Just because information came from the Internet doesn’t mean it is sacred or even true. Since you don’t have unlimited time for your research project, you need to use your time ONLY to research worthwhile information from credible sites.

Standard	Questions to ask while skimming the Internet site you are evaluating.
C redibility	<ol style="list-style-type: none">1. Is an author listed?2. What are the author's credentials?3. Can the author be reached for questions or comments?4. Is there evidence of positive peer evaluation?5. Has the author taken care to check for misspelling, poor grammar, etc.?
A ccuracy	<ol style="list-style-type: none">1. Is the date of the site current?2. Is the information complete and not too vague?3. Does the author acknowledge all views?
R easonableness	<ol style="list-style-type: none">1. Is the author fair and objective?2. Is the author concerned with the truth?
S upport	<ol style="list-style-type: none">1. Does the author provide support for the information?2. Are the sources listed?3. Are there other resources with similar information?

You will have to judge how many “No” answers are too many, but be assured, if you start with “C,” Credibility, and can’t even find an author listed or you determine the author is not an expert, go no further. A site without an author is not ever considered worth exploring. Take your time, though; sometimes author information is found at the bottom of the page or at a “Contact Us” link. Do consider a reputable organization, like the American Red Cross, to be a credible author.

Research is all about collecting the relative truths about a topic that others have and considering them in your mind to determine what you feel the truth of the matter to be. Quality research must be based on relative truth, and whereas library materials undergo much screening and evaluation by experts before they are printed, Internet materials do not. You need to be the screener, so you are not wasting your time reading junk and basing your thinking on junk.

Finally, citing the various types of information found on the Internet can be challenging. These resources can guide you in MLA citation of online sources.

http://www.noodletools.com	Help with research strategies and MLA citations.
http://www.columbia.edu/cu/cup/cg-os/idx_basic.html	Help with citing various sources found online

What Types of Information to Collect

Primary and Secondary Sources

Information about a topic is available in two major forms: primary and secondary information.

Primary information is, as its name suggests, first-hand information on the topic. Newspaper stories and personal interviews of participants are primary sources, as they contain unfiltered information recorded at the time of the event or issue. Primary sources are actual records that have survived from the past, such as letters, photographs, articles of clothing, historical documents and paintings.

Secondary information is reflection on and evaluation of ideas related to the topic under consideration. Secondary sources are accounts of the past created by people writing about events sometime after they happened. For example, a history textbook is a *secondary source*. Someone wrote most of your textbook long after historical events took place, yet it could contain some primary information like pioneers' journals or historical documents (Library of Congress Learning Page).

So, is one type of information better to include in a research paper than another? Of course, the answer is that a balance of information creates the highest quality effort. In the secondary sources, you get to explore what other researchers have determined about your topic. You will need to have an opinion on your subject, and secondary sources present others' varied opinions and comments about that topic.

Yet, the primary sources are the most exciting to explore for they are the closest you can get to reliving the event you are researching. Without embellishment, letters present first impressions of those involved from which you can create your research argument. Photographs show exactly what happened. Programs and announcements show what the people of the time felt should be highlighted about the experience; whether time proved that those were the high points or true impacts of the experience will be yours to determine.

The Internet is rich in collections of primary sources. A few websites containing primary sources related to American history follow:

Internet Address	Title
http://rs6.loc.gov/ammem/ndlpedu/lessons/psources/source.html	Library of Congress Learning Page
http://www.nara.gov/	National Archives
http://w3.one.net/~mweiler/ushda/intro.htm	US Historical Document Archive
http://www.uidaho.edu/special-collections/Other.Repositories.html	Repository of Primary Sources
http://www.asij.ac.jp/middle/lib/curlinks/primarysources/primarysources.htm	Repository of Primary Sources
http://www.yale.edu/lawweb/avalon/20th.htm	American History documents
http://moa.umdl.umich.edu/	Making of America

How to Write Note Cards for a Research Paper

The basic parts of any note card are the following:

Topic: A category that will help you organize your note cards into sections that will allow you to relocate information quickly. Some samples include: Early Life, Records, Sports Awards, Death, Music Career (a topic is sometimes referred to as slug or category).

Source Letter: An alphabet letter assigned to the source card to identify where the information was found (A, B, C, D, E, etc.). Identifying source cards will allow you to know exactly which source you used should you need additional information. It will also help you correctly document within the paper.

Page Number: The page number(s) where the information on this note card was found. In order to easily write internal documentation, include the author's last name, if available. **DO NOT PUT IN A COMMA OR "p." OR "pp." BEFORE THE PAGE NUMBER.**

Example of Note Card Format

TOPIC	SOURCE LETTER
<ul style="list-style-type: none">• Using direct quote, summary, or paraphrase, write only one piece of information written on one side of the card.	
<p>(AUTHOR'S LAST NAME AND PAGE NUMBER)</p>	

Example of a Note Card for a Research Paper about Michael Jordan

HARDSHIPS	A
<p>Michael Jordan was cut from the freshman squad of his high school basketball team but practiced hard and later earned a starting spot on the varsity squad.</p>	
<p>(Timmons 99-103)</p>	

A quick guide to the four main types of note cards:

Type 1) Summary Note Card: Summarize the facts and ideas of a long passage into your own words. Although it does not have to be complete sentences, it will probably be more helpful to you if it is so that you remember what you were thinking at the time and will be better able to write effective commentary.

Summary Note Card Example from Ch. 11 of To Kill A Mockingbird

Bravery	B
<p>Mrs. Dubose refuses to die until she has painfully broken her addiction to morphine, even though there was no medical reason requiring her to do so. Atticus calls her the bravest woman he knows for taking on a difficult task that she might not succeed at, thereby giving Scout a new insight into what courage is.</p> <p>(Lee 99-112)</p>	

Type 2) Direct Quote: Words are taken EXACTLY from a book, author, or character. DIRECT QUOTES MUST BE IN QUOTATION MARKS AND INTEGRATED INTO THE SENTENCE YOU ARE WRITING.

Direct Quote Note Card Example for a Paper about Michael Jordan:

Character	C
<p>“Jordan provides an outstanding role model for the youth of America.”</p> <p>(Kuhler 37)</p>	

Example of How the Quote Could Be Worked into a Sentence:

<p>Although he is an incredible athlete, perhaps an even greater reason to respect him is because “Jordan provides an outstanding role model for the youth of America” (Kuhler 37).</p>

Type 3) Paraphrase Note Card: Paraphrased note cards are close to the original text but uses YOUR OWN WORDS. Make sure not to “borrow” words whose meaning you do not know unless you quote them.

Example of a Paraphrase Note Card for a Paper about Michael Jordan:

Original source: “Michael Jordan has been highly acclaimed for his athletic prowess and has earned a place in the annals of professional basketball.”

Character	D
<p>M.J. has great athletic skills and will be remembered by basketball fans for years to come.</p> <p>(Strauss 101)</p>	

Note that none of the words in the quote are used, but the meaning of the note card matches the meaning of the quote.

Type 4) Personal Note Card: When you make a mental connection or have an “AH-HA” moment while researching, you need to stop taking your research note cards and make a new note card that records your thought(s) or impression(s). Personal note cards collect these bits of learning as you proceed through the research process and will be invaluable as commentary within your paper. Be sure to write “PERSONAL” in order to distinguish this type of note card from those recording information from sources; do, however, record source and page number(s), if applicable, as a record for the prompt for your thinking. Some personal cards will not contain source and page number if they are more general in nature.

Example of Personal Note Card

Character -- PERSONAL	A
<p>Although Michael Jordan is a wealthy mega-star, he hasn't forgotten the fans. He shows little kindnesses to ordinary people again and again.</p> <p>(Lee 101-2)</p>	

How to Write a Thesis

A thesis statement is a single declarative sentence stating the author's (in this case, your) opinion or general commentary on the topic researched. This is the idea that the whole paper is written to explain and prove. A thesis statement is simply a concrete detail (your topic) followed by a commentary (your opinion/argument). It is ALWAYS a sentence and NEVER a question.

A good test to see if you have a research paper thesis (and not a report thesis) is to ask "So what?" or to see if someone else has an opposing opinion.

Thesis Considerations

- Is your thesis statement focused on a single limited topic?
- Is your thesis a clear direct sentence? (Does it make a STATEMENT?)
- Does your thesis convey your point of view or attitude about the topic without using the words "I think..."?
- Do you have access to enough good information to support your thesis statement?
- Will following your thesis result in a paper that satisfies the requirements of the assignment?

How to Write an Outline

You begin your outline after you've collected most of your research. The outline will be the first attempt to mentally put your paper together. In creating it, you, the writer, decide how to best organize your material in support of your thesis for the strongest impact. When you look at your outline, you can tell if you need to do more research before you start writing your paper. Preparing an outline will help you see where you may have holes in your support. **Remember, sufficient, specific support (CDs) will prove your thesis.**

Divide your information into useable groups according to topics/ slugs/ categories. When you divide, you must divide by at least two which means that for every "1" you must have a "2"; for every "A," you must have a "B." Now you'll see the value of using note cards for information collection. These "pieces" of information are easily physically sorted into these topic divisions.

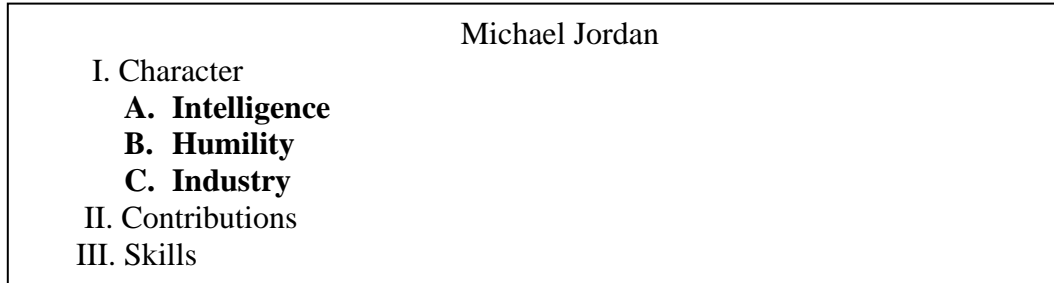
STEP ONE: You have chosen, Michael Jordan is a twentieth century role model, as your topic. As you look through your cards, you notice you have three main topic/groups:

- character
- contributions
- skills

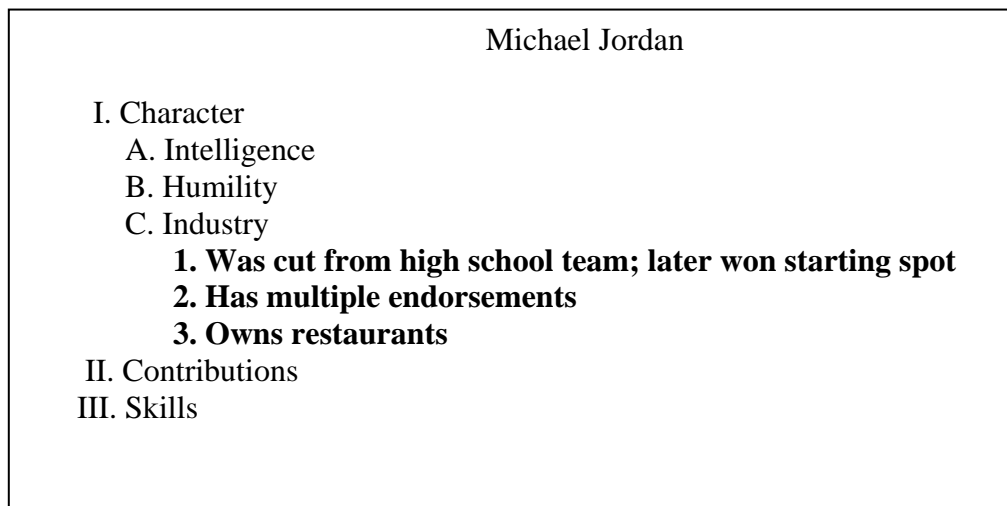
In effect, you have three main ideas, and each of the bullets becomes a Roman Numeral in your outline. These will be developed into topic sentences of major sections of your paper.

Michael Jordan
I. Character
II. Contributions
III. Skills

STEP TWO: This next step is called subordination. Now look at each group of cards and divide again. This time let's take the "Character" pile. You notice that many of your note cards deal either with Michael Jordan's intelligence, industry, or humility. You would divide the "Character" pile into three corresponding piles. These become your capital letters. You must be careful to give equal importance to the things you subordinate. For example, your "A" must be of equal importance as your B, and your 1 must have the same importance as your 2.



STEP THREE: Look again at your information. If you look at the note cards on industry you might notice that you have many examples of his industry. Divide again, and these become your subordinated numbers.



YOU DO NOT NEED TO USE ALL OF YOUR NOTE CARDS; USE ONLY THE ONES THAT HELP PROVE YOUR THESIS!

Outlines must be written in parallel structure. Parallelism refers to the grammatical structure of your writing. Ideas of equal importance must be structured in similar grammatical form. As you can see in the example above, capital letters precede outline items that are nouns (A. Intelligence) and numbers precede outline items that begin with verbs (3. Owns restaurants).

How To Write a Rough Draft

Just as in any other essay, the paragraph in a research paper contains these elements: TS, CD, CM, CS. The number and pattern of the support will vary according to topic and preference, but the basic uses remain the same.

Thesis: A full sentence that has both a subject (who or what) and an opinion about that subject. The thesis sentence should be an argument and express an idea or opinion that you intend to back up in your paper. Most often the thesis is located at the end of your introductory paragraph.

Example: Michael Jordan overcame a difficult childhood to emerge as a leader of integrity both on and off the court.

Topic Sentence: The first sentence in each body paragraph. This sentence should be sort of like a “mini-thesis” for each paragraph. In other words, this sentence will have a subject and an opinion about the subject and introduce the point that you will argue or support in that particular body paragraph.

Example: Michael Jordan struggled through several hardships as a child.

CD: Specific information about the subject from note cards. In the research paper this information should almost always be followed by a citation in parentheses, identifying the source of the information.

Example: Michael Jordan was cut during tryouts for the varsity basketball team, yet as a senior he was a team standout and earned a basketball scholarship to college (Kilmer 49).

CM: Analysis and explanation accompanying a concrete detail. The CM shows why that CD matters or what that CD reveals about the subject.

Example: CD: Michael Jordan was cut during tryouts for the varsity basketball team, yet as a senior he was a team standout and earned a basketball scholarship to college (Kilmer 49). CM1: Jordan was a young man with a strong work ethic who refused to doubt his abilities. CM2: He was willing to work hard to make sure that his dreams of playing professional sports became a reality

How to Integrate Quotes

As you construct your paper, you will want to lead into the direct quotes that you use to support your topic sentence. Two effective strategies exist to accomplish this task.

1. **Include information about the author.** Give the author’s name and brief information about his/her authority (Why should the reader believe him/her?). When you include the author’s name in the sentence, you do not place it in the end note or internal documentation.

Example: Hubie Brown, Turner Sports analyst and former NBA head coach, attributes Michael Jordan’s importance to the fact “he set the bar of excellence at such a high level that in our immediate future, his status is unlikely to ever be challenged” (93).

2. **Provide the context of the quote.** Identify when and where the quote was given.

Example: In reviewing his success in basketball, Michael Jordan reflects, “I’ve missed more than 9000 shots in my career. I’ve lost almost 300 games. 26 times, I’ve been trusted to take the game winning shot and missed. I’ve failed over and over and over in my life. And that is why I succeed” (Brown 103).

Internal Documentation

Any time you use information from a source that is not common knowledge, you must document the source of the information. Typically, the author's last name and page number appear in the parenthetical documentation. Be sure that the information you put in parenthetical documentation clearly corresponds to a specific source on the Works Cited page.

Documenting direct quotes:

Example: "Negative invitations soften the blow of rejection" (Packer 249).

Documenting paraphrased information:

Example: When asking someone out on a date, phrasing the question in a negative way helps to ease the pain of rejection (Packer 249).

Using the author's name in the sentence:

Example: According to Alex Packer, it's easier to ask someone out if you phrase the question in a negative way to "soften the blow of rejection" (249).

Documenting a non-print source:

When documenting a non-print source such as a website or a television show, the preferred method is citing the entire work in the sentence. Be sure to list the name that begins the entry on the Works Cited page. Notice there is no parenthetical documentation.

Example: According to "The Etiquette Place," teenagers should focus on improving their self image and social skills.

Documenting a work with no listed author:

When documenting a work with no author, put a shortened version of the title in the parenthetical documentation. Be sure the reference clearly refers to the beginning of the corresponding entry on the Works Cited page.

Example: Dating etiquette changes over time; however, many people still follow traditional dating rules ("Dating etiquette").

Indirect sources:

If the information that you quote or paraphrase is quoted from another source, abbreviate "quoted in" as "qtd. in."

Example: A gentle reader asked, "Is it possible to be guilty of being rude when you absolutely can't help it? (qtd. in Martin 470).

Works Cited

The Works Cited page at the end of your paper lists the sources that you documented internally. Each parenthetical documentation in the paper must correspond to a specific entry on the Works Cited page. The information from your source cards goes on the Works Cited page.

Formatting the Works Cited page:

- Center the "Works Cited" title. Do not bold or underline it.
- Alphabetize the entries by the authors' last names.
- Double space the entire page with no extra spaces.
- Begin each entry on the left margin; indent subsequent lines.

Example Works Cited page:

Trotier 7
Works Cited
“Dating Etiquette.” <u>The World Book Encyclopedia</u> . Vol 6. 1979.
<u>The Etiquette Place Home Page</u> . The Etiquette Place. 1 Sept. 2004 < http://etiquetteplace.com/ >.
Martin, Judith. <u>Miss Manners’ Guide to Excruciatingly Correct Behavior; The Ultimate Handbook on Modern Etiquette</u> . New York: Galahad Books, 1991.
Packer, Alex. <u>How Rude! The Teenagers’ Guide to Good Manners, Proper Behavior, and Not Grossing People Out</u> . Minneapolis: Free Spirit Publishing, 1997.
White, Betty. <u>Betty White’s Teen-Age Dance Etiquette</u> . New York: David McKay Company, Inc., 1956.

Plagiarism

According to Rockwood School District policy, plagiarism is defined as “the taking of ideas or writings from someone else and presenting them as one’s own” (*Webster’s New World*, 1996). Consequences for plagiarism (first offense) range from no credit for work up to 3 days out-of-school suspension. Consequences for subsequent offenses range up to 10 days out-of-school suspension. Refer to Rockwood Policy 2611 for specific guidelines. The District defines three levels of plagiarism:

- Level 1:** Though most of the work is the student’s, a few lines or phrases of text or a paragraph is used without proper attribution.
- Level 2:** A significant portion of the work is not the student’s and is not cited. This would include use of multiple paragraphs of someone else’s work, use of someone’s ideas, and/or repeated paraphrasing of someone else’s work without attribution.
- Level 3:** Little, if any, of the work is the student’s; most, if not all, or the work has been copied verbatim or copied and slightly altered.

The following information comes from a book entitled *MLA Handbook for Writers of Research Papers* by Joseph Gibaldi, Fifth Edition, published by the Modern Language Association of America, 1999.

- **Level 1: using another’s words without giving proper credit while paraphrasing**

Original Source: Everyone uses the word language and everybody these days talks about culture [...]. “Languaculture” is a reminder, I hope, of the necessary connection between its two parts [...]. (Michael Agar, *Language Shock: Understanding the Culture of Conversation* [New York: Morrow, 1994] 60).

WRONG: At the intersection of language and culture lies a concept that we might call “languaculture.”
[With no credit given to Mr. Agar, this is plagiarism.]

RIGHT: At the intersection of language and culture lies a concept that Michael Agar has called “languaculture” (60).

- **Level 2: using another’s idea(s) without giving proper credit**

The following passage is from an essay by Wendy Martin in *Columbia Literary History of the United States*, “Some of Dickinson’s most powerful poems express her firmly held conviction that life cannot be fully comprehended without an understanding of death” (Martin 625).

WRONG: Emily Dickinson strongly believed that we cannot understand life fully unless we also comprehend death.
[With no documentation in the above, the writer has plagiarized Ms. Martin.]

RIGHT: As Wendy Martin has suggested, Emily Dickinson strongly believed that we cannot understand life fully unless we also comprehend death (625).

- **Level 3: using words and phrases verbatim or slightly altered**

Original Source: “Transportation did not stop crime in England or even slow it down. The ‘criminal class’ was not eliminated by transportation, and could not be, because transportation did not deal with the causes of crime” (Hughes 168).

WRONG: Transportation did not stop crime in England or even slow it down. Criminals were not eliminated by transportation because transportation did not deal with the causes of crime. [Words, phrases, and ideas belong to Mr. Hughes; this is plagiarism.]

RIGHT: Hughes argues that transporting criminals from England to Australia “did not stop crime. . . The ‘criminal class’ was not eliminated by transportation, and could not be, because transportation did not deal with the causes of crime” (168).

What should you **always** document (or give credit for)? **Everything that you borrow, from direct quotations and paraphrases to information and ideas.**

What do you **NOT** have to document? **Familiar proverbs and sayings (“You can’t judge a book by its cover”), well-known quotations (“We shall overcome”), or common knowledge (“George Washington was the first president of the United States”).**

You **MUST** give the source for any borrowed material that readers might mistake for your own. **IF YOU HAVE ANY DOUBT ABOUT WHETHER OR NOT YOU ARE COMMITTING PLAGIARISM, CITE YOUR SOURCE OR SOURCES.**

- **Yet another type of plagiarism is turning in a paper that you turned in previously for another course.**

This is a kind of self-plagiarism. Sometimes your teacher might find it acceptable to rework a paper that you used in a previous English class; always ask before you do so.

If you have any questions about the issue of plagiarism, check with your English teacher.

Carol Felsenthal in her article “Plagiarism” says:

“*I only copied one sentence here or one paragraph there*” is no defense. Any uncredited lifting of another person’s words or ideas—no matter how small—constitutes plagiarism.”

“*But I put it in my own words*” is also no defense. Some students believe that careful paraphrasing gives them carte blanche to plunder another’s work. They forget that *ideas* as well as words are the property of the person who created them. Suppose you had devised a theory for a political science term paper on why President Reagan won such a sweeping victory in the last election. Another student read your paper and presented the exact theory but in his own words. If he neglected to credit your paper as the source of the idea, he plagiarized... You must acknowledge every appearance of borrowed material.”

Things to remember:

- Document any ideas that you borrow or that are not considered common knowledge.
- Be sure to put anything you find in a source that you wish to use word-for-word in quotation marks so you will remember that you are, indeed, quoting from your source directly.
- When reading from a source and taking notes, close the book (or turn away from your computer) and put the information in your own words.

Recognizing and Avoiding Plagiarism

The following information comes from the book entitled *The Bedford Guide to the Research Process* by Jean Johnson, published by St. Martin's Press, Inc., 1987.

Plagiarism results from a writer's failure to integrate information from sources into his or her own thinking. Such failure often originates in inadequate paraphrasing and summarizing when you take notes; attempts to shorten the process and write directly from sources can lead to plagiarism. Plagiarism is usually recognizable because the borrowed material is written in a different style from that of the author of the paper. Sometimes the borrowed material alternates with the author's words with resulting distortion and lack of clarity. See example below.

Original Source:

The long epoch from the Second Awakening to the war with Spain was also a century of great tribulation, and "ordeal of faith" for church-going America. . . .

On the intellectual level the new challenges were of two sorts. First, there was a set of specific problems that had to be faced separately: Darwin unquestionably became the nineteenth century's Newton, and his theory of evolution through natural selection became the century's cardinal idea. . . . Accompanying these specific problems was a second and more general challenge: the rise of positivistic naturalism, the cumulative result of modern methods for acquiring knowledge. In every discipline from physics to biblical criticism, myth and error were being dispelled, and the result of this activity was a world view which raised problems of the most fundamental sort. (Sydney E. Ahlstrom, *A Religious History of the American People* [New Haven: Yale University Press, 1972], pp.763-64)

Plagiarized Version:

The long epoch from the Second Awakening of 1785 and the war with Spain in 1898 was a century of tribulation and ordeal for religious Americans. During this period, but most notably between the years 1865-1900, many intellectual clergymen created a new Liberal Theology built on the tenets of Darwinism and positivistic naturalism, while the unlettered population remained staunchly conservative based on the orthodoxy of the Puritans.

The intellectuals dealt with two challenges, each of them separately. First, there was Darwin, who had become by (1865) the Newton of the nineteenth century, whose theory of natural selection had become the century's cardinal idea.

The second was a more general challenge: the rise of positivistic naturalism, or the cumulative result of modern methods for acquiring information. In every discipline from physics to biblical exegesis, myth and error were being dispelled, and the resulting world view raised fundamental problems concerning faith and the deterministic principles held by the church (Ahlstrom 763-64).

How to Format the Final Copy

Cover Sheet

MLA does not offer a set format for a cover sheet. You should check with your teacher for directions if one is requested.

Header

A header, which consists of your last name and the page number, should be placed in the upper right hand corner of each page.

Smith 1

Heading

For the first page only, you must include this information on the left margin: your name, your teacher's name, the course, and date. Double space these items.

Smith 1
John Smith
Ms. Teacher
Language Arts 9
10 May 2003

Title

Below the heading and centered on the page, you should place your title. This is typed in exactly the same font and format as the rest of your paper. Use your creativity in writing, not typing the title.

Smith 1
John Smith
Ms. Teacher
Language Arts 9
10 May 2003
© 2003 Michael Jordan: A Modern Hero

Text

Your entire paper should be written in a standard font size. Since the whole paper is double-spaced, paragraph divisions are shown through indentation, not spacing (i.e. Do not space again between paragraphs.).

Titles of books, magazines, etc. can be either italicized or underlined. Choose one style and use it consistently throughout the paper.

Works Cited

The header continues on the Works Cited page. The words “Works Cited” are centered at the top of the page. Just like the title, this remains in exactly the same font and format as the rest of your paper.

Outline

You often will turn in your formal outline with your final copy. This outline may be written in phrases or sentences, but one format should be consistently used.

The header is not included on the outline page. Check with your teacher to see if a heading is required for this page.

Center the title and double-space after it. The outline itself should be single-spaced.

You’ll usually include the thesis with your outline. You’ll write the word “thesis” and follow it with a colon and then write the thesis.

Thesis: Michael Jordan overcame a difficult childhood to emerge as a leader of integrity both on and of the court.
--

Thesis may be placed at the beginning or the end of the outline.

John Smith

Ms. Teacher

Language Arts 9

10 May 2003

Title Goes Here

Start your paper here. Notice the heading is double spaced. Double space above and below the title, too. Center the title. In Word, go to "Format," choose "Line spacing" then "Double," then click on OK. Do *not* hit "Enter" twice to start a new paragraph.

Use Times New Roman 12 point font. Do *not* force justify the text to line up the right margin. All margins—top, bottom, and both sides—are one inch. Go to "File," and "Page Setup" to set up margins.

To create headers, go to "View," then "Header and Footer." Choose right justify, then type in your last name. Leave one space, then hit the # choice to insert page numbers so that each of your pages will be numbered automatically.

If you include a quote that is longer than four lines, you will need to indent each of the lines 10 spaces (2 tabs) like this. Joseph Gibaldi points out:

Quotations are effective in research papers when used selectively.

Quote only words, phrases, lines, and passages that are particularly interesting, vivid, unusual, or apt, and keep all quotations as brief as possible. Overquotation can bore your readers and might lead them to conclude that you are neither an original thinker nor a skillful writer. (80)

Research Paper Checklist

Heading

- Have you correctly structured the heading on your paper according to MLA/teacher guidelines?
- Do you have a creative, relevant title for your paper?

Paper

- Do you have an introductory paragraph?
- Do you have a thesis that argues a point?
- Is the thesis included in the introductory paragraph?
- Do you have internal citation within your paper to document the source of the information?
- Is your internal citation in MLA format? (author's last name page #) *Example: (Haynes 24)*
- Does each of your body paragraphs begin with a topic sentence that provides specific focus for the paragraph and supports/ties in with the thesis in your introduction?
- Is the meaning of each CD explained so your paper is not simply a listing of CDs? (CD/CM format?)
- Do you have a conclusion that reiterates but does not restate your thesis?

Proofreading

- Have you run spell check and grammar check?
- Have you read through your paper at least once and looked for typos?
- Is your entire paper double-spaced and typed in a clean, readable font such as Times New Roman 12 pt. size?
- Have you checked for complete sentences and avoided fragments and run-ons?
- Have you checked that your verb tenses are consistent?
- Have you eliminated the words "you" and "I" unless they are part of a quote?
- Have you eliminated passive voice (checked use of "to be" verbs)?
- Are all of your quotes integrated into sentences and not just "dumped" into the paper?
- Have you completed the revising and editing steps required by your teacher?
- Have you had a friend read it over critically?

Works Cited

- Is "Works Cited" centered across the top of the page?
- Are the sources in alphabetical order according to their correct format?
- Have you double checked the format for each source and made sure that you have all the necessary information?
- Do your sources have the correct punctuation, including periods, colons, commas, and underlining?
- Is everything double-spaced?
- Is everything reverse indented?
- Are all of the sources you used in your paper included on the page?
- Have you eliminated mention of sources not specifically cited in your paper?

Final Check

- Have you assembled all the drafts and research materials required by your teacher for submission?