



RESEARCH



4th

EDITION

PAPER

HANDBOOK



Step-by-step guide to writing
effective research papers



James D. Lester, Jr.

RESEARCH PAPER HANDBOOK

Step-by-step guide to writing
effective research papers

Fourth Edition

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Establishing a Topic

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Overview and Clear Targets

Regardless of the writer's experience, writing is a demanding process that requires commitment. Your first task is to choose a topic that will hold your interest throughout the entire research project. At the same time, the chosen topic will need a scholarly perspective. Your topic may focus on any subject—the positive influence of video games, conservation for our changing world, or President Theodore Roosevelt. The subject might be a topic that you have always wanted to learn more about, a question that you want answers to, or an investigation into an area that is entirely new. This chapter charts a direction for your research project:

- ♦ Selecting a research topic
- ♦ Relating personal ideas to a scholarly problem
- ♦ Refining your topic with online sources
- ♦ Developing a thesis statement
- ♦ Framing a research proposal

In these early stages of the research project, you must remember that the process can often be confusing and involve many starts and stops as you move toward a practical topic.

1a Identifying Your Role as a Researcher

The first step in the research process is to identify your role as a researcher. Your voice should reflect the investigative nature of your work, so try to display your knowledge. Refer to authorities as well as sources that you have consulted; do not hide them. Offer quotations. Provide charts or graphs that you have borrowed from the sources. Your teacher will give you credit for using the sources in your paper. Just be certain that you give in-text citations to the sources to reflect your academic honesty. Your role is to investigate, explain, and defend the issue at hand.

Establishing a purpose

Research papers have different purposes—they explain, analyze, and persuade—often in the same paper. A writer who argues for the use of peer mediation in school to prevent conflicts or bullying must also explain the process and analyze the benefits of the program.

You will use the **explanatory purpose** to review and itemize factual information for the reader. One writer defined scoliosis and explained its effect on the spinal column. Another writer explained how carbon monoxide has become a silent killer in our homes.

The **analytical purpose** is used when you classify various parts of the subject in order to investigate each one in depth. One writer examined the long-term effects of antidepressant medications on the brain, the eyes, the lungs, the heart, and so on. Another writer classified and examined the religious symbolism of building the ziggurat, a temple-tower, in ancient cultures.

A **persuasive purpose** addresses the readers with a message of conviction that defends a position. One writer condemned underage drinking and warned of its dangers. Another writer argued that television programs entice children into bad habits: eating poorly, experimenting with illegal substances, drinking alcohol, and committing acts of violence.

Meeting the needs of your audience

You will want to design your research project for an academic audience—specifically, your instructor and fellow students. You are addressing interested readers who expect a depth of understanding on your part and evidence of your background reading on the subject. Provide worthwhile information by approaching the topic with your special point of view.

For example, the topic “latchkey children,” those students who arrive home after school without a parent present, can address the children (to tell them to exercise caution), the parents (to warn them to be vigilant in maintaining phone contact), and even the school administrators (to ask them to consider extending after-school programs to accommodate working parents).

Match the content of the paper with the needs of the readers. Rather than boring them by retelling known facts, engage them with interesting interpretations of the evidence.

1b Selecting a Research Topic

Select a topic with a built-in issue so that you can interpret the issue or problem and cite the opinions of outside sources. When you establish a clear position with your topic, you will bring a focus to your project and give yourself a reason for sharing the findings of other experts with your readers. Each of the following topics addresses a problem or raises an issue:

Children and Video Games: A Question of Addiction

This topic raises two questions: Can children become addicted to video games? With what result?

New Trends in Fashion: The Pressure of Being in Style

This topic focuses on a current issue: Can and should changing trends in fashion worry a young person?

The Foreign Policy of President Theodore Roosevelt

This topic addresses a historical issue: How did President Roosevelt develop the United States as a world power in the early 1900s?

Perhaps you will have little or no trouble deciding on a topic. However, if you are not entirely sure of what topic to research, try any of the following approaches: using personal experience, naming subtopics for a general topic, clustering, asking questions about a topic, or conducting a computer search. Remember to avoid merely writing a summary of a person's life, retelling a piece of fiction, or copying an event of history from the sources.

1c Using Personal Experiences for Topic Discovery

Everyone has special interests. One of three techniques can spark your interest and perhaps help you discover a subject for your research project:

1. Combine a personal interest with some point covered in one of your classes: "Basketball and Personal Fitness" or "Television and History."
2. Consider your future goals and personal beliefs: "Helping Others Learn to Help Themselves: Becoming a Counselor" or "A Recycling Plan for My Home."
3. Let your cultural background prompt you toward detailed research into your family history, your culture, and the mythology and history of your ethnic background: "Hispanic Americans: A Growing Political Force" or "The Decline of the Midwestern Family Farm."



Exercise 1.1 Write down at least one idea for each of the following topics:

- ♦ My favorite leisure activity
- ♦ A favorite school subject
- ♦ My future goals
- ♦ My cultural heritage or family background
- ♦ A social issue I feel strongly about

1d Exploring Possible Subtopics

Start with a general idea and explore possible subtopics. Perhaps one item on the list can become your research topic. For example, start with “biology lab” and list subtopics, such as “safety,” “waste disposal,” and “proper equipment.” One of the subtopics might stimulate your thinking toward a topic with a built-in issue: “Biology labs need up-to-date equipment, especially to sterilize tools and to protect students.”



Exercise 1.2 Each of the seven general categories listed is followed by three subtopics. Under each general heading, write two additional subtopics that interest you.

1. Education

year-round school calendar
computers in the classroom
teaching to the test

continued ➤

2. History

Rosa Parks

Inventions of Alexander Graham Bell

Trench warfare in World War I

3. Sociology

day-care centers

bullies and their victims

single-parent homes

4. Medicine

nursing as a career

treating teenage drug abuse

skyrocketing medical costs

5. Literature

The poetry of Robert Frost

Eudora Welty's "Why I Live at the P.O."

John Green's *The Fault in Our Stars*

6. Popular culture

rap music lyrics

movie ratings and teen viewers

video games and hand-eye coordination

7. Nature

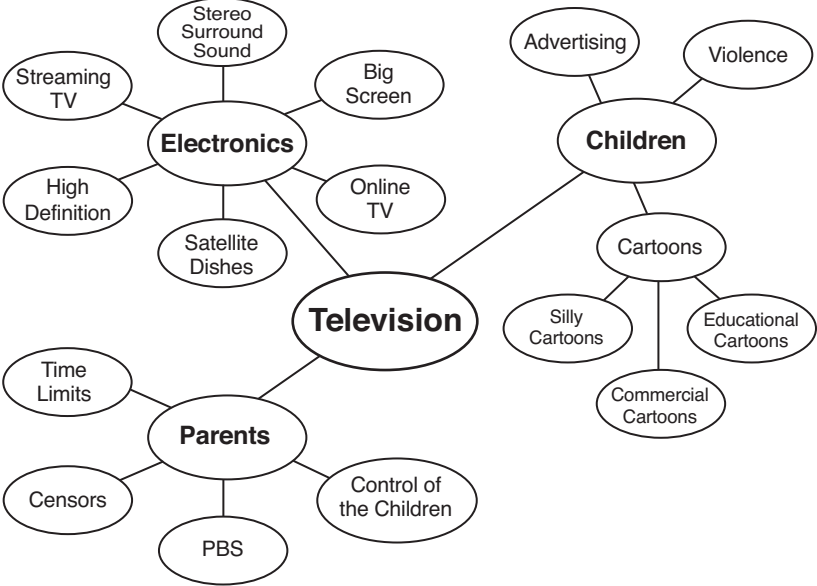
neighborhood recycling programs

toxic chemicals vs. clean water

allergic reactions to stinging insects

1e Clustering Ideas

Some researchers begin with a general idea and cluster ideas around it. Sometimes this clustering technique is known as creating “a web.”



Television

electronics	children	parents
satellite dishes	advertising	censors
high definition	violence	time limits
streaming TV	cartoons	control of the children
stereo surround sound	silly	PBS
big screen	commercial	
online TV	educational	



Exercise 1.3 Try your skill at clustering. Draw a central balloon on notebook paper. Write your preliminary topic inside the central balloon. Then, begin filling the connecting balloons. Add more balloons as necessary.



1f Asking Questions about a General Topic

Research is a process of seeking answers to questions. To that end, a question can serve two important purposes. It can address a specific issue or problem that you may wish to investigate. It can also provoke an answer and thereby produce a possible thesis statement (see section 1h). In either case, asking questions will bring a focus to your entire project by narrowing the scope of your research. Here are a few examples of solid research questions:

Do immigrants today face the same kinds of prejudice faced by immigrants 100 years ago?

This topic poses a research issue and will require the writer to define prejudice and cite evidence from source materials.

What has happened to the Seven Wonders of the Ancient World?

This topic will require the writer to examine the historical facts and the opinions of archaeological experts.

Do some parents spoil little league sports for the girls and boys who participate?

This topic has a built-in bias (the writer has seemingly reached a conclusion), yet it offers a chance for the writer to explore a sensitive issue.



Exercise 1.4 Listed below are sample research questions. For each one, decide if (1) the topic is well focused and limited, (2) the topic raises an issue or presents a problem worthy of examination, and (3) the topic invites research into outside sources.

- ◆ How does participation in the Boy Scouts and Girl Scouts contribute to the personal growth of young people?
- ◆ How is climate change affecting coral reefs?
- ◆ What prompted the older brother to mistreat Doodle in James Hurst's "The Scarlet Ibis"?
- ◆ Are dress codes really necessary in our schools?
- ◆ Why and how did Alaska become a state?
- ◆ Why must American drivers continue to depend on foreign oil?
- ◆ Do curriculum changes with an emphasis on standards and testing in our schools smother creativity in students?
- ◆ What role does television play in the language development of preschool children?
- ◆ What rights did Helen Keller obtain for persons with physical disabilities?
- ◆ What is the *standard* for standardized tests? Who are students being judged against? Why?

1g Conducting an Online Search

The Internet provides a quick and easy way to find a topic, shows you what research has been done on a topic, and can lead you to think about your subject in new ways.

- ♦ Because you want to present an academic study about your topic, use a **subject directory** to move from a general subject to a specific topic. One useful tool is the online search engine **Google Scholar**. This web program can direct your search across many disciplines through articles, books, and abstracts that are presented by academic publishers, professional societies, universities, and other websites. Google Scholar helps you find relevant work across the world of scholarly research.
- ♦ Use a **keyword search** to establish a specific topic. For example, entering “Martin Luther King, Jr. + Birmingham + demonstration” into a search engine will produce a page with links to several articles on the Birmingham bus boycott, nonviolent demonstrations, and the beginning of the civil rights movement.

Remember to write down all pertinent information when you consult and borrow from an online source. In the example above, the source information, including the URL (Uniform Resource Locator), is needed to document the source in your paper. Following is a sample Works Cited entry for the keyword search conducted by using **Google Scholar** for the topic “Martin Luther King, Jr. + Birmingham + demonstration”:

King, Jr., Martin Luther. “Letter from the Birmingham Jail.” 16 Apr. 1963. African Studies Center, U Pennsylvania, 2017, http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html.

Use electronic databases to narrow a topic

Most school and public libraries now have access to a variety of electronic databases, such as *Academic OneFile*, *Gale Virtual Reference Library*, or *Health Reference Center Academic*. These database files refer you to thousands of magazine and journal articles that have been either peer reviewed by experts in the academic field or filtered through magazine and newspaper editorial processes. They take you to more scholarly articles because of the monitoring process as opposed to a general search engine that has multiple keywords. In many cases you can read an abstract of the article, and, on occasion, print the entire article. Libraries will vary in their holdings, so be sure to check with the reference librarians. Follow these steps:

1. Select a database. Some databases, such as *Gale Cengage Learning*, are general; others, such as *PsycINFO* (psychological sources) and *ERIC* (educational sources) focus on articles within the discipline.
2. List keywords or a phrase that describes your topic. For example, the three-word search “teenager + parent + relationship” will produce several sites that can be easily examined. Following is an example of one source:

Hutton, Erica L. “Open Dialogue on Relationships Can Reduce Parental Angst and Teenage Guile.” *Midwest Journal of Home and Family Studies*, vol. 15, no. 3, Sept. 2017, pp. 61-64, midwj-homefamily.com/content/15/3/61.full.pdf+html.

3. **Examine relevant articles and browse the descriptions.** The entry listed above displays three pages from the *Midwest Journal of Home and Family Studies*, a journal. Hence, the article can be read in full or saved for later study.

Search the electronic book catalog to narrow a subject

Libraries have computerized indexes to their holdings. Called different names at each library, the electronic book catalog is a computer terminal that indexes all books, DVDs, and sometimes articles in magazines and journals. Like the electronic databases to articles, it will identify specific books that pertain to your topic. Follow these steps:

1. Enter a general subject: religious cults
2. Examine the various subtopics:
 - ◆ debate and skepticism
 - ◆ ancient religions
 - ◆ agnosticism, atheism, and deism
3. Select one topic, perhaps “ancient Egypt,” and you will get a list of books housed in your library.
 - ◆ *Valley of the Golden Mummies* (2017)
 - ◆ *Dangerous Days in Ancient Egypt* (2017)
 - ◆ *Guide to the Pyramids of Egypt* (2015)

Hint: *If the search lists fifty or sixty books for your subject, the topic is too broad and should be narrowed. If it provides only one book, you will need to broaden the topic.*

Download multimedia resources

While some companies may charge for downloading their multimedia resources, browsing a vast source online will provide strong and valuable content for your research project. You can look for free downloads of online references at such sites as **Voice of the Shuttle, Literature Network**, or the **Archives Library Information Center**.



Exercise 1.5 For each general subject below, conduct a computer search using the specific search tool recommended. Be sure to include author names, titles, URLs, and any other bibliographic information.

♦ **Internet search (URL required):**

movie rating system

single parent + day care

♦ **Electronic database:**

grizzly bear

Amazon rain forest

♦ **Electronic book catalog (call number required):**

Louis L'Amour

fossil collecting

1h Developing a Thesis Statement

A thesis statement presents your topic or research question as an assertion that you will support with your research. It presents a problem that you will examine with your evidence. The thesis statement must go beyond simply stating the obvious. For example, the following sentence is too simplistic:

Too much television is harmful to children.

This sentence will not engage your readers because they know that excess in anything is harmful. Instead, you should create a thesis statement that is well focused, raises an issue, and invites research.

Violence in television cartoons can affect children.

The thesis now raises an issue. The writer must research violence on television (particularly in cartoons), report the findings, and explain the effects of television violence on children.

Consider the following three examples of thesis statements and the effectiveness of each:

America is falling apart.

Poor: The sentence above is weak for it has no clear focus for the direction of the research. Is the writer going to talk about the attitudes of Americans or the roads that we drive on?

A woman's place in America is no longer "in the home."

Emerging: This thesis is adequate and more effective, yet it is still trying to address a very broad topic. It still needs focus and refining to be effective.

The image of water in Whitman's *Leaves of Grass* usually signals a rebirth to a new life.

Excellent: This thesis statement pinpoints an exact symbol by the poet Walt Whitman and how that symbol can be interpreted. It is a solid thesis statement for the foundation of a research paper.



Exercise 1.6 Determine which statements in this exercise assert an idea that will need investigation by the writer and require the citation of sources in the research paper.

- ♦ Participation in scouting programs gives a girl or boy the chance to wear a nice uniform.
- ♦ Acid rain has caused widespread environmental damage in the heavily industrialized areas of the United States.

continued ➤

- ◆ The older brother in James Hurst’s “The Scarlet Ibis” mistreats Doodle because he was embarrassed about having “a brother who might not be all there.”
- ◆ Dress codes in school have no effect on what students learn.
- ◆ Alaska entered the Union on January 3, 1959, as the 49th state.
- ◆ Automakers remain reluctant to alter fully the internal combustion engine, so our dependence on foreign oil will continue well into the future.
- ◆ Individuality is smothered by teachers who expect every student to conform to one standard of learning.
- ◆ English must remain the standard language in all academic classes in the United States.
- ◆ Helen Keller was a pioneer who opened doors for all citizens with disabilities.
- ◆ Standardized tests cannot judge individual talent.

Use your thesis statement to control and focus the entire paper and to tell the readers the focus of your research.

You may change your working thesis at any time during the research process because the evidence may lead you to new and different issues. However, your final thesis should meet several criteria. Use the following checklist to evaluate your thesis.

Thesis Checklist

- ☐ It expresses your position in a full, declarative sentence, which is not a question, not a statement of purpose, and not merely a topic.
- ☐ It limits the subject to a narrow focus on one issue that has grown out of research.

- ❑ It establishes an investigative, inventive edge to your research and thereby gives a reason for all your work.
- ❑ It points forward to the conclusion.
- ❑ It prompts you to seek evidence from a variety of sources.

If you have trouble discovering your thesis at first, ask yourself a few questions. The answer might very well be the thesis:

- ♦ What is the point of my research?
Recent research demonstrates that self-guilt often causes a teenager to have emotional problems.
- ♦ What do I want this paper to prove?
Student clubs need school funding; students should not be required to sell products to raise funds.
- ♦ Can I tell the reader anything new or different?
Evidence indicates that advertisers have bought their way into the classroom with free educational materials.
- ♦ Do I have a solution to the problem?
Public support for “safe” houses will provide a haven for children abused by their parents.
- ♦ Do I have a new slant or new approach to the issue?
Personal economics is a force to be reckoned with, and poverty, not greed, forces many youngsters into a life of crime.
- ♦ Should I take a less popular view of this matter?
African American voters have proven to be a powerful political force at election time.
- ♦ What exactly is my viewpoint about the topic?
Escape is an integral theme in Thoreau's *Walden*.



Exercise 1.7 Listed below are five thesis sentences. For each statement, write a question that each one answers.

Example:

Thesis: Research papers stimulate the mind.

Question: What purpose is served by completing research projects?

1. Recycling paper, plastic, and glass is justified for environmental reasons.
2. Public school athletic programs promote school and public pride.
3. Jogging destroys a person's knees, ankles, and feet.
4. Schools should convert to a yearlong calendar.
5. Respect is the most important ingredient in human relationships.

1i Framing a Research Proposal

You may need to write a research proposal and have it approved by your instructor before beginning research in the library. The research proposal will give your work direction so that both your teacher and the school media specialist can serve your specific needs.

Research Proposal Checklist

A research proposal is a short paragraph that identifies the essential ingredients of your work:

- ☐ The purpose of the paper (to explain, analyze, or argue)
- ☐ The intended audience (general or specific)
- ☐ Your role as a research writer (informer or advocate)
- ☐ The thesis sentence

One student writer developed this research proposal:

The world is running out of fresh water while we sip our cool bottled water. Yet this craze signals something more—we do not trust our fresh tap water. The issue of water touches almost every facet of our lives, from religious rituals and food supply to disease and political stability. Will water someday replace oil as the economic resource most treasured by nations of the world? Perhaps, but we must also consider human behavior as well as our responsibility for preserving the environment for the younger generations. To that end, this paper will examine the issues with regard to supply and demand of fresh water as well as the ethical implications for those who control the world's scattered supply of fresh water.

This writer identifies herself as an advocate (**role**) for water conservation (**purpose**). She will argue her idea (**thesis**) to both classmates as well as the public in general (**audience**).

1j Expressing a Thesis Statement in the Proposal

Your preliminary thesis is an important part of the proposal because it sets in motion your examination of facts that point to a conclusion. Your thesis will show the special nature of your paper. Note how four students arrived at different thesis sentences even though they had the same topic, “Santiago in Hemingway’s *The Old Man and the Sea*.”

Note: *This novel narrates the toils of an old Cuban fisherman named Santiago who has not caught a fish for many days. He desperately needs the money to be gained by returning with a good catch of fish. On this day, he catches a marlin that pulls him far out to sea. After a struggle that lasts for hours, Santiago ties the huge marlin to the side of his boat. However, during the return in the darkness, sharks attack the marlin so that he arrives home with only a skeleton of the fish.*

This writer will examine Santiago’s economic condition.

Thesis: Poverty forced Santiago to venture too far and struggle beyond his strength in his attempt to catch the giant fish.

This writer will look at the religious and social symbolism of the novel.

Thesis: The giant marlin is a symbol for all of life's obstacles and hurdles, and Santiago is a symbol for all suffering humans.

This writer will explore the history of fishing equipment and explain Santiago's failure in that light.

Thesis: Santiago represents a dying breed, the person who confronts the natural elements alone without modern technology.

This writer makes a social approach in order to examine the Cuban culture and its influence on Hemingway.

Thesis: Hemingway's portrayal of Santiago demonstrates the author's deep respect for Cubans and Cuba, where he lived for many years.



Exercise 1.8 Use the following list to identify your reasons for writing your research paper.

- ♦ I want to explain the subject.
- ♦ I want to classify the parts and offer ideas about them.
- ♦ I want to argue a position.

continued ➤

On your notebook paper, write responses to the following sentences with specific thoughts about your research topic.

- ♦ I want to explain to readers my general findings about . . .
- ♦ I want to offer readers my classification and analysis of these items . . .
- ♦ I want to convince my readers about my position on . . .



Exercise 1.9 Before writing your own proposal, study the following two research proposals. Underline and label the purpose, writer's role, audience, and thesis in each.

- ♦ I want to investigate the life of Mahatma Gandhi in order to explain his role in establishing India's independence and to list the reasons for his mission in life. I want to endorse his overwhelming commitment to nonviolent change.
- ♦ I want art students to understand that Leonardo da Vinci was one of the greatest painters of the Renaissance. My job is to defend da Vinci and argue that his genius contributed to art, science, literature, religion, and engineering.

On a separate sheet of paper, write your research proposal and submit it to your teacher for approval.

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Overview and Clear Targets

With a refined topic in hand, you can begin research on the Internet, in your school's media center, and in the community. After your teacher approves your research proposal, you can begin your search for the best sources. Be sure to cite all information about a source in a working bibliography. Remember that a well-written research paper will include many adjustments and modifications as you begin to gather data.

Steps in the research process

- ♦ Search the available sources. Access the electronic book catalog in your school's media center for reference books, bibliographies, and indexes, and then turn to available online sources and databases. This step shows the availability of source materials and provides a beginning set of references.
- ♦ Refine the topic and evaluate the sources. Spend time skimming articles, comparing sources, and reading through important sections of materials to narrow your topic to a purpose that you believe will be manageable. Your source information might include a mix of journal articles, print sources, Internet articles, and possibly field research.
- ♦ Look for reference sources by discipline. For example, if your topic deals with schools or an issue in education, go online to search *ERIC*, the Institute of Education Sciences, or *Edweb*, an online community for educators. Secondly, use the electronic book catalog in your school's media center as well as electronic services such as *Google Scholar* and *Academic Search*.
- ♦ Read and take notes. Draw ideas and quotations from books, essays, online articles, and government documents. Write complete notes as you read so that you can write them into your text. Do not delay the writing task or you will face a huge, imposing pile of information.

Your task is not to simply find sources. You must select the most appropriate selections from the sources and incorporate them into the framework of your ideas about the subject.

2a Developing a Working Bibliography

A working bibliography is a list of the sources that you plan to consult before drafting your paper. Too few sources about your topic can signal that your subject is too narrow or obscure. Too many sources indicates that you need a tighter focus. A set of bibliography entries has three purposes:

1. It locates books and articles for note-taking purposes.
2. It provides information for the in-text citations, as in the following example in MLA style:

The link between childhood obesity and the loss of time for school recess and fewer days during the week for physical education in elementary schools has been noted by McGuire (36-39) and Ortiz.

3. It provides information for the final listing of Works Cited in MLA style and the References page for APA style. Therefore, make careful notes and keep accurate details for all borrowed information from sources.

Whether you type your sources in a computer file or make handwritten notes, each entry in your working bibliography should contain the following information, with variations, of course, for books, periodicals, and government documents:

- ♦ Author's name
- ♦ Title of the work
- ♦ Publication information (publisher, date, page numbers)
- ♦ URL address from the Internet
- ♦ A personal note about the contents of the source

For other types of entries, such as an anthology, a lecture, or a map, consult the index of this book, which will direct you to appropriate pages for samples of almost every imaginable type of bibliographic entry. Use the same format in your working bibliography that you will need for your finished manuscript.

Works Cited entry for a book (MLA style):

Ogburu, Paula. *Lost Treasures of the African Continent*.
Dryer-Minor, 2017.

Works Cited entry for a journal article (MLA style):

Rainelk, Roberta and Scott Millerson. "Of Ravens, Eagles,
and Thunderbirds: The Symbolism of Birds in Native
American Culture." *Journal of Western Native Cultures*,
vol. 35, no. 11, Nov. 2017, pp. 24–35.

Works Cited entry for a magazine (MLA style):

Nussbaumer, Peter. "Off the Grid: Effective Natural Energy
Supplies." *New Millennium Living and Lifestyles*.
Mar./Apr. 2018.

Works Cited entry for an Internet article (MLA style):

Christopher, Dennis. "Replanting and Replenishing—The
Last Step in the Logging Process." Editorial. *Long Rapids
Outpost*, 14 Mar. 2018, [www.lROUTPOST.org/Replanting
_Replenishing/031418.htm](http://www.lROUTPOST.org/Replanting_Replenishing/031418.htm).

2b Conducting a Keyword Search

When you know your topic, perform a keyword search using the words you would like to find in the title, description, or text of a source. For example, to find information on Theodore Roosevelt's formation of the Bull Moose Party, you would enter the words *Bull* and *Moose* and *Theodore Roosevelt*. An Internet search engine will direct you to a list of sites:

www.theodoreroosevelt.org/life/bullmoose.htm

americanhistory.about.com/od/politicalparties/p/bull_moose.htm

www.retrocampaigns.com/Theodore_Roosevelt_Progressive_Party.html

You can then read the articles to determine if they relate to your research efforts. Search engines usually put the most relevant sites first, so the first five to ten sites listed will be likely sources.

It is extremely important for you to give readers clear documentation to the sources that are cited in your paper. This need for honesty and integrity requires accurate records and a close evaluation of each source for its scholarly value. (See section 2e for guidelines on evaluating online sources.)

Tips for keyword searching

- ◆ If you type a single word in a keyword computer search (e.g., *brain*), you often will get a long list of sites containing the term, most having little relevance to your topic. Generally, it is better to search with more than one word. Lowercase words will also find capitalized words. For example, *brain* will find brain, Brain, and BRAIN.
- ◆ If you provide two or more words with *and* between each one, the search engine will find only sources that combine all words: brain *and* injury *and* accidents.
- ◆ Attach a “+” in front of words that *must* appear in documents and a “-” in front of words that *must not* appear: brain + injury – tumor. This request will give you documents that mention the *brain* and *injury* but will eliminate any documents that include the word *tumor*.

- ◆ You may also use *not* to eliminate a term: brain *and* injury *not* tumor. This request will focus the search on sites relative to the brain and brain injuries but not brain tumors.
- ◆ Use quotation marks around two words to make them one unit, although proper names do not need quotation marks: “brain injury.” This request will give you documents that combine both *brain* and *injury*. The use of phrases is perhaps the best way to limit the number of items found during the online search.

A keyword search involves several steps. For example, one writer went in search of sources on the topic “Acne.” He focused on creams, drugs, and other medications. He began his pursuit of credible sources by contemplating such questions as these:

- ◆ What title best describes my paper’s content?
- ◆ What are the specific topics, synonyms, closely related phrases and alternate spellings of my subject, using scientific, technical, and common names?
- ◆ What related topics should be excluded in order to narrow the search?
- ◆ Should citations be limited to specific publication year(s)?

The purpose of this questionnaire should be fairly obvious: The researcher needs terminology to feed into the keyword source. Usually, three key terms are needed to control a search of the sources: ACNE + DRUGS + THERAPY.

The computer will browse through records to select only those items that match books and articles related to each of the three terms. The computer will then produce a list of Internet sites and sources on the topic. The following Works Cited entries were found after a keyword search on www.google.com:

“Acne Prone: Sensitive Skin Tips.” *Acne Drug Blog*, 29 Feb. 2016, www.acne-drug.com/acne-prone-sensitive-skin-tips/.

“Acne Treatments That Work.” Going Public with an Alzheimer’s Diagnosis.” *WebMD*, 1 Mar. 2007, www.webmd.com/skin-problems-and-treatments/acne/features/acne-treatments-that-work#1.

Collingwood, Jane. “Can Acne Drugs Cause Depression?” *Psych Central*, 17 May 2016, www.psychcentral.com/lib/can-acne-drugs-cause-depression.

These Internet sites and many others listed in the keyword search will provide information about the use of drug therapy in the prevention of acne. Make notes and document any important data and the source information for each source.

One effective method for collecting information is to designate a set of notebook pages for recording bibliographic information. Using notebook sheets allows for ample room for you to write notes and comments concerning the source. While notebook pages are effective for your notes, that technique is not very efficient. The most effective method for saving essential source information is with a computer. You can create a research folder to type and store your source information, place the data in a drop box, or store your notes and documentation on a flash drive. Again, the key to effective researching is to include all essential source information for the citation.



Exercise 2.1 To find source information for conserving our natural resources, utilize a database such as *Academic OneFile* to conduct a keyword search for the following terms:

Energy + Conservation

continued ➤



Exercise 2.2 For a research paper on the history and effectiveness of hybridization, use a search engine such as www.google.com or www.duckduckgo.com to identify an Internet source for the following terms:

Hybrid + Crop + Plants



Exercise 2.3 For your research topic, utilize a database from your school's media center or conduct an Internet keyword search for the subject that you have chosen for your project. Carefully document all pertinent source information.

2c Searching the Electronic Book Catalog

The electronic book catalog in your school's media center lists all books in your media center by title, by last name of the author, and by subject. Begin your search at the computer terminal by conducting a keyword search, such as "television and children," which will list a number of books. The next procedure is to record all information into a working bibliographic entry. See chapter 10, "Works Cited," for ways to write the various Works Cited forms in MLA style, and chapter 12 for building a "References" page in APA documentation style.

Myerson, Randall T.

True Power: The Influence of Teenage Shoppers in the
New Consumer Culture / Randall T. Myerson (Author)
Sanderson and Lowe Publishers 2017.
274 pp. ; includes index

SUBJECT HEADINGS:

Marketing Strategies and Children
Television Advertising and Children

LOCATION: Main Library

CALL NUMBER: MC1889.8 C49 T36

To develop your Works Cited list for your research paper, your working bibliography entry should contain the following basic information, with variations, of course, for the type of container in which the source was presented—books, periodicals, and online media:

- ♦ Author's name(s) / Editor's name(s)
- ♦ Title of the book, article, or source
- ♦ Title of the container
- ♦ Other contributors
- ♦ Volume or version
- ♦ Number or edition
- ♦ Publisher
- ♦ Publication date
- ♦ Web address (URL) or location

Works Cited entry for a book (MLA style):

Myerson, Randall T. *True Power: The Influence of Teenage Shoppers in the New Consumer Culture*. Sanderson and Lowe, 2017.



Exercise 2.4 Write a bibliography entry based on information found in the following entry from the Library's Electronic Network. Remember to list the author, title, editor, edition, place, publisher, and year.

Grady, Allison R.

Dream Deferred: The Decline of American Space Travel.
New York: Houghton-Millsaps Publishing Company, 2018.
Bibliography p. 306-20 ; includes index
xiv, 320 pp. : ill. ; 26 cm

SUBJECT HEADINGS:

Manned Space Travel—United States
Space Missions and NASA—United States
Popular culture—United States

LOCATION: General Stacks

CALL NUMBER: QB38 .F51 2018

Writing the correct form now will save a lot of time when you work to complete the manuscript. Your media center will classify its books by one of two systems, the Library of Congress (LC) system or the Dewey Decimal System. Most high school media centers use the Dewey Decimal call numbers. Most college libraries use the Library of Congress call numbers. A public access catalog entry usually features both sets of numbers. The next example shows the differences in the systems:

HQ	[Social Sciences]	327.71	[Political Science]
1236	[Politics]	.M35	[Author Number]
.M347	[Author Number]		

By using either set of numbers, depending upon your media center, you should find this book:

Donald, David H. *Charles Sumner and the Rights of Man*.
Simon & Schuster, 2017.



Exercise 2.5 With the help of your teacher or a media specialist, begin using the electronic book catalog to discover the availability of books, articles, and resources pertaining to your research topic. Use the computer to gather at least three pieces of data.

2d Searching a Library's Electronic Databases

On your school's library network you will have access to electronic databases such as *InfoTrac*, *Academic OneFile*, and others. These databases will guide you to several sources, provide an abstract of the article, and then provide a full-text version of the article.

Works Cited entry for a journal article (MLA style):

Randolph, Millicent, Toni Garcia, and Belinda Switt. "The Slanted Rhymes and Punctuation of Emily Dickenson." *American Poetics Quarterly*, vol. 41, no. 5, Jan. 2018, pp. 34–41.

Works Cited entry for a magazine (MLA style):

Maldonado, James. "New Money Strategies for the New Year." *New Millennium Living and Lifestyles*. Jan./Feb. 2018, pp. 29–33.

In addition to electronic databases, your school librarian may be able to help you locate resources for various articles through catalogs and indexes in many disciplines.

- ♦ *Social Sciences Index* provides journal articles for periodicals in fields such as economics, geography, political science, psychology, and medical science.
- ♦ *Humanities Index* catalogs more than 250 publications in fields such as archaeology, performing arts, history, language and literature, and religion.
- ♦ *Applied Science and Technology Index* provides articles in chemistry, engineering, computer science, mathematics, physics, and related fields.
- ♦ *Biological and Agricultural Index* lists articles in biology, zoology, botany, agriculture, and related fields.
- ♦ *Education Index* presents articles in education, physical education, and related fields.
- ♦ *Business Periodicals Index* lists business, marketing, advertising, and related articles in the business field.



Exercise 2.6 Write a Works Cited entry from the following source information:

An article entitled “Arm in Arm: Passing the Civil Rights Torch to Millennials,” by Letisha Shaw, from the *Journal of Civil Liberties*, volume 46 / number 6, dated December 2017, pages 23–29.

2e Searching the Internet

The Internet offers instant access to hundreds of thousands of computer files relating to almost any subject across the curriculum, including articles, illustrations, sound and video clips, and raw data, making it, in effect, a huge library of source materials. The easiest entry to this network, most researchers find, is the World Wide Web, which is a set of specially linked computer files or “websites”—including articles, images, or programs. You can access the Internet by means of a browser, such as *Microsoft Internet Explorer* or *Mozilla Firefox*.

Works Cited entry for an Internet article (MLA style):

“New Trends and Perspectives and Processes in Composting.” MidWest BioPost, Fall 2018, www.midwestbiopost.org/compost_perspectives_trends/2018fall.html.

The connections between websites appear as hypertext links. Links are “hot” text or icons that, when clicked, instruct the computer to perform certain functions, such as to go to another file within the vast web network. You will know that text is hot when it is underlined and appears in a color unlike that of the rest of the text or when a cursor changes to a hand.

You have several options when you conduct an online search through a search engine, such as *Yahoo!*, *Google*, *Bing*, or *Dogpile*.

A subject directory at *Yahoo!* or other search engines help you conduct a keyword search that indexes a sequence of hierarchical subjects. That is, it moves you from general to specific topics. You might start with “finance,” move to “campaign finance,” then move to “campaign finance reform,” and arrive finally at “public financing of political campaigns.” (See also “Conducting a Keyword Search,” section 2b.)

Checklist: Evaluating Online Sources

The Internet supplies huge amounts of material. Some of it is excellent, and some is not so good. You must make judgments about the validity of these materials. In addition to your common sense judgment, here are a few guidelines:

- ☐ Prefer the .edu and .org sites. Usually, these will be domains developed by an educational institution or by a professional organization, such as the American Philosophical Association.
- ☐ The .gov (government) and .mil (military) sites usually have reliable materials. The .com (commercial) sites can become doubtful for several reasons: (1) they are selling advertising space, (2) they often charge you for access to their files, (3) they can be ISP sites (Internet Service Provider), which people pay to use and to post their material.
- ☐ Look for the *professional* affiliation of the writer, which you will find in the opening credits or in an e-mail address.
- ☐ Look for a bibliography that accompanies the article, which will indicate the scholarly nature of this writer’s work.
- ☐ Look for the timeliness of the information on the site. Check dates of publication and how often the information is updated.

- ❑ Treat e-mail messages as mail, not scholarly articles.
- ❑ Does the site give you hypertext links to other professional sites or to commercial sites? Links to other educational sites serve as a modern bibliography to more reliable sources. Links to commercial sites are often attempts to sell you something.

Locating online periodicals

Search out articles on your topic by accessing online journals, magazines, and newspapers. Many can be found with these directories:

NewsDirectory.Com	http://www.newsdirectory.com
High Beam Research	http://www.highbeam.com/library/
Time Inc	www.timeinc.com/brands/
ZD Net	http://www.zdnet.com/

After you find a magazine or journal of your choice, make a bookmark so that you can access it quickly. A few sites for newspapers are listed below:

<i>The New York Times</i>	http://www.nytimes.com
<i>USA Today</i>	http://www.usatoday.com
<i>U.S. News Online</i>	http://www.usnews.com
<i>Wall Street Journal</i>	http://www.wsj.com

You can find other magazines, journals, and newspapers online using search engines.



Exercise 2.7 Write a bibliographic entry based on information found in the following entry from the Internet:

“Super Breakfast Foods for Super Health.” by Carolyn Winston Barber. Diet and Health Online, January 2018. Accessed on 30 Mar. 2018 from <http://www.mindingoureltersblogs.com/superbreakfastfoods.html>.

2f Searching for an Encyclopedia Article

A useful step when beginning the research process is to consult the general information from an encyclopedia. Whether accessed online or from a CD-ROM database, consult individual programs, such as *Grolier's Encyclopedia*, *Encyclopedia Britannica*, or *World Book Online*.

CD-ROMs are useful for:

- ♦ Obtaining information
- ♦ Searching large sections of text
- ♦ Reading and scanning text to blend into your writing.

CD-ROM diskettes and online encyclopedias also provide access to research tools, such as the *Oxford English Dictionary* or the *McGraw-Hill Encyclopedia of World Economies*. Specialized resources are also available for such titles as: *The History of American Literature*, *America's Civil War: A Nation Divided*, or *The Works of Herman Melville*.

Works Cited entry for an encyclopedia article on CD-ROM (MLA style):

“Space Shuttle *Challenger* Disaster.” *Encyclopedia Britannica*. CD-ROM, 2013.

2g Searching for a Newspaper Article

An online search will enable you to find newspaper articles from across the nation. Your school media center will probably have a newspaper search engine on its network, or you may need to access www.newspapers.com on the Internet. This resource will take you to entries from more than 800 newspapers. In most cases, an online newspaper will have its own internal search engine that enables you to examine articles from its archives.

Works Cited entry for a newspaper article (MLA style):

Cornelius, Roger. "Worth the Risk? Drug Testing and the Modern Athlete." *The Carbondale Times-Gazette*, 22 Mar. 2018, www.carbondaletimesgazette.com/2018/03/22/sports/drugtesting/cornelius.html.



Exercise 2.8 Write a bibliography entry for the following information to an article in the *Madisonville Dispatch*:

An article by Letisha Chatman entitled "Real Estate Prices Through the Roof." From the *Madisonville Dispatch*, dated Saturday, April 10, 2018, from www.mvilledispatch.com/realestate/04_10_18/Chatman_L.html.

2h Searching for Government Documents

All branches of government publish massive amounts of material. Investigate government documents through the following resources:

- ♦ **www.archives.gov**—Provides access to government records, veteran's service records, as well as America's founding documents.
- ♦ **www.gpo.gov**—The Government Printing Office offers digital files for federal publications, such as bills, laws, statutes, and legislation matters.

- ◆ **www.usa.gov**—Supplies an online guide to government information and services.
- ◆ **www.congress.gov**—Taps into the documents for current legislative activities for the United States Senate and House of Representatives.

These useful sites will provide access to congressional legislation, congressional records and debates, members of congress, public laws, economic indicators, and the U.S. Constitution.

Works Cited entries for government documents (MLA style):

Congressional Record. "Prioritizing Online Threat Enforcement Act of 2015." 2 June 2015, House Resolution 2602, [www.congress.gov /bill/114th-congress /house-bill/2602/text](http://www.congress.gov/bill/114th-congress/house-bill/2602/text).

United States. President. *2017 Economic Report of the President*. Government Printing Office, 2017.

2i Writing Notes from Field Research

Books found through the electronic book catalog, periodical articles found through a database search, or an Internet article found in a keyword search are only part of the resources available for your research project. You might also do some of your research outside the library. Field research will require different kinds of notes that might include charts, laboratory notes, or research journals.

If you **interview** knowledgeable people, make careful notes during the interview and transcribe those notes into your draft. A digital recorder can serve as a backup to your note-taking; however, first get permission from the person you are interviewing.

If you conduct a survey using a **questionnaire**, the results will become valuable data for developing notes, graphs, and charts for your research project.

Empirical research, often performed in a laboratory, can determine why and how things exist, function, and interact with one another. This type of project will explain your methods and findings in pursuit of a hypothesis (your thesis). **Experiments, tests, and measurements** serve as your notes for the “results” section of the report and will give you the basis for the “discussion” section.

In addition to experimental research, you might watch a television program, attend a lecture, request information by letter, or gather information through e-mail. In every case, you must also prepare a bibliographic entry that indicates the type of source used.

Film, DVD, television, videotape, audiotape. If you borrow ideas from any type of audiovisual material, note carefully the source and cite specific catalog numbers if they are readily available. Below are examples of Works Cited entries of audiovisual materials:

- Askaryar, Bilal. “We Weren’t Looking for a Better Life, We Were Just Looking for Life.” Morning Edition. National Public Radio, 27 Jan. 2017, www.npr.org/2017/01/28/512005140/we-werent-looking-for-a-better-life-we-were-just-looking-for-life.
- “Mark Twain’s Daughters.” Narrated by Tracy Brindle, Mark Twain House and Museum, 6 Nov. 2015. C-SPAN, www.c-span.org/video/?329955-1/mark-twains-daughters.
- “New Leads in Old Cases Sought.” Narr. Mark Dormer. *Eyewitness News*. WRB, Dallas. 15 Jan. 2016.
- Welles, Orson, director. *Citizen Kane*. 1941. Warner Bros., 2010.

Interview, letter, miscellaneous unpublished sources.

If you interview somebody and plan to use their words and ideas in your paper, write a bibliographic entry that lists the person, the type of information (letter, private papers, unpublished transcript material), the place, and the date. If you think it is appropriate, add other pertinent information, such as, “Jackson, John, county historian” or “Lamkin, Mabel. Correspondence with Governor Pike.”

Anderson, Candice. “Collected Notes from the Robert Penn Warren Museum.” 4 Mar. 2017, Robert Penn Warren Birthplace Museum, Guthrie, KY. Manuscript.

Kraak, Phillip. Principal of East Denton Elementary School, Denton, TX. “Re: Elementary Ed. Survey.” Received by Maya Muhlada, 5 Apr. 2018.



Exercise 2.9 Write Works Cited entries for the following information:

1. A lecture by Vera Millsaps entitled “Southern Vista: The Wit and Wisdom of Flannery O’Connor” delivered on April 25, 2018, at the Heard Library, Vanderbilt University in Nashville, Tennessee.
2. “Racial Profiling among Employers,” *CBS News*, CBS-TV, March 5, 2018.
3. A personal letter addressed to you from Montgomery, Alabama, from Ellen W. Grissom, dated March 10, 2017.

Setting Goals and Organizing Ideas

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Overview and Clear Targets

After your initial search for source materials, you need to organize your ideas so that reading and note-taking will relate directly to your specific needs. Despite careful planning, developing a paper is usually haphazard, at best, with bits of information scattered everywhere and in different forms, such as notes, printouts, and Internet articles.

This chapter will allow your research report to take shape with several key steps in the composing process:

- ♦ Your notes will grow from carefully drawn plans, such as a research proposal, a list of ideas or questions, or a rough outline.
- ♦ Choose a model of development for argument or persuasive research topics.
- ♦ Create an outline to categorize the issues of your study.

Suppose, for example, that you wish to examine an event from United States history, such as the Spanish-American War. Four academic disciplines will approach the same topic in different ways:

- ♦ **Political Science.** The political ambitions of Theodore Roosevelt may have propelled his “Rough Riders” into danger with the charge up San Juan Hill.
- ♦ **Economics.** The push for Cuban independence occurred, in part, because of a spirit of imperialism growing in the United States—fueled by supporters of Manifest Destiny—to seek development that would enrich our own nation.
- ♦ **Military Science.** The sinking of the battleship *Maine* on the night of February 15, 1898, resulted in the national battle cry, “Remember the *Maine*!”
- ♦ **Geography.** The close proximity of Cuba to the United States mainland made the Spanish-American War strategically important.

3a Charting a Direction and Setting Goals

Do not plunge too quickly into note-taking. You need to know *what* to look for and *why* you need it. Frame your key ideas in the form of a proposal, list, or outline.

Your **research proposal** (see section 1i) outlines issues that you will need to investigate. For example, the last sentence of the following research proposal names two topics worthy of research.

The purpose of my study is to examine the negative and positive effects of television viewing on the language development of children. My goal is to examine, classify, and discuss the situation. I may need to warn parents and teachers of certain dangers, or I may need to explain how to use television effectively, or I may need to do both.

A list of **keywords** and **phrases** focuses your research using the terms most important to your issue. Jot down ideas or words in a rough list and then expand the list to show a hierarchy of major and minor ideas:

educational programming
children's television
vocabulary development
television as a babysitter
reading comprehension
language development

The researcher could use these words as the taglines to begin each note.

A **rough outline** will arrange the words and phrases to focus on the key issues concerning television viewing by children:

Television viewing by children

Vocabulary development

Reading development

Language development

Positive influences of television on children

Educational programming

Learning skills

Negative matters with television and children

Used as a babysitter

Effects on children's eyesight

Psychological damage

This outline, although sketchy, provides the terminology for scanning sources, making notes, and drafting the paper.

A **list of questions** about your topic will invite you to develop answers in your notes.

- ♦ Do children benefit from educational programming?
- ♦ What effect does television have on a child's educational development?
- ♦ Why do parents use the television as a babysitter?
- ♦ Can a child's eyesight be affected by prolonged television viewing?
- ♦ What learning skills can children gather by viewing television?

You should try to answer every question with at least one note, as shown here:

Children's Programming & Violence Murray / Patterson

According to professors Randolph Murray and Barbara Patterson of East Central State University, violence in children's programming can cause children to become "less sensitive to the pain and suffering of others, more fearful of the world around them, and more likely to behave in aggressive or harmful ways toward others."

Source:

Murray, Randolph P., and Barbara J. Patterson. "The Power of Using TV Sensibly." East Central State U, 1 Mar. 2018, www.ecsu.edu/news/power-tv-sensibly/03_01_2018.htm.

The **modes of development** can help you build effective paragraphs. One writer developed this list:

- ◆ **Define** language development.
- ◆ **Compare** educational programs.
- ◆ **Illustrate** television used as a babysitter with several examples.
- ◆ Use **statistics** and **scientific** data.
- ◆ **Classify** the types of learning development that can occur.
- ◆ Search out **consequences** of prolonged television viewing.
- ◆ Give **narrative** examples.

With this information in hand, a writer can search for material to complete **definitions** and supply **examples**. Develop the important items on the list into full paragraphs. Write a paragraph that compares television programs and

educational value, or another that gives detailed explanation with illustrations. By doing so, you will be well on your way to developing the project.

A thesis statement will chart the direction of your research project. Below your thesis sentence, list concepts that will expand upon the thesis, as shown next:

Thesis: Television can have positive effects on a child's language development.

- ♦ Television introduces new words.
- ♦ Television reinforces word usage and proper syntax.
- ♦ Literary classics come alive verbally on TV.
- ♦ Television provides the subtle rhythms and musical effects of the best speakers.

The outline above can help the writer produce four positive outcomes of television viewing.

Checklist: Setting a Direction for the Project

- ☐ Write a research proposal for your research project.
- ☐ List keywords and phrases.
- ☐ Map out a rough outline for the key points.
- ☐ Speculate by asking questions and finding sources to answer the questions.
- ☐ Build effective paragraphs by using various modes of development.
- ☐ Formulate a thesis statement that charts the direction of the project.



Exercise 3.1 If you have not already done so, use your research journal to draft a **research proposal** and submit it to your teacher for approval.



Exercise 3.2 For your own research project, develop one of the following preliminary steps before writing your outline. You may want to develop all three.

♦ **A list of ideas and issues**

Subject:

Five Major Issues:

♦ **A set of questions to be answered**

My investigation will answer why? how? where? what? and how much?

♦ **An investigative plan**

I plan to examine the following three issues:

From these issues, I hope to reach a conclusion about:



Exercise 3.3 Create a rough outline from your list of keywords and phrases. Begin by writing your **thesis statement**. Then give at least **three specific categories** for your topic.

3b Stimulating Your Note-Taking

A paradigm is a plan that provides a general organizational model and basic platform for research projects. The paradigm is an ideal pattern for many different projects and can be an effective way to stimulate note-taking. In contrast, an outline is a specific plan for one paper only. Start with a paradigm and finish with an outline.

If you have any hesitation about the design of your paper, start with this simple model and expand it with your material. Readers, including your instructor, are accustomed to this sequence for research papers. It offers plenty of leeway.

- Identify the subject

 - Explain the problem

 - Provide background information

 - Frame a thesis statement

- Analyze the subject

 - Examine the first major issue

 - Examine the second major issue

 - Examine the third major issue

- Discuss your findings

 - Restate your thesis and point beyond it

 - Interpret the findings

 - Provide answers, solutions, a final judgment

To the introduction you can add a quotation or a definition. Within the body you can compare, analyze, give evidence, trace historical events, and handle many other matters. In the conclusion you can challenge an assumption, take exception to a prevailing point of view, and reaffirm your thesis.

A model for argument or persuasion research projects

Many teachers prefer for their students to write persuasively or argue from a set position. For this type of research paper, you should conform in general to this next paradigm. Select the elements that fit your design.

Introduction

A statement that establishes the problem or controversial issue that your paper will examine

A summary of the issues

Definition of key terminology

A concession on some points of the argument

Quotation and paraphrase of sources to build the controversial nature of the subject

Background information to establish past theories and current ideas on the topic

A thesis that establishes your position on the issue

Body

Arguments in defense of one side

Analysis of the issues, both pro and con

Evidence from the sources, including quotations

Conclusion

Your thesis expanded into a conclusion that makes clear your position, which should be one that grows logically from your analysis and discussion of the issues

Remember that the formulas provided above are general guidelines, not ironclad rules. Adjust each as necessary to meet your special needs.

3c Writing a Formal Outline

A formal outline categorizes the issues of your study into clear, logical divisions with main headings and one or more levels of subheadings. Not all research projects require the formal outline, nor do some researchers need to use one. A short research project can be created from keywords, a list of issues, a rough outline, and a rough draft. After all, the outline and a first draft are preliminary steps to discovering what needs further exploration.

However, many writers benefit by developing a formal outline that classifies the investigation into clear, logical divisions. The outline will give unity and coherence to your miscellaneous handwritten notes, computer drafts, and photocopied materials. It helps to change miscellaneous notes into an ordered progression of ideas. A formal outline is not rigid and inflexible; you may, and should, modify it while writing and revising.

You may wish to experiment with the outline feature of your word processor. If you use the feature when composing the original document, it will allow you to view the paper at various levels of detail and to “drop” the essay into a different organization.

Using standard outline symbols

List your major categories and subtopics:

- I. First major heading
 - A. Subheading of first degree
 - 1. Subheadings of second degree
 - 2.
 - a. Subheadings of third degree
 - b.
 - (1) Subheadings of fourth degree
 - (2)
 - (a) Subheadings of fifth degree
 - (b)
 - B. Subheading of first degree
- II. Second major heading

Each division must be in two parts. If you have a *I*, you must have a *II*. If you have an *A*, you must have a *B*, and so forth. The degree to which you continue the subheads will depend, in part, upon the complexity of the subject. Subheads in a research paper seldom carry beyond the first series of small letters.

Writing a formal topic outline

Build a topic outline with balanced phrases. The advantage of the topic outline is the speed with which you can develop it. The following example uses noun phrases:

- I. Television's effects on children
 - A. Vocabulary development
 - B. Reading ability
 - C. Visual arts appreciation
 - D. Writing efficiency
 - E. Discovery of technology
- II. Reading's effects on children

The topic outline may also use gerund phrases (“Learning vocabulary” and “Learning to read”) or infinitive phrases (“To develop a vocabulary” or “To learn to read”).

Writing a formal sentence outline

The sentence outline requires full sentences for each heading and subheading. It has two advantages over the topic outline. First, many entries in a sentence outline can serve as topic sentences for paragraphs, thereby speeding up the writing process. Second, the subject-verb pattern establishes the direction of your thinking. For example, the phrase “Vocabulary development” becomes “Television viewing can improve a child’s vocabulary.”

A portion of one writer’s outline follows:

- I. Television talk shows distort the truth.
 - A. Talk shows skew objectivity and distort the truth.
 1. The producers and directors contrive an illusion of the truth.
 2. They are guilty of falsifying the line between fact and fiction.
 - B. We need to recognize television as a presentation, like a drama.
 1. Social reality is not a staple of television broadcasting.
 2. Viewers who abandon social reality buy into the sales pitch of television producers who promote both the show and the advertised products.

The sentence outline reveals any possible organizational problems rather than hiding them as a topic outline might do. The time devoted to writing a complete sentence outline will benefit you when you write the rough draft and revise it.

It is important to remember that the finished research project should trace the issues, defend and support a thesis, and provide a dynamic progression of issues and concepts that point to the conclusion. Each section of the paper should provide these elements:

- ♦ Identification of the problem or issue
- ♦ Analysis of the issues
- ♦ Presentation of evidence
- ♦ Interpretation and discussion of the findings

Your primary task in a research project is to satisfy the demands of the reader who will expect you to examine a problem, cite some of the literature about it, and offer your ideas and interpretation of it.



Exercise 3.4 Select one of the organizational models found in section 3b and develop it with your specific information. Have a friend or your instructor examine your paradigm. What questions do they raise concerning the project?



Exercise 3.5 Draft an outline for your project. List your general thesis. Below the thesis, establish several divisions that will require careful and full development. When creating the outline, consider the following questions:

- ♦ What arguments will I make?
- ♦ Do I need to list causes and effects?
- ♦ What types of evidence can support my topic?

Title:

- I. Introduction
 - A. Background
 - 1.
 - 2.
 - B. The problem
 - 1.
 - 2.
 - C. Thesis sentence
- II. The Body
 - A. Major issue one
 - 1.
 - 2.
 - B. Major issue two
 - 1.
 - 2.
 - C. Major issue three
 - 1.
 - 2.
- III. The Conclusion
 - A. Review of the major issues
 - 1.
 - 2.
 - B. The answer, the solution, the final opinion
 - 1.
 - 2.

Taking Notes

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Overview and Clear Targets

The primary reason for completing a research project is the sharing of information on a complex subject. You will need to support your position by citing the experts in the field, so accuracy when using primary and secondary sources is essential.

It is essential that you write notes of high quality so that they appropriately reflect your evaluation of the sources. These include quotations for well-phrased passages by authorities, paraphrased notes that show your style and interpretation of the sources, and summarized notes for less-notable materials.

Consider the following strategies for taking notes. Each is explained fully in this chapter:

- ♦ Follow the conventions of research style (**4a**) to develop effective notes.
- ♦ Write a *personal note* (**4b**) for each of your own ideas so that you will have a set of individual concepts, not merely borrowed viewpoints or a string of borrowed quotations.
- ♦ Write a *direct quotation note* (**4c**) to share with your reader the wisdom and distinguished language of an authority.
- ♦ Write a *summary note* (**4d**) to make a quick overview of factual data that has marginal value; you can return to the source later if necessary.
- ♦ Write a *paraphrased note* (**4e**) when you wish to explain in your own words the ideas of a particular scholar. You will interpret and restate in your words what the authority has said.

4a Creating Effective Notes

Whether you write your notes with word processing or by hand, you should keep in mind some basic rules:

Tips for creating effective notes

- ◆ **Write one item per note.** One item of information for each note facilitates shuffling and rearranging the data as you organize your paper during all stages of organization. You can keep several notes in a computer file if you leave each labeled clearly.
- ◆ **List the source.** Abbreviate the exact source, such as “Goodspeed, 117” or “Clancy, 2017, p. 32” to serve as a quick reference to the full address. Make it a practice to list the name, year, and page number or web address (URL) on your notes; then you will be ready to make in-text citations for MLA, APA, or other academic styles.
- ◆ **Label each note.** To help you arrange your notes, give it a description, such as *educational television*, or use one of your outline headings on it: *Television as a source for learning*.
- ◆ **Write a full note.** When you have a source in your hands, write full, well-developed sentences to speed the writing of your first draft. They may later require editing to fit the context of your draft.
- ◆ **Keep everything.** Save every computer note, sheet, scrap of paper, and annotation in order to authenticate a date, page number, or full name.
- ◆ **Label your personal notes.** To distinguish your thoughts from source materials, label personal ideas with *personal note* or *my idea*.
- ◆ **Conform to conventions of research style.** This suggestion is somewhat premature, but if you know it, write your notes to conform to your discipline—

MLA or APA—as shown briefly below and explained later in this book.

Academic form of in-text citations

MLA: Karen Underwood states, “The increased number of incidents of in-air rage from passengers has many flight attendants considering other careers” (34).

APA: Underwood (2018) has commented, “The increased number of incidents of in-air rage from passengers has many flight attendants considering other careers” (p. 34).

The *default* style shown in this chapter is MLA.

Using a computer for note-taking

The personal computer has made note-taking an efficient part of the research process. Following are two effective methods for entering source information into a computer file:

Write each note with a separate file name in a common directory so that you can later move each item into the appropriate section of your draft by the insert commands. Build a set of files, each with its distinctive title. Periodically, you should print a copy of these notes, which should begin with the name of the file. You can then edit them on the printed sheets as well as on the computer monitor. Your instructor may also request a copy of these notes.

Write all notes in a single file, labeled with a short title, such as RESEARCH NOTES. It is advisable to begin each new note with a descriptive word or phrase. When you begin the actual writing of the paper, you can begin writing at the top of the file, which will push the notes down as you write. Search out and bring up specific notes as you need them with COPY and PASTE. It is always advisable to keep a copy of the original file(s) in case anything gets lost or is deleted while you arrange materials.

Remember to record the bibliographic information for each source. You can also create a bibliography file entitled “Works Cited.” The Works Cited file will build a list of references in one alphabetical file.

Developing handwritten notes

Handwritten notes should conform to these additional conventions:

- ♦ *Use ink.* Write notes legibly in ink because penciled notes become blurred after repeated shuffling of papers or note cards.
- ♦ If you are writing by hand on note cards, *use two sizes or two colors of index cards*, one for notes and one for source information. This practice keeps the two separate.
- ♦ *Write on one side of the paper or note card.* Material on the back of a sheet or note card may be overlooked. Staple all resources used for one note.

4b Writing Personal Notes

The content of a research project is not a stringing together of ideas by experts in books, journals, and online articles. It is an expression of your own ideas as supported by the scholarly evidence. Readers are primarily interested in *your* thesis statement, *your* topic sentences, and *your* fresh view of the issues.

As you begin researching various sources, record your personal thoughts on the issues by writing plenty of personal notes. Personal notes and your writing in a research journal or a computer file allow you to express your discoveries, to reflect on the findings, to make connections, to explore your point of view, and to identify prevailing views and patterns of thought.

Standards for personal notes

- ◆ The idea on the note is exclusively yours.
- ◆ The note is labeled with *my idea* or *personal note* so that later you can be certain that it has not been borrowed from a source.
- ◆ The note can be a rough summary, an abstract sketch of ideas, or a complete sentence or two. You will need to revise most personal notes later when you draft the paper.
- ◆ The note may list other authorities who address this same issue.
- ◆ The jottings in your research journal are original and not copied from the sources.

A sample of a personal note follows:

Preventing Child Abuse	My note
<p>Are the parents victims? The more I read, the more it seems that parents are <i>depressed</i>, not <i>deranged</i>. What causes it? I think that a mother who reaches a breaking point just takes it out on the kids. She <i>does not</i> hate them; she is just striking out because things are coming down hard on her.</p>	

Develop plenty of notes that record your own thoughts; otherwise, you might begin writing the paper without any original ideas.



Exercise 4.1 Take a few minutes to write at least one personal note for your research topic. Be sure to label the note as *my idea* or *personal note*. Write the note into a computer file, on notebook pages, on a note card, or in a research journal.

4c Writing Direct Quotation Notes

The easiest type of note is one that copies the words of another person. However, you must be careful to obey a few rules.

1. You cannot copy the words of a source into your paper in such a way that readers will think *you* wrote the material.
2. You must use the exact same words as in the source.
3. You must provide an in-text citation to the author and page number, such as (Warren 34–35).
4. You may and often should give the author's name at the beginning of the quotation and use the in-text citation at the end for page number only:

Smithson and Myers assert, "John F. Kennedy was a victim of a centralized political plot" (42).

5. You must begin every quotation with a quotation mark and end it with a quotation mark, as shown immediately above.
6. The in-text citation goes *outside* the quotation mark but *inside* the final period.

7. The quoted material should be important and well-phrased, not something trivial or something that is common knowledge.

Correct: “John F. Kennedy’s Peace Corp left a legacy of lasting compassion for the downtrodden” (Rupert 233).

Trivial: “John F. Kennedy was a Democrat from Massachusetts” (Rupert 233).

Show the evidence of your research by using the names and page numbers of sources; let readers, especially your teacher, see the results of your notes from books and articles.



Exercise 4.2 Five quotation notes are shown next that are based on this original material from *The World Book Encyclopedia*, Book D, page 154:

Dickens, Charles (1812–1870), was a great English novelist and one of the most popular writers of all time. His best-known books include *A Christmas Carol*, *David Copperfield*, *Great Expectations*, *Oliver Twist*, *The Pickwick Papers*, and *A Tale of Two Cities*. Dickens created some of the most famous characters in English literature. He also created scenes and descriptions of places that have delighted readers for more than a hundred years. Dickens was a keen observer of life, and had a great understanding of people. He showed sympathy for the poor and helpless, and mocked and criticized the selfish, the greedy, and the cruel.

—Richard D. Altick, *The World Book Encyclopedia*

continued ➤

Evaluate the merits of notes A–E using the seven criteria in section 4c. Then, decide whether each of them:

1. Uses exact words.
2. Cites the author and the page.
3. Uses quotation marks.
4. Places the page citation outside the quotation mark but inside the period.
5. Features material that is well phrased and worthy of quotation.

Any *no* answer means that the particular note is unacceptable.

- A. According to Richard Altick, “Dickens was a keen observer of life, and he had a great understanding of people. He showed sympathy for the poor and helpless, and mocked and criticized the selfish, the greedy, and the cruel” (D-154).
- B. Charles Dickens was “a wonderfully inventive comic artist. The warmth and humor of his personality appear in all his works.”
- C. According to Richard Altick, Charles Dickens “was a great English novelist” (D-154).
- D. Charles Dickens was a keen observer of life, and had a great understanding of people. He showed sympathy for the poor and helpless, and mocked and criticized the selfish, the greedy, and the cruel (Altick D-154).
- E. In books such as *A Christmas Carol*, *Oliver Twist*, and *A Tale of Two Cities*, Charles Dickens “was a keen observer of life, and had a great understanding of people” (Altick D-154).

4d Writing Summary Notes

A summary captures in a few words the key idea of a paragraph, outlines an entire article, or provides a summary of a complete book. It has specific uses.

Plot summary. As a service to your reader, you might include a very brief summary of a novel or story:

Great Expectations by Dickens describes young Pip, who inherits money and can live the life of a gentleman. However, he discovers that his “great expectations” have come from a criminal. With that knowledge his attitude changes from one of vanity to one of compassion.

Review. A quick review of an article serves two purposes. In one case, you merely scan a piece of writing to jot down a few essentials in case you want to come back and read it carefully:

Altick’s article describes the life of Dickens, his books, and his place in literature.

In another type of review, you may need to write a quick note to explain something special about the work.

The biography *Andrew Jackson* by James C. Curtis describes a president who was always full of mistrust. Curtis subtitles the book as *The Search for Vindication*, which means that Jackson lived his life trying to justify his public acts and to defend his personal life.

A summary needs no citation to a page number because a summary reviews the entire work, not a specific passage.

Abstract. An abstract is a brief description of one’s own paper. It is often required for a paper written in APA style (see chapter 12). It appears at the beginning of the paper, and it helps readers decide to read or to skip an article. You will see entire books and websites devoted to abstracts, such as *Psyresearch.com* or *Historical Abstracts*.

This study examines the problems of bullying among high school students, especially because attention most often is given only after abuse occurs, not before. With incidents of

bullying on the rise, efforts devoted to prevention rather than coping should focus on the tormentors in order to discover those adolescents most likely to commit abuse because of heredity, their own childhood, the economy, and other causes of depression. Viewing the bully as a victim, not just a criminal, will enable social agencies to institute preventive programs that may control future incidents of abuse.



Exercise 4.3 Shown below are four summary notes. Select the label that best describes the nature of the summary—*plot summary*, *review*, or *abstract*.

1. Erikson devotes several chapters of his book *Toys and Reasons* to the play rituals in one's life cycle, from the toy age of preschoolers all the way up to adults and their toys.
2. This article will explain that children do watch television, so teachers should respond to the electronic revolution. The authors argue that television is another tool for education, but it will be an effective tool only if teachers develop a television consciousness and use the media as a supplement to other classroom methods.
3. *Le Morte d'Arthur* is Thomas Malory's early version of King Arthur, of his relations with Queen Guinevere, and of the actions of the knights of the round table, especially Lancelot, Gawain, and Galahad. Although they love their king, both Guinevere and Lancelot are unfaithful. Many knights abandon the kingdom in search of the Holy Grail. Ultimately, the death [morte] of Arthur occurs after his own son Mordred betrays him.
4. The biography *Oprah Winfrey: Media Success Story* by Anne Saidman views the life of Winfrey, from her childhood days on a farm in Mississippi to her role as talk show host and media mogul.

4e Writing Paraphrased Notes

The paraphrase note is the most difficult to write. It requires you to restate in your own words the thought, meaning, and attitude of someone else. Your task is to interpret and rewrite a source in about the same number of words as the original. Keep in mind these rules for paraphrasing:

- ◆ Retain the meaning of the original material in your restatement.
- ◆ Like a direct quotation, a paraphrase requires an in-text citation to the author and page number, like this (Millen 93). When teachers see an in-text citation but no quotation marks, they will assume that you are paraphrasing, not quoting. Online articles will usually not have a page number.
- ◆ Rewrite the material in about the same number of words.
- ◆ Put quotation marks around any keyword phrase that you retain from the original. If you leave out words, use ellipses, or . . . , to show that words have been left out.
- ◆ You may and often should credit the source at the beginning of the paraphrase and put the page number at the end. In that way, your reader will know when the paraphrase begins and when it ends.

You can use paraphrasing to maintain the sound of your voice and style as well as to avoid an endless string of direct quotations. Here are a few examples that show how one writer paraphrased material:

Original: Except for identical twins, each person's heredity is unique. —Fred V. Hein, page 294

Paraphrase: Fred Hein explains that heredity is special and distinct for each of us, unless you are one of identical twins (294).

Original: Since only half of each parent's chromosomes are transmitted to a child and since this half represents a chance selection of those the child could inherit, only twins that develop from a single fertilized egg that splits in two have identical chromosomes. —Fred Hein, page 294

Paraphrase: Twins have identical chromosomes because they grow from one egg that divides after it has been fertilized (Hein 294). Most brothers and sisters differ because of the “chance selection” of chromosomes transmitted by each parent (294).

Original: Adults through the ages have been inclined to judge play to be neither serious nor useful, and thus unrelated to the center of human tasks and motives, from which the adult, in fact, seeks “recreation” when he plays. —Erikson, page 18

Paraphrase: Adults do not think playing has much value, and Erikson says they keep it separated from their work. When adults do play, they call it “recreation” (18)



Exercise 4.4 Three paraphrased notes (A, B, C) are presented next. They are based on an original passage from a book that explains the difference between *play* and *games*.

Original: The essence of *play* is that it has no rules. . . . The essential feature of a *game* is that it involves a formal confrontation between the player and his opponent (or one player in two opposing roles) in which all activity takes place within an agreed system of rules. —John and Elizabeth Newson, p. 18

Evaluate passages A to C to decide whether each of them:

- ◆ Retains the meaning of the original material.
- ◆ Uses new wording.
- ◆ Cites the original author and page.
- ◆ Uses quotation marks for any original phrasing.

continued ➤

- A. It seems to me that children left alone have lots of fun. When a so-called game begins, we need referees and coaches and rule books. According to one source, the difference between merely playing and playing a game is the rules. The rules seem to establish a “formal confrontation” (Newson 18).
- B. When we make up games on the playground, we are playing and having fun, but when we participate in Little League baseball or soccer, the rules of the game become very important, so important in fact that we need referees and rule books and screaming parents to resolve the formal confrontations.
- C. John and Elizabeth Newson explain the difference between playing for fun and playing a game. They say that play “has no rules,” and they say that playing a game “involves a formal confrontation” (18). Maybe that is why the fun disappears when children get into a Little League game dominated by referees, rules, and screaming parents.



Exercise 4.5 Below is an original statement about Ernest Hemingway’s novel *The Old Man and the Sea*.

Original: The story has been interpreted as a symbolic tale of man’s courage and dignity in the face of defeat.

—Philip Young, *World Book Encyclopedia*, H-173

- ◆ Write a note that *quotes* Philip Young.
- ◆ Write a note that *paraphrases* Philip Young.

4f Selecting a Mix of Both Primary and Secondary Sources

Primary sources are the original words of a writer, such as a novel, poem, play, short story, letter, autobiography, speech, report, film, television program, original design, computer program, or interview.

Secondary sources are works about somebody (biography) or about a creative work (critical evaluation). Secondary sources are an interpretation of a novel or painting, a review of a play or movie, or a biography of a famous person's life and work. Other secondary evaluations may appear as news reports, magazine articles that evaluate people or places, and even textbooks, which evaluate events, literary works, and discoveries.

Think of secondary sources as pieces of writing about the primary sources and about the creators of primary works. In general, you should paraphrase secondary sources, not quote them, unless the wording of the original is especially well phrased. However, you should quote primary sources.

Primary Source:

Autumnus

When the leaves in autumn wither,
With a tawny tanned face,

Warped and wrinkled-up together,
The year's late beauty of disgrace:

There thy life's glass may'st thou find thee,
Green now, gray now, gone anon;
Leaving (worldling) of thine own,

Neither fruit, nor leaf behind thee.

—Joshua Sylvester
from *Poetic Echo and Verse*, page 115

Secondary Source:

Appointed court poet by Prince Henry in 1606, Joshua Sylvester's "Autumnus" mocked the recurring Renaissance theme of beauty by depicting the loss of beauty, charm and allure through the leaves of autumn. Sylvester reminds the reader the "Autumn" comes to each of "us."

—Cassandra Donnally from *Crosscurrents: Poets on the Edge*, page 18

Student's note using the primary source:

Joshua Sylvester points out that all beauty fades. "Life's glass," or mirror reflection, reminds us that the "green" of youth is eventually replaced by the fading appearance of "gray" before eventually fading away (115).

Student's note using the secondary source:

One critic says that Joshua Sylvester's "Autumnus" is a reminder of fleeting youth and that the "charm and allure" of our early years eventually becomes the "leaves of autumn" as our beauty fades (Donnally 18).

Student's note using both the primary and the secondary sources:

When Joshua Sylvester depicts the leaves of autumn as "Warped and wrinkled-up together," he is reminding the reader of the disgrace yet inevitability of faded beauty (115). Cassandra Donnally dissects the poem's title to remind each of us that "Autumn" will eventually come to each of "us" (18).

**Exercise 4.6** Decide which of these types of writing are primary sources:

novel	book review
play	literary interpretation
biography	evaluation of a poem
speech	interview
song	a textbook's introduction to a poem
poem	letter

4g Avoiding the Pitfalls of Plagiarism

Plagiarism is purposely using another person's writing as your own. You cannot present as your own another person's words, music, or drawings without providing a citation to that person. Plagiarism occurs when you purposely and knowingly commit one of these errors:

- ♦ You turn in another student's paper as your own.
- ♦ You copy portions of another student's paper into your own.
- ♦ You copy source material into your paper without quotation marks and without an in-text citation to author and page.
- ♦ You paraphrase source material into your paper without an in-text citation to the author and page number.
- ♦ You summarize source material without a clear reference to the original source.

Plagiarism violates the academic code of conduct. In your research paper, you must give credit to others for their words and ideas. Granted, there are exceptions for common knowledge. Most people know that George Washington was our first president and that he lived at Mount Vernon. However, if one source says Washington often ignored his secretary of state, Thomas Jefferson, to seek the wisdom of Alexander Hamilton, his secretary of the treasury, then a citation to the source would be in order.

One current Internet trend that must be avoided is the use of online research papers as well as online programs that develop the research paper for you. As a researcher, you must avoid *stock* papers that allow you to add and change information to suit your needs. While some may find value in this technology, it is plagiarism because you are not creating your own original document.

It is extremely important for you to give readers clear documentation to the sources that you cite in your paper. This need for honesty and integrity requires accurate records and a close evaluation of each source for its scholarly value (see section 2e for guidelines on evaluating online sources).

Make it a regular practice to identify your sources within your text. Label all notes and references carefully to assure yourself that full credit has been given to the sources. Always label your note with a descriptive title, the author, and the exact page numbers. Below is a quotation from a source, followed by sample notes.

Original: While it may seem that genealogists only linger on the history of deceased relatives, they serve a deeper purpose by connecting the past to the present, and the present to the future. Family historians are the luminaries who enlighten our understanding and appreciation of our forebears.

—Jessica Whiteside, “For Their Memory—For Our Future,” *Guideposts to the Past* 38:1, Winter 2018: 39.

Following are three notes that demonstrate the proper citation of a source in order to avoid plagiarism.

One authority views family historians as individuals who connect the past with the present (Whiteside 39).

Jessica Whiteside relates that genealogists hold a purposeful place in society, for they connect “the past to the present, and the present to the future” (39).

“Family historians are the luminaries who enlighten our understanding and appreciation of our forebears,” says Jessica Whiteside; moreover, they “serve a deeper purpose by connecting the past to the present, and the present to the past” (39).



Exercise 4.7 Evaluate Notes 1 to 6 below. Decide whether each is a proper citation of original information or a common-knowledge fact.

Original source:

Alabama, one of the Southern States, is known as the *Heart of Dixie*. Alabama occupies a central place in the history of the South. The Constitution of the Confederacy was drawn up in Montgomery, the state capital. The Alabama Capitol served as the first Confederate Capitol. There, Jefferson Davis took office as President of the Confederacy.

Today, Alabama has a vital part in the nation's future. Huntsville, called *Rocket City, U.S.A.*, is the site of the Redstone Arsenal and the Marshall Space Flight Center. Scientists at Huntsville developed many important rockets and space vehicles, including the Mercury-Redstone rocket system that carried the U.S. astronauts into space.

Most parts of the South did not become widely industrialized until the 1900s. But heavy industry got a relatively early start in Alabama, mainly because of the state's rich mineral resources. Northern Alabama is one of the few areas in the world that has all three main raw materials used in making steel—coal, iron ore, and limestone. Blast furnaces for making iron and steel began operating in Birmingham in the 1880s. After that, Birmingham grew rapidly. Today, it is Alabama's largest city.

—"Alabama," *Info-Folio*, 2018.

1. Northern Alabama is one of the few areas in the world that has all three main raw materials used in making steel—coal, iron ore, and limestone.
2. Alabama, called the "Heart of Dixie," has a strong industrial base with Birmingham as the hub.
3. One source says that "heavy industry got a relatively early start in Alabama, mainly because of the state's rich mineral resources" ("Alabama").

continued ➤

4. Most of the South did not become industrialized until late in the 1800s, but Alabama got an early start because of its rich mineral resources used in making steel—coal, iron ore, and limestone (“Alabama”).
5. Scientists at Huntsville developed many important rockets and space vehicles, including the Mercury-Redstone rocket system that carried the U.S. astronauts into space.
6. While other southern cities failed to attract industry, Birmingham, thanks to vast mineral deposits, developed a large industrial base in the 1880s (“Alabama”).

Checklist: Avoiding Plagiarism

- ☐ Introduce the quotation or paraphrase with the name of the authority or place the authority’s name and the page number, if provided, inside the parentheses at the end of the citation.
- ☐ Enclose all direct quotations within quotation marks.
- ☐ Rewrite paraphrased material in your own style and language; do not simply rearrange sentence phrases.
- ☐ At the end of each summary, paraphrase, or direct quotation, provide a specific page number within parentheses, unless the material came from an Internet source, in which case you omit any page or paragraph numbers. If you have not introduced the material with the name of the author, include the name within parenthesis.
- ☐ For every source mentioned within the paper, you must provide a bibliographic entry on the Works Cited page.



Exercise 4.8 Evaluate Notes 1 to 5 below. Decide whether each is an effective use of materials or is plagiarism. Label the notes *acceptable* or *plagiarism*. Here is the source, which includes the primary words of author Louis L'Amour and the secondary commentary of the *Biographia Online* editors:

Despite their frequent references to gunplay, intermittent gunfights, and occasional instances of cannibalism, Indian tortures, and hanging, L'Amour's books, compared with those of his rivals, are free of gratuitous violence. L'Amour contends that guns are "over stressed" in most westerns and likes to remind interviewers that from 1800 to 1816 "there were as many gunfights in our Navy as on the entire frontier." "My whole feeling about the American West, The American frontier, is that a lot more was happening than just a bunch of gunfights or Indian battles. A lot of cultures were meeting, a lot of influences came together."

—from "Louis L'Amour," *Biographia Online* 2018.

1. L'Amour's books make frequent references to gunplay, to intermittent gunfights, and to tortures, but he does not overdo it and argues that more was happening than just a bunch of gunfights or Indian battles.
2. "My whole feeling about the American West, the American frontier," says L'Amour, "is that a lot more was happening than just a bunch of gunfights or Indian battles" (*Biographia Online*).
3. One biography argues that L'Amour's fiction, when compared with other westerns, is "free of gratuitous violence," though his writing does have its share of fighting, Indian wars, and occasional hangings (*Biographia Online*).

continued ➤

4. Louis L'Amour was fascinated by the mix of people and ethnic races on the western frontier. "A lot of cultures were meeting," he said at one point, "a lot of influences came together" (*Biographia Online*).
5. L'Amour contends that guns are "over-stressed" in most westerns and likes to remind interviewers that from 1800 to 1816 "there were as many gunfights in our Navy as on the entire frontier."

Writing with an Academic Style

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Overview and Clear Targets

Even though a research project aims for a more formal style than you might use in a personal essay, the writing should nevertheless read well. Your voice should flow smoothly and logically from one idea to the next, expressing clear and precise ideas.

The research project examines your knowledge and the strength of your evidence. You may need to retrace previous steps—reading, researching, and note-taking. Ask your instructor to read through the draft, not so much for finding errors but for the big picture to see if the main parts have sequence, logic, and reasonable development. Most instructors are more than willing to give your draft a summary reading.

Four rules for drafting may serve your needs:

- ♦ **Use an Academic Style** with precise wording. While you may treat the initial draft as exploratory, one that searches for the exact word, not just a long word, every discipline has its own specialized words. For this reason, researching a topic should prompt you to find the key terms in your area of research and use them effectively.
- ♦ **Be practical.** Begin by writing portions of the project when you are ready, not after you have a complete outline. Write what you know and feel about the subject, not what you think somebody wants to hear.
- ♦ **Be uninhibited.** Initial drafts must be attempts to get words on the page rather than a finished document. Write without fear or delay.
- ♦ **Be judicious.** Remember that a first draft is a time for discovery. Later, during the revision, you can strengthen your paragraphs, refine your writing style, and rearrange material to maintain the momentum of your position.

Drafting is a process of many starts and stops, so do not expect a polished product at first. Meals, classes, activities, and even daydreaming slow down the composing process. Your first draft is exploratory and will require further reading, researching, and note-taking.

5a Focusing Your Argument

Your writing style in a research project needs to be factual, but it should also display human emotion. Develop your project around your feelings about the topic as well as the facts of the study. You will win the audience to your point of view in two ways.

- ♦ **Ethical appeal.** The reader will recognize your deep interest in the subject and your carefully crafted argument if you project the image of one who knows and cares about the topic.
- ♦ **Logical appeal.** For readers to believe in your topic, you must provide sufficient evidence in the form of statistics, paraphrases, and direct quotations from authorities on the subject.

When considering the topic of *urban sprawl*, a writer might remain objective in presenting the evidence and statistics; yet, the ethical problem remains close to the surface: green spaces and natural habitats of animals are quickly disappearing. Your aim or purpose is the key to discovering an argument. Do you wish to persuade, inquire, or negotiate?

- ♦ **Persuasion** means that you wish to convince the reader that your position is valid and, perhaps, to ask the reader to take action. For example:

We need to establish parks, playgrounds, and green zones in every city of this country to control urban sprawl and to protect a segment of the natural habitat for the animals.

- ♦ **Inquiry** is an exploratory approach to a problem in which you examine the issues without the insistence of persuasion. It is a truth-seeking adventure. For example:

Many suburban homeowners complain that deer, raccoons, and other wild animals ravage their gardens, flowerbeds, and garbage cans; however, the animals were there first. For this reason, we need to consider the rights of each side in this conflict.

- ♦ **Negotiation** is a search for a solution. It means that you attempt to resolve a conflict by inventing options or a mediated solution. For example:

Suburban neighbors need to find ways to embrace the wild animals that have been displaced rather than voice anger at the animals or the county government. Perhaps green zones and wilderness trails would solve some of the problems; however, such a solution would require serious negotiations with real estate developers who want to use every square foot of space.

As you begin the drafting process, it is essential to read over the instructions from your teacher. Often, the instructor's research assignment will tell you whether you want to persuade, inquire, or negotiate. Underline keywords in the directions to make sure you address all major parts of the assignment. If the assignment does not specify its purpose, try to determine early in the process where your research is heading.

5b Drafting the Thesis Statement

A thesis is a statement or idea supported by arguments. Make sure your thesis sentence satisfies all of the following requirements:

- ♦ State your argument or idea to give focus to the entire paper.
- ♦ Provide unity and a sense of direction.
- ♦ Specify to the reader the point of the research.

For example, one student established a thesis concerned with children sitting in automobiles equipped with air bags:

Automobile air bags were mandated by Congress to save lives, but the design and/or the engineering endangers children and small adults.

Using questions to focus the thesis

If you have trouble focusing on a thesis statement, ask yourself a few questions. One of the answers might serve as a thesis.

- ♦ What is the point of my research?

Thesis: Recent research demonstrates that self-guilt often prompts a teenager to commit suicide.

- ♦ What do I want this paper to do?

Thesis: The public needs to understand that water restrictions during a drought are enacted to benefit all citizens.

- ♦ Can I tell the reader anything new or different?

Thesis: Like the legends of lost mines, buried treasure, or ghosts, urban legends usually have an ironic or supernatural twist.

- ♦ Do I have a solution to the problem?

Thesis: Public support for “safe” houses will provide a haven for children who are abused by their parents.

- ♦ Do I have a new slant or new approach to the issue?

Thesis: Written allusions to great works of literature and the Bible no longer have special significance because those works are unfamiliar to a growing number of people.

- ♦ Should I take the minority view of this matter?

Thesis: Regardless of the negative view of political matters that stemmed from the corruption of his administration, Richard Nixon will go down as one of the greatest peacemakers of all time.

- ♦ What exactly is my theory about this subject?

Thesis: Trustworthy employees, not mechanical safeguards on computers and software, will prevent theft of software, sabotage of mainframes, and destruction of crucial files.

Using keywords to focus the thesis

Use the important words from your notes and rough outline to improve your thesis statement. For example, during your reading of several short stories by Flannery O'Connor, you might have jotted down certain repetitions of image, theme, or character. The keywords might be “death,” “ironic moments of humor,” “human shortcomings,” or other issues that O'Connor explored time and again. These concrete ideas might point you toward a general thesis:

The tragic endings of Flannery O'Connor's stories depict desperate people coming face-to-face with their own shortcomings.

Final Thesis Checklist

- ☐ It expresses your position in a full, declarative sentence, which is not a question, not a statement of purpose, and not merely a topic.
- ☐ It limits the subject to a narrow focus on one issue that has grown out of research.
- ☐ It establishes an investigative, inventive edge to your research and thereby gives a reason for all your work.
- ☐ It points forward to the conclusion.
- ☐ It prompts you to seek evidence in the library.



Exercise 5.1 Using the Final Thesis Checklist as your guide, judge the following ten thesis statements and evaluate them as *good*, *adequate*, or *poor*. If you decide that any of the statements are poor, show on a separate piece of notebook paper how you might revise and correct them.

1. The purpose of this paper is to tell you about water quality and how pollution affects it.
2. The poetry of Robert Frost exhibits a fascination with images of darkness.
3. It is ironic that we live in a society that condemns violence yet supports a variety of violent sporting events.
4. Rap music is always vibrant and lively.
5. For many children, school is a place of trouble, and their main business of the day is staying out of trouble as much as possible.
6. In the United States, a woman's place is no longer in the home.
7. The initiation story is a type of narrative.
8. Ernest Hemingway's *The Old Man and the Sea* is about an old man, a fish, and a boy.
9. Tae Kwon Do can provide relief from psychological fatigue.
10. Country music is filled with heartache and sorrow.

5c Writing a Title for Your Project

Like a good thesis statement, a clearly expressed title, developed early in the composing process, will control your writing and keep you on course. However, a title may not be feasible until the paper is written. Your task is to give the reader a clear concept about the contents of your project, so use one of these strategies for writing your title:

- ◆ Name a general subject, followed by a colon and a phrase that focuses or shows your slant on the subject.

Bill Gates: Computer Industry Giant

- ◆ Narrow a general subject with a prepositional phrase.

Poverty in the Suburbs

- ◆ Name a general subject and cite a specific work that will clarify the topic.

Christian Symbols in Herman Melville's *Billy Budd*

- ◆ Name a general subject, followed by a colon, and followed by a phrase that describes the type of study.

Black Dialect in *Huckleberry Finn*: A Language Study

- ◆ Name a general subject, followed by a colon, and followed by a question.

Electric Cars: What Are Automakers Waiting For?

Be sure to avoid fancy literary titles that may fail to label issues under discussion.

Poor: An American Folk Hero

Better: Folk Heroes of the Wild West

Best: Buffalo Bill: An American Folk Hero

For placement of the title, see section 11a, “Formatting the Paper.”



Exercise 5.2 Evaluate whether each of the following ten research project titles is *acceptable* or *unacceptable*. If you think that a title is unacceptable, revise it by rewriting it on a separate sheet of paper.

1. Fishing at Lake Jodeco
2. Signals of Pleasure: Affordable Satellite Television
3. The Ozark Region of Arkansas
4. How to Win Lottery Money
5. Raising Buffalo in Nebraska: New Range Policies
6. Realities of War in “An Occurrence at Owl Creek Bridge”
7. Social Issues in the Music of Garth Brooks
8. The Short Stories of James Thurber
9. Religions in America
10. Social Protest in the 1500s: Pirates in the Western Hemisphere

5d Drafting from Your Notes and Outline

As you begin drafting your research paper, you may work steadily through the outline to keep order as your notes expand the outline. Your notes let the essay grow, blossom, and reach out toward new levels of knowledge. You may also start anywhere in the outline in order to write what you know at the time, keeping the pieces of manuscript controlled by your thesis and overall plan.

In the rough draft, feel free to leave wide margins, use triple spacing, and have blank spaces between some paragraphs. Open areas in your initial writing will help you make revisions and add parts later on. The process is simplified with a personal computer or laptop because you

can keyboard the information one time and revise your paper on the computer screen. Use your notes and research journal to:

- ♦ Transfer and modify personal notes into the draft.
- ♦ Write paraphrased materials directly into the text.
- ♦ Quote primary sources.
- ♦ Quote secondary sources from notes.

Write with caution when working from online articles or pages from books. You will be tempted to borrow too much. Quote or paraphrase key phrases and sentences; do not quote an entire paragraph. Crucial information in your discussion should be reduced to a summary.

When drafting on the computer, it is crucial that you save your work often to avoid the aggravation of losing information. To avoid the loss of your text, create new files on your computer for each new version of the report.

Incorporating source material into paragraphs

Readers want to discover your thoughts and ideas. For this reason, a paragraph should not only contain source material, it needs at least a topic sentence to establish your view of the research evidence. Every paragraph should explain, analyze, and support a thesis, not merely string together research information. The following passage effectively cites two different sources.

Faced with hot, dry summers, many gardeners in the southeastern United States have discovered the value of drought-resistant plants. Two factors that play a part in some lands becoming drought-prone are “light, sandy soil and soils with high alkalinity” (Allen and Graber 122). The best drought-resistant plants come from countries that border the Mediterranean Sea (Bjornson 26).

This passage illustrates four points. A writer must:

1. Blend the sources effectively into a whole.
2. Cite each source separately, one at a time.
3. Provide different in-text citations.
4. Use the sources as a natural extension of the discussion.

A complete discussion for incorporating sources into your report is found in chapter 6, “Blending Sources into Your Writing.”

It is important to document information that is borrowed from sources; however, at times, you will not need to provide a citation for general information, also called **common knowledge exceptions**. Common knowledge exceptions include ideas that are known by a majority of persons or ideas that are from your own personal reflection on the topic.

Checklist for Common Knowledge Exceptions

- ☐ Would an intelligent person know this information?
- ☐ Did you know the information before you discovered it in a source?
- ☐ Is it encyclopedia-type information?
- ☐ Has this information become general knowledge by being reported repeatedly and in many different sources?



Exercise 5.3 Evaluate each of the five items below. Decide whether each of them should be documented. Refer to section 4g for notes on plagiarism.

1. The fact that historian Atchley McCormick mentions that John Adams was the first president to occupy the White House
2. A paraphrase of a source
3. A note from historian Mitchell Michaels that Franklin Pierce secretly tried to block the Compromise of 1850
4. Your personal notes, including your thesis statement
5. The source of the phrase: “red blood cells transfer oxygen to the tissues”

Writing in the proper tense

Verb tense often distinguishes a paper in the humanities from one in the natural and social sciences. Developed by the Modern Language Association, MLA style requires the present tense to cite an author’s work, such as, *Stevens explains* or *the work of Allard and Whitaker shows*. The example below demonstrates the correct verb tense in MLA style:

The availability and convenience of credit cards has been both a blessing and a curse for today’s consumers. Kaitlin Young argues that the credit card has become “an agent of debt, of spending addiction, and of a loss of privacy” (67).

For a complete and detailed explanation on writing this kind of passage, refer to chapter 6, “Blending Sources into Your Writing.”

In contrast, APA style, under the direction of the American Psychological Association, requires the past tense or present perfect tense to cite an author's work, as in, *Stevens discovered* or *the work of Allard and Whitaker has demonstrated*. APA style is primarily used in social studies courses. The example below shows the correct verb tense in APA style:

Givens and Peterson (2017) have argued that, too often, credit cards are issued to applicants who have no bank account, a poor credit history, and no job (p. 23).

A complete and detailed explanation for using APA style is given in chapter 12, "Handling Format—APA Style."

Use the past tense in a humanities paper only for reporting historical events. In the next example, past tense is appropriate for all sentences except the last:

In 1876, Alexander Graham Bell invented the telephone. Signals, sounds, and music had been sent by wire before, but Bell's instrument was the first to transmit speech. Bell's story, a lesson in courage and determination, is one worthy of study.

Writing in the third person

Write your paper with narration that avoids phrases such as *I believe* or *It is my opinion*. Following is an example of incorrect writing and a revision that corrects the error. Even in the correction, the readers will understand that the statement is your thought.

Incorrect: I think that setting term limits for politicians would eliminate legislators who become professional politicians.

Correct: Setting term limits for politicians would eliminate legislators who become professional politicians.

Using the language of the discipline

Every discipline and every topic has its own vocabulary. Therefore, while reading and taking notes, jot down words and phrases that are related to the study. Get comfortable with the vocabulary of your topic so you can use it effectively. For example, a child abuse topic requires the language of sociology, psychology, and medicine, thereby demanding an acquaintance with terms like:

aggressive behavior	formative years	social worker
battered child	hostility	stress
behavioral patterns	maltreatment	trauma

Example:

The hostility that builds silently in a battered child can result in aggressive behavior in the emerging teenager.

Writing with unity and coherence

Unity gives writing a single vision, and **coherence** connects the parts. Your paper has unity if it explores one topic in depth, with each paragraph carefully expanding upon a single aspect of the narrowed subject. A good organizational plan will help you achieve unity. Your paper has coherence if the parts are connected logically by:

- ♦ repetition of keywords and sentence structures,
- ♦ the judicious use of pronouns and synonyms, and
- ♦ the effective placement of transitional words and phrases (e.g., *also*, *furthermore*, *therefore*, *in addition*, and *thus*).

The next passage moves with unity and coherence:

Talk shows are spectacles of dramatic entertainment; therefore, members of the studio audience are acting out parts in the drama, like a Greek chorus, just as the host, the guest, and the television viewers are actors as well. Furthermore, some sort of interaction with the “characters” in this made-for-television “drama” happens all the time. If we read a book or attend a play, we question the text, we question the presentation, and we determine for ourselves what it means to us.

Using graphics in a research project

Graphics enable you to analyze trends and relationships in numerical data. When appropriate, use them to support your text. Most computers allow you to create tables, line graphs, or pie charts as well as diagrams, maps, and other original designs. You may also import tables and illustrations from your sources.

Graphics must be placed as close as possible to the parts of the text to which they relate. It is acceptable to use full-color art if your printer will print in colors, but you should use black for the captions and date. Place a full-page graphic design on a separate sheet after making a textual reference to it, such as *See Table 4*. Place graphic designs in an appendix when you have several complex items that might distract the reader from your textual message.

Blending Sources into Your Writing

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Overview and Clear Targets

You will be using references to other sources throughout your paper. Established by the Modern Language Association, MLA style requires you to list an author and a page number when provided in your text, usually within parentheses. Notice how this next passage uses names and page numbers.

The *cell theory* was developed in the late 19th century. “Scientists discovered single cells that divided into two identical offspring cells” (Hartley 56). Irene Justice explains the two parts of the cell theory: “All organisms are composed of cells and all cells derive from other living cells” (131).

Another style is the American Psychological Association name-and-year system (see chapter 12).

As your research project develops and takes shape, it is important that you properly provide citations for all borrowed material that you use in your paper. Your blending of in-text references will be effective if you follow the conventions and writing techniques in this chapter:

- ♦ Blend reference citations into your text using author and publication information.
- ♦ Create in-text citations for a source with no author listed.
- ♦ Create an in-text citation for sources with no page number.
- ♦ Blend reference citations into your text for Internet sources.
- ♦ Handling long quotations and poetry passages.
- ♦ Use proper punctuation for citations.

6a Blending References in Your Text

As a general policy, provide just enough information within the text to identify a source. Readers will have full documentation to each source on the Works Cited page.

Begin with the author and end with a page number

Introduce a quotation or a paraphrase with the author's name and close with a page number, when available, placed inside parentheses:

Herbert Norfleet states that the use of video games by children improves their hand and eye coordination (45).

This paraphrase makes absolutely clear to the reader when the borrowed idea begins and when it ends.

Notice how unclear the use of the source can become when the writer does not introduce borrowed material:

The use of video games by children improves their hand and eye coordination. Children also exercise their minds by working their way through various puzzles and barriers. "The mental gymnastics of video games and the competition with fellow players are important to young children and their development physically, socially, and mentally" (Norfleet 45).

What was borrowed? It seems that only the final quotation came from Norfleet. Yet in truth the entire paragraph, the paraphrasing and the quotation, came from Norfleet. Norfleet is the expert for this paragraph, so the paper should mention his name prominently, as shown below:

Herbert Norfleet defends the use of video games by children. He says it improves their hand and eye coordination and that it exercises their minds as they work their way through various puzzles and barriers. Norfleet states, "The mental gymnastics of video games and the competition with fellow players are important to young

children and their development physically, socially, and mentally” (45).

This paragraph conforms to MLA style because:

- ♦ It credits the source properly and honestly.
- ♦ It shows the correct use of both paraphrase and quotation.
- ♦ It demonstrates the student’s research into the subject.

Remember that an important reason for writing the research paper is to gather and present source material on a topic, so it only follows that you should display those sources prominently in your writing, not hide them or fail to cite them.



Exercise 6.1 The following passage has a citation to name and page at the end of the last sentence, but in truth the entire paraphrased passage has been borrowed. Edit it to give credit throughout the paragraph to the original source, Charles R. Larson, *Native American Fiction*, page 17.

There is one story that lies deep in our reaction to American Indians—Pocahontas. It is “a living myth that will not die.” But the distortions of the Pocahontas story cause us to misread and misunderstand subsequent writings by Indian writers (Larson 17).

Put the name and page number at the end of borrowed material

You can, if you like, put the authority's name and the page number at the end of a quotation or paraphrase, but give your reader a signal to show when the borrowing begins.

One source explains that the DNA in the chromosomes must be copied perfectly during cell reproduction. "Each DNA strand provides the pattern of bases for a new strand to form, resulting in two complete molecules" (Justice, Moody, and Graves 462).



Exercise 6.2 The following passage cites the authority's name and page only at the end of the passage. The first two sentences are common knowledge, but the final three sentences of the passage were borrowed directly from Robert Barnett. Rewrite and edit the passage on your notebook paper to show when the borrowing begins.

After she learned the concept of language from Anne Sullivan, Helen Keller began to develop her amazing intellect. She learned to speak and earned a degree at Radcliffe College in 1904. Unlocked from her own handicaps, she began her devoted efforts to help the blind and other handicapped persons. She made frequent lectures to raise money for the American Foundation for the Blind. Later, she donated two million dollars to establish the Helen Keller Endowment Fund (Barnett 210).

Establishing the credibility of the source

An excellent approach for blending source material into the text of your research paper is to indicate the source's scholarly value. For example, the following example introduces the author and the organization for which she is working:

Jessica Gollwitzer, Assistant Director for the Upbringing Awareness Society, promotes early childhood educational programs that can “highten awareness and perception between early learners and their pre-school teachers.” Moreover, she supports the viewpoint that “the bond between the early education of the child and those caregivers who serve as their first instructors and guides prompts a lifetime of learning.”

To learn more about the source of an Internet article, as in the case immediately above, learn to search its **home page**. The address for Gollwitzer's article is:

www.upbringingawareness.org/mission.html

It is also crucial that you check the validity of an Internet source and the credibility of the author (see section 2e).

6b Citing a Source When No Author Is Listed

When no author is shown on a title page, cite the title of an article, the name of the magazine, the name of a bulletin or book, or the name of the publishing organization. Look also for the author's name at the bottom of the opening page and at the end of the article.

Citing a title of a report and page number

One bank showed a significant decline in assets despite an increase in its number of depositors (*Annual Report* 23).

Citing the title of a magazine article and a page number

“In one sense toys serve as a child’s tools, and by learning to use the toys the child stimulates physical and mental development” (“Selling” 37).

Note: You should shorten magazine titles to a keyword for the citation. You must then give the full title in the Works Cited entry (see chapter 10).

Citing a publisher or corporate body and a page number

The report by the school board endorsed the use of Channel One in the school system and said that “students will benefit by the news reports more than they will be adversely affected by advertising” (Clarion County School Board 34).



Exercise 6.3 How would you write the in-text citation for this next passage if the information came from page 344 of an unpublished report by Dayton Holding Company?

One financial institution suggests that each high school graduate should receive a \$10,000 grant that could be used for college, for starting a business, for savings, or to begin a marriage on a sound financial basis ().

6c Citing Nonprint Sources

On occasion you may need to identify nonprint sources, such as a speech, the song lyrics from a compact disk, an interview, or something you have heard on television. In these cases there will be no page number, so you can omit the parenthetical citation. Instead, introduce the nature of the source so that your reader will not expect a page number.

Citing a source that has no page number

Thompson's lecture defined *impulse* as "an action triggered by the nerves without thought for the consequences."

Mrs. Peggy Meacham said in her phone interview that prejudice against young African American women is not as severe as that against young African American males.

In his rap song, Julian Young cries out to young people with this message, "Stay in the school, man, stay in the school; learn how to rule, man, learn how to rule."



Exercise 6.4 Write a passage with correct in-text citation to a television program on CBS-TV during which an announcer said, "The president's policy toward homeless people appears nonexistent."

6d Citing Online Sources

Most Internet sources have no designated page numbers or numbered paragraphs. You cannot list the screen numbers or the page numbers of a downloaded document because computer screens and printers differ. Therefore, provide a paragraph or a page number *only* if the author of the Internet article has provided it.

The marvelous feature of electronic text is that it is searchable, so your readers can find your quotation quickly with the web address (URL) and the browser's FIND feature. The following paragraph features information from an Internet source:

One Internet source polled adolescents and found that 54 percent of all teens believed their schools were becoming too violent, 15 percent feared being shot or hurt by a classmate carrying weapons to school, and 22 percent were afraid to go into school restrooms because these unsupervised areas were frequent sites where violence took place (Society for School Violence Prevention 3).

A reader who wants to investigate further will find your complete citation on your Works Cited page. There, the reader will discover the URL address of the article.

6e Citing Indirect Sources

Sometimes the writer of a magazine or newspaper article will quote another person, and you want to use that same quotation. For example, in a newspaper article in *Tesota Times*, page 5A, Riley Kicklighter writes this passage in which he quotes another person:

Adolescence is a time of angst and inner turmoil for all teens because of one clear-cut issue—peer pressure. Popularity, sexuality, addictive substances, athletic competition, and acceptance will create anxiety for junior high learners as well as high school students, Eileen Shiff says. “The trap that too many teens fall into is a desire for acceptance. They yearn for their own identity, but that identity comes with a price—being a part of the in group,” she suggests. “Being who you are, and more importantly what you want to become, must be a priority at this formative age.”

Parental involvement is vital for teens to know that they are wonderful just the way that they are, adds psychiatrist Edwin Brownlow. “The love of a parent can cover a multitude of youthful pressures.” He adds, “Be encouraging, not critical. Be firm, but fair. Be a listener, not a dictator.”

Suppose that you want to use the quotation by Edwin Brownlow. You will need to cite both Brownlow, the speaker, and Kicklighter, who wrote the article. Notice that *qtd.* is the abbreviation for *quoted*:

Whether in middle school or high school, teenagers begin to resent interference by their parents, especially in school-related activities. Yet Edwin Brownlow says, “The love of a parent can cover a multitude of youthful pressures” (*qtd.* in Kicklighter 5A).

As shown, you need a double reference that introduces the speaker but that also includes a clear reference to the book or article where you found the quotation or the paraphrased material. Without the reference to Kicklighter, nobody could find the article. Without the reference to Brownlow, readers would assume that Kicklighter wrote the words. Kicklighter's name will appear on a bibliographic entry on your Works Cited page, but Brownlow's will not because Brownlow is not the author of the article.



Exercise 6.5 An author named Shirley Nash wrote an article on sports medicine in which she quoted a man named Peter Evans on page 91 and a man named Hollis Landover on page 68. Complete the in-text citations by submitting your answers on notebook paper.

Peter Evans condemns any advertising that “encourages people to overeat and overdrink” ().

Even musicians are subject to sports injuries. Hollis Landover says, “Extended practice sessions as well as the gyrations on stage can cause serious injury to musical performers” ().

6f Citing Material from Textbooks and Anthologies

If you quote a passage from a textbook or anthology, and if that is all that you quote from the source, cite the author and page in the text and put a complete entry in the Works Cited list. In the text, write:

In “The Fish” Elizabeth Bishop compares “five old pieces of fish-line” caught in the lip of the ancient fish to “medals with their ribbons frayed and wavering” (510).

For the bibliography entry on the Works Cited page write:

Bishop, Elizabeth. *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*, edited by X. J. Kennedy and Dana Gioia, 13th ed. Longman, 2015, pp. 716–17.

Following is an example from the same anthology, yet the reference is to a different poetry selection, followed by the Works Cited entry:

For Robert Frost, the remote solitude of the snow in “Stopping by Woods on a Snowy Evening” presents a scene that is “lovely, dark and deep,” yet he has “promises to keep” that prompt him to continue traveling homeward (510).

Frost, Robert. “Stopping by Woods on a Snowy Evening.” *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*, edited by X. J. Kennedy and Dana Gioia, 13th ed. Longman, 2015, p. 988.

6g Adding Information to In-Text Citations

As a courtesy to your reader, add extra information within the citation when needed. Show parts of books, different titles by the same writer, or several works by different writers. For example, your reader may have a different anthology than yours, so a reference to *Great Expectations*, Ch. 4, 681, will enable the reader to locate the passage. The same is true with a reference to *Romeo and Juliet* 2.3.65–68. The reader will find the passage in any edition of the Shakespearean play by turning to Act 2, Scene 3, lines 65–68.

Citing one of several volumes

In a letter to his Tennessee Volunteers in 1812, General Jackson chastised the “mutinous and disorderly conduct” of some of his troops (Papers 2: 348–49).

The citation above gives an abbreviation for the title (*The Papers of Andrew Jackson*), the volume used, and the page numbers.

Citing two or more works of the same writer

Thomas Hardy reminds readers in his prefaces that “a novel is an impression, not an argument” and that a novel should be read as “a study of man’s deeds and character” (*Tess* xxii; *Mayor* 1).

The writer above makes reference to two different novels, both abbreviated. Full titles are *Tess of the D’Urbervilles* and *The Mayor of Casterbridge*. Remember that it is acceptable to abbreviate in parenthetical citations, but not in your text.

Citing several authors who have written on the same topic

Several sources have addressed this aspect of gang warfare as a fight for survival, not just for turf (Rollins 34; Templass 561–65; Robertson 98–134).

The citation above refers to three different writers who treat the same topic.



Exercise 6.6 Evaluate the following ten sentences. Decide whether their use of references is *correct* or *incorrect*. Keep in mind the lesson on plagiarism (4g).

Original source:

We hold these truths to be self evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. —Thomas Jefferson, “Declaration of Independence,” paragraph 1

1. In the “Declaration of Independence” Thomas Jefferson says that “all men are created equal” and that every person has a right to “Life, Liberty and the pursuit of Happiness” (para. 1).
2. If you accept the point of view that truth is often self-evident, then you must agree that all of us are created equal and therefore have equal rights.
3. One patriot defended the “unalienable rights” of Americans to “Life, Liberty and the pursuit of Happiness” (Jefferson para. 1).

Original source:

O. Henry’s criminal conviction and prison term was for some time the most uncertain and controversial aspect of his life. One of his biographers, Al Jennings, who was in the penitentiary with O. Henry, recounts that the writer’s greatest fear was that he would be recognized and greeted by a former inmate while in the company of others. Many of O. Henry’s closest acquaintances never knew that he had spent time in prison, and he often juggled dates to account for the years spent in prison. —“O. Henry,” *Twentieth-Century Literary Criticism*, page 166

4. Many people did not know that O. Henry, the famous short story writer, spent time in prison. He carefully juggled dates to account for the years spent in prison.

continued ➤

5. According to Al Jennings, who spent time in prison with the writer, O. Henry feared that a former inmate might identify him in the presence of friends or relatives (cited in “O. Henry” 166).
6. Al Jennings said that O. Henry juggled dates to account for the years spent in prison (cited in “O. Henry” 166).
7. A known fact is that O. Henry was a great writer of short stories.

Original source:

Communications satellites can be sized and configured in a variety of ways, involving different capacities and power levels, alternate means of onboard propulsion and stabilization, varying useful lifetimes (including the possibility of manned or unmanned maintenance), adaptation to different boosters, and, for military satellites, incorporation of various survivability measures against hostile environments. —George Gerbner, “Communications Satellite,” *The Encyclopedia Americana* page 431.

8. Communication satellites can be sized and configured in a variety of ways, involving different capacities and power levels.
9. One article explains that communications satellites have various sizes and lifetimes, and engineers can change propulsion, use different boosters, and incorporate military armaments (Gerbner 431).
10. Communications satellites have various sizes and lifetimes, and engineers can change propulsion, use different boosters, and incorporate military armaments (from *The Encyclopedia Americana*, page 431).

6h Indenting Long Quotations

Set off long quotations of four or more lines by indenting ten (10) spaces. Do not use quotation marks around the indented material. Place the parenthetical citation *after* the final period of the quotation, not inside the period.

In his book *A Time to Heal*, Gerald Ford, who replaced Richard Nixon in the White House, says he was angry and hurt that Nixon had lied to him, but he was also bothered deeply about Nixon's effect on the status of the presidency:

What bothered me most was the nature of Nixon's departure. In the 198 years of the Republic, no President had ever resigned, and only one other Chief Executive—Andrew Johnson—had ever been the target of an impeachment effort in the Congress. But Nixon, I had to conclude, had brought his troubles upon himself. (Ford 5)



Exercise 6.7 Judge the punctuation and use of margins in the following five in-text citations and mark each as *correct* or *incorrect*. If you mark one as incorrect, explain in the margin what is wrong with that citation.

1. In his book *Blue Highways*, William Least Heat Moon describes his three-month travels along the backroads of America. He pictures a typical morning on the road in this way: “Dirty and hard, the morning light could have been old concrete. Twenty-nine degrees inside. I tried to figure a way to drive down the mountain without leaving the sleeping bag. I was stiff—not from the cold so much as from having slept coiled like a grub. Creaking open and pinching toes and fingers to check for frostbite, I counted to ten (twice) before shouting and leaping for my clothes. Shouting distracts the agony” (Least Heat Moon 118).

continued ➤

2. During his travels, Least Heat Moon interviewed various people, including a Hopi Indian named Kendrick Fritz, who said, “To me, being Indian means being responsible to my people. Helping with the best tools. Who invented penicillin doesn’t matter” (qtd. in Least Heat Moon, 119).
3. Kendrick Fritz, a Hopi Indian, answered Least Heat Moon’s questions about the Hopi religion by talking of harmony, saying:

We don’t just pray for ourselves, we pray for all things. We’re famous for the Snake Dances, but a lot of people don’t realize those ceremonies are prayers for rain and crops, prayers for life. We also pray for rain by sitting and thinking about rain. We sit and picture wet things like streams and clouds. It’s sitting in pictures. (Qtd. in Least Heat Moon 121)
4. Least Heat Moon asked Kendrick Fritz this question, “Do you—yourself—think most whites are prejudiced against Indians?” (119). Fritz responded, “About fifty-fifty. Half show contempt because they saw a drunk squaw at the Circle K. Another half think we’re noble savages.” (Qtd. in Least Heat Moon 119).
5. Least Heat Moon explains in *Blue Highways* that the Hopi Indian believes in four worlds: a shadowy realm of contentment, a comfortable place of material goods, a time of worry about the past and the future, and finally a time when selfishness may block the greater vision (122).

6i Citing Poetry

Incorporate short quotations of poetry (one or two lines) into your text. Use a slash with a space before and after to show line breaks.

Lanier's "The Marshes of Glynn" (1878) captures the beauty of the Georgia coastal region: "Glooms of the live-oaks, beautiful-braided and woven" (1.11). When speaking of the sea, stanza 7 recounts, "Oh, what is abroad in the marsh and the terminal sea? / Somehow my soul seems suddenly free" (7.1–2).

Set off three or more lines of poetry by indenting one inch, usually two tabs on a word processor, or by centering the lines.

The king cautions Prince Henry:

Thy place in council thou has rudely lost,
Which by thy younger brother is supplied,
And art almost an alien to the hearts
Of all the court and princes of my blood.
(3.2.32–35)

Refer to act, scene, and lines only after you have established Shakespeare's *Henry IV, Part 1* as the central topic of your study; otherwise, write (*1H4* 1.1.15–18).

6j Punctuating Citations

Keep page citations outside quotation marks but inside the final period (exception: long indented quotations as shown in 6h). Use no comma between name and page within the citation (Jones 16–17 not Jones, 16–17). Do not use *p.* or *pp.* or *page* with the number(s).

Place commas and periods inside quotation marks unless the page citation intervenes. Place semicolons and colons outside the quotation marks.

“Modern advertising,” says Rachel Murphy, “not only creates a marketplace, it determines values.” She adds, “I resist the advertiser’s argument that they ‘awaken, not create desires’” (192).

The example above shows (1) how to interrupt a quotation to insert the speaker, (2) how to put the comma inside the quotation marks, (3) how to use single quotation marks within the regular quotation marks, and (4) how to place the period after a page citation.

When a question mark or an exclamation mark comes at the end of a quotation, keep it inside the quotation mark. Put the citation to the page number(s) after the name of the source, as shown below:

Scientist Jonathan Roberts (54) asks, “Why do we always assume that bacteria are bad for us?”

The example below shows you how to place the page citation after a quotation and before a semicolon.

Brian Sutton-Smith says, “Adults don’t worry whether their toys are educational” (64); he adds, “Why should we always put that burden on the children?”

Writing the Introduction

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Overview and Clear Targets

The opening section of a research paper must do more than identify the subject. A good introduction will establish the significance of an issue that warrants the reader's time as well as your efforts in preparing the paper. This chapter will provide instruction for establishing the focus of your topic:

- ♦ Identify the subject.
- ♦ Give background information.
- ♦ Express the problem.
- ♦ Provide a thesis statement.

With a clear introduction, you provide the reader with an on-point direction for your paper.

7a Techniques for Writing the Introduction

By following this four-step plan and by using the techniques described below, you can develop a complete introduction.

Checklist for the Introduction

- ☐ **Subject.** Does your introduction identify your specific topic, and then define, limit, and narrow it to one issue?
- ☐ **Background.** Does your introduction provide relevant historical data or discuss a few key sources that touch on your specific issue?
- ☐ **Problem.** Does your introduction identify a problem and explain the complications that your research paper will explore or resolve?
- ☐ **Thesis statement.** Does your introduction use your thesis statement within the first few paragraphs to establish the direction of the study and to point your readers toward your eventual conclusions?

How you work these essential elements into the framework of your opening will depend upon your style of writing. They need not appear in this order. Nor should you cram all these items into a short, opening paragraph. Feel free to write a long introduction by using these additional elements:

- ♦ Open with a quotation.
- ♦ Relate your topic to the well-known.
- ♦ Review the literature.
- ♦ Provide a brief summary.
- ♦ Define key terms.
- ♦ Supply data, statistics, and special evidence.
- ♦ Take exception to critical views.

The next sample of an introduction gives background information, establishes a persuasive position, reviews key literature, takes exception, gives key terms, and offers a thesis.

Lorraine Hansberry's popular and successful *A Raisin in the Sun*, which first appeared on Broadway in 1959, is a problem play of an African American family's determination to escape a Chicago ghetto to a better life in the suburbs. There is agreement that the theme of escape explains the drama's conflict and its role in the African American movement (e.g., Oliver, Archer, and Knight, who describe the Youngers as "an entire family that has become aware of, and is determined to combat racial discrimination in a supposedly democratic land" [34]). Yet another issue lies at the heart of the drama. Hansberry develops a modern view of African American matriarchy in order to examine both the cohesive and the conflict-producing effects it has on the individual members of the Younger family.

Avoiding certain mistakes in the opening

Avoid a purpose statement, such as "The purpose of this study is . . .," unless your writing reports speculative research associated with the sciences (see chapter 12 "Handling Format—APA Style").

Avoid repetition of the title, which should appear on the first page of the text.

Avoid a quotation that has no context; that is, you have not blended it into the discussion clearly and effectively.

Avoid complex or difficult questions that may puzzle the reader. However, general rhetorical questions are acceptable.

Avoid simple dictionary definitions, such as "Webster defines a dogmatist as one obstinately or intolerantly devoted to his own opinions and prejudices."

7b Identifying the Topic

In writing your introduction, identify your topic as precisely as possible. You can always begin with your thesis statement, but you may want to try some of the techniques listed below to tell your readers immediately what your subject is.

- ♦ Define key terminology so that you and the readers are on common ground.
- ♦ Give an anecdote, which is a brief narrative story that shows the subject with action, dialogue, and description.
- ♦ Supply data, statistics, and special evidence to show the timely nature of the subject and its significance in our lives.
- ♦ Ask a question related to the topic.
- ♦ Relate well-known facts that will appeal to the interests and knowledge of the reader, and then show your special approach.

The following passage opens a research paper with well-known facts, asks a question, and then identifies the topic:

Children spend money just like adults. Individually, we do not have very much, like adults do, but we are a big group, and we do have an effect on the economy. Suppose we all stopped spending money for a week? Somebody would notice. Big companies spend millions of dollars in advertising to reach us, and the advertising always finds new ways to get our money. Now companies are coming into school buildings with giveaways that carry their logos and their ads.

This next opening begins with an anecdote, and then it shifts to the topic and the thesis statement:

I work part-time at a local retail store. One day, while I was behind the counter near the cash register, I watched a nice-looking woman browse through the aisles. Every once in a while she would stuff merchandise into her large handbag—a blouse, pantyhose, and several pieces of cheap costume jewelry. She was a shoplifter! I have learned that she is just one among many. Shoplifters cause stores to raise prices to offset theft losses and the cost of security. This woman, who was caught red-handed, managed to have the case dismissed. I saw her again yesterday, roaming about the mall.

7c Providing Background Information

In providing background information in your introduction, you may need to trace the historical nature of your topic, to give biographical data on a person, or to provide general evidence. Additionally, you may want to offer a brief summary of a novel, long poem, or other work to refresh the reader's memory about details of plot or character. You may supply a quotation by an authority to show the importance of the subject.

Avoid providing a tremendous amount of background information. Offer only the essentials necessary for the reader to understand the thesis. Later, in the body of the discussion, you may bring in additional background information when and where necessary to clarify your key points.

The following example provides background information and a quotation before ending with a thesis statement:

In 1941 Eudora Welty published her first book of short stories, *A Curtain of Green*. That group of stories was followed by *The Wide Net* (1943) and *The Bride of Innisfallen* (1955). Brooks and Warren view Welty's short stories as powerful reminders of the "common-sense explanations on all matters concerning life and living" (111). Each collection

brought her critical acclaim, but taken together, the three volumes establish her as one of America's premier short story writers.

The next introduction provides some general background information on the author, a summary of the short story, and a quotation from the story:

Louis L'Amour was a famous writer of western stories, such as *Hondo*, *The Daybreakers*, and *The Lonesome Gods*. According to one source, more than one hundred thirty million copies of his books have been sold (Farrell et al. 429). His story "War Party" tells the story of Bud, a teenager who must become a man overnight after his father is killed. Both Bud and his mother demonstrate their courage by facing up to the father's killers as well as enduring jealous envy by their fellow travelers.

L'Amour describes the western frontier in this way:

When a body crossed the Mississippi and left the settlements behind, something happened to him. The world seemed to bust wide open, and suddenly the horizons spread out and a man wasn't cramped anymore. The pinched-up villages and the narrowness of towns, all that was gone. The horizons simply exploded and rolled back into enormous distance, with nothing around but prairie and sky. (418–19)

7d Establishing the Problem

You can establish the problem by stating one issue that you want to examine. It can be a question, an assertion, a denial, an assumption, or a challenge to existing conditions.

Why do schools need dress codes? Nothing is gained by them. Students who want to show off will do so anyway.

The problem can raise both positive and negative issues, which means you compare and contrast the negative forces in light of the positive.

Although Bud is the narrator and principal character in L'Amour's "War Party," the mother is the one who demonstrates great strength of character.

You might even take exception to a prevailing point of view or challenge an assumption so that readers will recognize your perspective, your argument, and your contention.

People who say standard English is the norm for those who expect success forget that most Hispanics don't understand the Gringo meaning of "success." Law school? Dental school? There's no such dream in this world.

In the following opening, the writer begins with the thesis statement, provides a quotation, offers evidence, and ends by establishing the problem.

Shoplifting in stores all over America has reached the point that all shoppers are suspects. Each of us is photographed, followed, and watched. Susan Schneider says, "The assumption is that there are no honest shoppers" (38). People who shoplift come from all walks of life. They can be doctors, lawyers, wealthy matrons, congressmen, and even mayors. As a result, the clerks in many retail stores look at us, especially teenagers, with ill-will, not friendliness, and treat us with suspicion, not trust.

7e Stating Your Thesis

In the introduction, you need to state your thesis. The most popular place is at the end of the introduction, but it can appear almost anywhere at the opening of your research paper.

Remember the thesis statement presents your convictions about the topic, advances your position, and limits the scope of the study. It must advance your theory about the issue and invite the reader into the argument. Here are two examples:

Sadly, the hectic pace of modern life has spilled to our roadways where the frequency and severity of road rage shows the uncaring impatience of the American driver.

Discrimination against girls and young women in the classroom, known as “shortchanging,” may harm the chances of women to develop fully in the academic setting and limit their success in traditionally male-dominated fields.



Exercise 7.1 Identify the parts of the following introduction. Where is the thesis statement? the assertion of a problem? the identification of the topic? and the background information? Is there a summary, evidence, or a quotation?

Louis L'Amour is a famous writer of western stories, such as *Hondo*, *The Daybreakers*, and *The Lonesome Gods*. According to one source, more than one hundred thirty million copies of his books have been sold (Farrell et al. 429). His story “War Party” tells the story of Bud, a teenager who must become a man overnight after his dad gets killed. Both Bud and his mother demonstrate their courage by facing up to the father’s killers as well as enduring jealous envy by their fellow travelers.

L'Amour describes the western frontier in this way:

When a body crossed the Mississippi and left the settlements behind, something happened to him. The world seemed to bust wide open, and suddenly the horizons spread out and a man wasn't cramped anymore. The pinched-up villages and the narrowness of towns, all that was gone. The horizons simply exploded and rolled back into enormous distance, with nothing around but prairie and sky. (418–19)

continued ➤

People had to grow up fast on the frontier. Although Bud is the narrator and principal character, the mother is the one who demonstrates great strength. So “War Party” is not Bud’s story, although he tells it. The true heroine is Bud’s mother.



Exercise 7.2 Begin drafting your own introduction by following the steps below:

1. Identify the topic.
2. Provide some background information.
3. Furnish a good quotation from the sources.
4. Express the problem.
5. State your thesis.

Writing the Body of the Research Paper

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Overview and Clear Targets

The body of the research paper should develop the major issues of your outline. The body should explore at least two major issues but may examine three or more. The body of the paper should identify your major areas of interest and explore each one with a variety of techniques, as explained in this chapter.

Checklist for the Body of the Paper

- ☐ **Analysis.** Classify the major issues of the study and provide causal analysis or process analysis of each.
- ☐ **Presentation.** Provide well-reasoned statements in topic sentences at the beginning of your paragraphs.
- ☐ **Defense.** Supply evidence of support with proper documentation. Offer a variety of development to compare, show process, narrate the history of the subject, and show causes. These techniques are explained in this chapter.

The following paragraph demonstrates the use of several techniques: a presentation of the problem and a defense of the statement with the citation of a source, comparison, causal analysis, definition, and process analysis.

To burn or not to burn the natural forests in the national parks is the question. The pyrophobic public voices its protests while environmentalists praise the rejuvenating effects of a good forest fire. It is difficult to convince people that not all fire is bad. The public has visions of Smokey the Bear campaigns and mental images of Bambi and Thumper fleeing the roaring flames. Harper Morgan, director of the Western Reserve Resource Agency, explains that federal policy changes have shifted from “a basic impulse to douse all fires in our preserved woodlands to an advanced burn grid designed to revitalize areas where timber production has allowed non-indigenous plant species to thrive.” Morgan goes on to say that wilderness preservation requires “the elimination of dense undergrowth areas to eliminate the potential fire hazard during periods of drought when a single lightening strike can destroy hundreds of thousands of acres of woodlands.”

8a Planning and Outlining the Body

Here is a sample plan for one student's paper on Martin Luther King Jr. The writer used it as a framework for the body of her paper.

II. The Body

A. Major issue one: civil rights movement

1. Successful leadership of the "Montgomery Bus Boycott"
2. "I Have a Dream" speech

B. Major issue two: preoccupation with death

1. Deep apprehensions about going to Washington
2. His speech made on April 3

C. Major issue three: commitment to his cause

1. Poor people's campaign and the danger of it
2. Arrested and jailed several times during the protest

This plan enabled the writer to develop several paragraphs on the key discoveries of her investigation. The material supported her introduction and pointed forward to a conclusion. You can add substance to the body of your paper by using an outline.

8b Building the Body

As with the introduction, you should pick and choose your techniques. Some techniques will trace the issues and events, others will compare, and still others will classify and analyze.

Chronology

Use **chronology** to trace historical events and to explain a sequence by time. You may need to discuss the causes or consequences of certain events.

Gaining courage and strength to face the frontier is not an overnight affair. Bud and his mother in L'Amour's "War Party" cross the Mississippi and enter areas where "the horizons simply exploded and rolled back into enormous distance, with nothing around but prairie and sky" (419). Life will not be easy, and they will face many hardships. Early on, Bud's father is killed, but Bud and his mother push forward.

Keep the plot summary short and relate it to your thesis, as shown by the first sentence of the passage above. Do not allow plot summary to extend beyond one paragraph because you may retell the entire story. Your task is to make a point, not to retell the story.

Comparison and contrast

Employ **comparison and contrast** to show the two sides of a subject, to compare two characters, to compare the past with the present, or to compare positive and negative issues.

Bud is still a child, but he is tough and smart. He kills a buffalo, and later on he kills an antelope on the run. He knows when to remain silent and when to speak boldly. However, his mother is the heroine of the story. She is the one who decides to continue west after her husband, Bud's father, has been killed. In fact, she killed the man who sent the fatal arrow into her husband. She faces up to Mr. Buchanan, who wanted her to turn back. She confronts the grumbling of fellow travelers. She makes a home.

Cause and effect

Use **cause and effect** to develop the reasons for a circumstance and/or to examine the consequences.

Sometimes a child is only as strong as adults will allow. In “War Party,” Bud rises to a new level because his mother lets it happen. She tells Buchanan, “I have my man. Bud is almost thirteen and accepts responsibility. I could ask for no better man” (420). Bud rewards her confidence at the end of the story by confronting Buchanan: “Mr. Buchanan, I may be little and may be a fool, but this here rifle doesn’t care who pulls its trigger” (427).

Classify and analyze

Classify and analyze the various causes, reasons, and consequences of the issues. Spend some time discussing the various items to develop each one in support of the thesis sentence.

Was Bud’s mother in “War Party” a Dakota Indian? She spoke the people’s language and was able to calm the Dakota chief and his warriors. She saved the wagon train, but the people were suspicious. How did she know the language? Some of them wanted to kick her off the wagon train. As it turned out, she was not an Indian at all. She had grown up playing with Dakota youngsters in Minnesota. At a crucial moment, she drew upon that knowledge to save her family.

Developing a paragraph or two on each method of development is one way to build the body of your paper. Write a comparison paragraph, classify and analyze one or two issues, and then pose a question and answer it. Sooner than you think, you will draft the body of the paper.

Definition

Use **definition** to expand upon a complex subject.

For some people, the western frontier was an opportunity, for some it was challenge, and for others it was dangerous territory best avoided. To Bud in “War Party,” the frontier was adventure. To his mother it would be “home.” Bud thought home was something they had left. His mother explained, “Home is where we’re going now, and we’ll know it when we find it” (420).

Process analysis

Draft a **process analysis** paragraph that offers a stage-by-stage explanation of the steps necessary to achieve a desired end.

For the frontier hero, the first stage is making the decision to cross the Mississippi. The second stage is finding the courage to continue the quest against boredom, danger, poor weather, and lack of supplies. The third stage is overcoming the fear of death by accident, drowning, trampling, or others. The fourth stage, and the most dangerous, is facing the envy and jealousy of companions and fellow travelers.

Question and answer

Frame a **question** and **answer** it with specific details and evidence.

Were early frontiersmen prejudiced in their treatment of women? L’Amour’s story gives us a loud “yes.” One of the rules of the wagon train demonstrates the prejudice: “There has to be a man with every wagon” (420). A few travelers condemned Bud’s mother for her outspoken ways. Later, when she confronted the Dakota chief, many people thought she was out of place because confronting an Indian was a man’s job. They even suspected that Mrs. Miles was an Indian herself.

Evidence from the source material

Cite the various authorities on the subject. Provide quotations, paraphrases, and summaries in support of your topic sentences.

Louis L'Amour came by his knowledge from people who lived the frontier life, including one old man who had been a captive of the Apaches and raised in his childhood with them (Morganfield 27). Having used the old man as a reference source, L'Amour says, "He was a man who knew all about the Apaches, how they lived, how they worked, how they fought" (qtd. in Morganfield 27). L'Amour adds, "In much of his thinking, he was still an Apache."

There is no reason to provide a page citation for the final quotation because it obviously came from the same source. Cite every source, but do not needlessly clutter your text with citations when the reference is clear to the reader.

Other methods

There are several other methods for developing paragraphs: description, statistics, symbolism, point of view, scientific evidence, history, character, and setting. You must make the choices, basing your decision on your subject and your notes.

8c Writing Topic Sentences

Paragraphs of a research paper need substance. Your topic sentence sets the stage for full development of ideas and issues. Here are a few suggestions:

- ♦ Write a topic sentence that requires you to classify and explain several stages of development.

The pageantry of high school football includes far more than the game itself.

- ♦ Use a question as the topic sentence.

How does the average citizen contribute to the issue of global warming?

- ♦ Write a topic sentence that allows you to expand with chronological information.

Most amphibians experience a metamorphosis—a change in their bodies—as they grow and develop.

- ♦ Write a topic sentence that allows you to expand with description.

The turtle's shell is a burdensome shield.

- ♦ Write a topic sentence that challenges an assumption and thereby requires well-developed support.

War is not merely a fight for freedom and liberty.

- ♦ Write a topic sentence that introduces the scholarship on the subject.

Several critics have examined Hawthorne's imagery of darkness and gloom.

- ♦ Write a topic sentence that is broad enough to demand specific information.

Humans, as well as animals, learn by association.

The last topic sentence is reprinted below, followed by a paragraph that develops it. Notice how this topic sentence invites readers into the discussion of learning, then expands the idea with examples of both human and animal behavior.

Humans, as well as animals, learn by association. We respond to various impulses and preferences. A cat hears the electric can opener and comes running to the kitchen, expecting to be fed. A basketball player hears a referee's whistle and groans, expecting to be called for committing a foul. We learn by associating the sound to a specific

result. According to Juliette Ramirez, “One kind of learning by association results in conditioned response—a desired response to an unusual stimulus.” Pavlov’s experiments many years ago proved that dogs could learn a conditioned response. We also learn by positive reinforcement and by rewards, as demonstrated by well-behaved children just before Christmas or by performing bears at a circus.

8d Writing Paragraphs

Give readers sufficient evidence to support each topic sentence. The paragraphs in the body of a research paper ought to be at least one-half page in length. You can do this only by writing good topic sentences and by developing them with the techniques explained in **8c**.

If shoplifters are looting retail stores in ever larger numbers, who pays? The true answer is that the bill comes to you and me, the honest shoppers who must make up the difference. We have to pay not only for shoplifting but for the cost of security measures. Jayson Webster, a retail executive, states: “Stores are losing three to four percent of sales per year—and that doesn’t even include the expense of maintaining the security staff and equipment. That is a lot of cash. It cuts into profits” (American Association of Shoplifting Prevention).

This writer uses a question-answer sequence to build the paragraph by posing the question, “Who pays?” The writer then answers it, “consumers pay,” and defends that answer with a quotation from an authority on the subject.

Almost every paragraph you write in the body of the research paper is, in one way or another, explanatory. You must state your position in a good topic sentence and then list and evaluate your evidence.

Notice how the following writer defends a topic sentence with specific details. The accumulation of evidence builds a paragraph of substance.

Thomas Hardy's poem "Convergence of the Twain" conveys the sad and sobering experience felt by two continents at the sinking of the *Titanic* in 1912. In the first five stanzas, Hardy's descriptions of the *Titanic* are juxtaposed against the ship's present environment at the bottom of the sea to emphasize the waste of money, technology, and craftsmanship. Hardy speaks of the solitude of the vessel, motionless and depleted on the ocean floor. Hardy further emphasizes the waste of the ship's magnificence by describing how useless the "opulent mirrors" are to uncomprehending sea-worms that are "grotesque, slimed, dumb, indifferent" (l. 9). The jewels on board the ship, now at the ocean's floor, become "lightless, all their sparkles bleared and black and blind" (l. 12). According to literary critic J. Brown Appleton, "Hardy's use of multiple adjectives and alliteration intensifies the somber nature of these descriptions."



Exercise 8.1 Rather than merely writing a paragraph as it occurs to you, take the time to list the technique(s) that you will use to build the paragraph. Remember, your outline will not always reveal the best technique for drafting a paragraph. A paragraph plan reads like this:

I'm going to list the Tennessee battles of General Ulysses Grant to show his progressive fulfillment of a major plan. The paragraph will help defend the topic sentence about Grant as both a patient and a determined commander.

I'm going to classify certain educational toys for preschool children to examine and evaluate their effectiveness in later paragraphs.

On notebook paper, write the technique(s) you will use for developing one paragraph of your body.



Exercise 8.2 Using the technique(s) from Exercise 8.1, build a paragraph.

Writing the Conclusion

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Overview and Clear Targets

The conclusion of a research paper reaffirms the thesis statement, discusses the issues, and reaches a final judgment. The conclusion is not a summary. It is a belief based on your reasoning and based on the evidence you have accumulated. This is the place to share with readers the conclusions you have reached because of your research.

This chapter will prompt you to utilize one or more of the following techniques to build an effective conclusion for your research project:

- ♦ Elaborate on the thesis
- ♦ Use an effective quotation
- ♦ Focus on a key person or central issue
- ♦ Compare the past and the present
- ♦ Offer a directive or solution
- ♦ Discuss test results

9a Writing a Conclusion

The nature of the study can dictate your use of the following items. Use several of the following techniques to build a conclusion of substance.

- ♦ Reaffirm the topic and restate your thesis to express your primary ideas.

Shoplifting by a few people casts a shadow on every man, woman, and child who enters a retail store. In a small convenience store as well as a huge department store, every person is a potential customer. Unfortunately, every customer is also a potential shoplifter in the eyes of the clerks. We are suspects no matter how noble we may be. The customer is no longer right.

- ♦ Supply a quotation or two in defense of your position.

Sanderson states, “While the incidence of other larcenies has dropped, the FBI reported that shoplifting rose 33 percent between 2011 and 2016, and that about two million shoplifters are arrested every year” (19). The evidence only gets worse. Sanderson adds, “For every person who gets caught, ten get away” (19).

- ♦ Conclude with an anecdote, which is a brief narrative story that will show the subject with action, dialogue, and description.

Jeremy Thorton, who operates a small neighborhood grocery store, relates one of his experiences:

I caught a 10-year-old girl putting candy inside her dress. What to do? She denied it, and I can’t search her. So I let her go. Ten minutes later her mother comes in, busts me in the mouth, and calls me a dirty old man. I’m only 45, but I’m ready to lock the doors and retire (qtd. in Rawls 35).

No wonder owners and store clerks like Thornton view every shopper with suspicion, not trust, and at times with open hostility rather than old-fashioned courtesy.

- ♦ Take exception to a prevailing point of view or challenge an assumption so that readers will recognize your perspective, your argument, or your contention.

Like other people, I resent being treated as a thief, being televised, watched, and forced to walk through detectors when I leave a store. But after investigating the facts, I understand why.

- ♦ Discuss the data, statistics, and special evidence to show their relevance to your final statements.

Jayson Webster, a retail executive, states: “Stores are losing three to four percent of sales per year—and that doesn’t even include the expense of maintaining the security staff and equipment” (American Association for Shoplifting Prevention).

- ♦ Compare past events to the present situation, compare prior findings to the present evidence, or compare outdated ideas in light of contemporary thinking.

Burglary during hours when retail stores are closed is minor in comparison with shoplifting thefts when stores are open. Amazing as it seems, thieves would rather operate during daylight hours than break into the store at night.

- ♦ Focus on the central figure to discuss the contributions made by a novelist, a political figure, or a military hero. Use this technique with biographies and with literary studies.

L’Amour is noted as a writer of the western frontier, and people probably think of him as a rugged male like Mr. Buchanan in “War Party.” But L’Amour demonstrates an understanding of women. He shows that they can be tough and that they have visions for the future. Mrs. Miles is not a feminist by modern standards, but she manages well in a

man's world. Thus, L'Amour balances the rugged West with a blend of men and women.

Checklist for the Conclusion

- ☐ **Thesis.** Reaffirm the thesis sentence and the central mission of your study. If appropriate, give a statement in support or nonsupport of an original idea or hypothesis.
- ☐ **Judgments.** Discuss and interpret the findings. Give answers. Now is the time to draw inferences, to emphasize a theory, and to find relevance in the details of the results.
- ☐ **Directives.** Based on the theoretical implications of the study, offer suggestions for action and for new research.



Exercise 9.1 In the passage below, identify at least five of these techniques used in developing the conclusion: (1) reaffirms the topic, (2) uses a quotation from the sources, (3) takes exception to a prevailing point of view and challenges an assumption, (4) uses a question-and-answer sequence, (5) cites facts and evidence, and (6) reaches a final judgment.

In many cases, television is simply “junk food” (Fransecky 117), and excessive viewing distracts us from other, worthwhile activities. Yet television can and does bring cultural programs and some of our best literature into homes and schools. Can television always be viewed as an unpleasant appliance with little or no cultural value? It can, according to the evidence, improve children’s vocabularies, encourage their reading, and inspire their writing. Television and school should not be antagonists. They should complement one another within the traditional classroom curriculum, finding harmony with the preschool television curriculum.

9b Avoiding Certain Mistakes in the Conclusion

Your conclusion should carry your reader to a new level of perception about the topic. A summary of what you have said in the paper is not satisfactory. After all, the reader will hardly need reminding of things just read. Therefore, use a combination of the techniques explained in section 9a. Note the manner in which this next conclusion uses these techniques: reaffirms the topic and thesis, cites specific facts, uses a paraphrase from an authority, challenges the assumption that school must be serious, compares outdated ideas in light of contemporary thinking, and reaches a final conclusion.

In the traditional patriarchal family, the child was legal property of the parents. But the idea that children are the property of the parents and, therefore, may receive whatever punishment seems necessary, no longer holds true. Social organizations and governmental agencies now help young victims in their search for preventive measures. Unlike in the past, children today have rights too!

Avoid afterthoughts or additional ideas. The conclusion is the time to end the paper, not begin a new thought. If new ideas occur to you as you write your conclusion, do not ignore them. Explore them fully in the context of your thesis and consider adding them to the body of your paper or slightly modifying your thesis.

Avoid the use of *thus*, *in conclusion*, or *finally* at the beginning of the last paragraph. Readers will be able to see the end of the paper.

Avoid ending the paper without a sense of closure.

Avoid questions that raise new issues. However, rhetorical questions that restate the issues are acceptable.



Exercise 9.2 Plan your own conclusion. Describe the methods that might help you write an effective conclusion. Here is an example:

My conclusion about teenage suicide will do these things: restate my thesis, quote George Goodwin, take exception to his point of view, cite again my collected evidence from personal interviews, and end with the final moments of one teenager's losing struggle to be heard.



Exercise 9.3 Begin drafting your own conclusion by making notes. Remember to share with the reader your final judgment about the subject instead of just repeating what you have already said in the introduction or the body.

Works Cited

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10c Finalizing the Works Cited Page	162

Overview and Clear Targets

The last step for completing your research project is to finalize your Works Cited page. Preparing the Works Cited list will be relatively simple if you have carefully developed your working bibliography as a computer file with detailed publication data for each source cited in the paper. The following components discussed in this chapter will help to accurately document your research paper:

- ♦ Formatting a Works Cited page in MLA style
- ♦ Writing Works Cited entries for a variety of sources
- ♦ Finalizing the Works Cited page

As directed by the Modern Language Association, MLA documentation style provides a consistent way to consult the sources that are cited in your research paper. Keep in mind that on occasion somebody might use your Works Cited listing for research of their own. Inaccurate records might prevent an easy retracing of your steps. List only those materials actually used in your manuscript, including captions to tables and illustrations.

10a Formatting the Works Cited Page

Traditional conventions for citing sources has been based on a source's publication format, such as an article from a periodical, a printed book, or an online publication. However, the new trend for documenting research is to focus on the common features of sources—author, title, source, date of publication. By focusing on the general traits that occur consistently in most sources, a student researcher can provide accurate citation records.

Key elements of the Works Cited list

To develop your Works Cited list for your research paper, your working bibliography entry should contain the following basic information, with variations, of course, for the type of **container** in which the source was presented—a book, a periodical, and online media:

Author's name(s) / Editor's name(s).

Title of the article or source.

Title of the **container**,

Other contributors,

Volume or Version,

Number or Edition,

Publisher,

Publication date,

Web address (URL) or location.

“Container” is a new, generic term that designates the source as a print source or digital medium. A container may be a book, periodical, television program, website, newspaper, and so forth.

Arrangement of the Works Cited

Arrange items in alphabetical order by the surname of the author using the letter-by-letter system. Ignore spaces in the author's surname. Consider the first names only when two or more surnames are identical. Note how the following examples are alphabetized letter by letter. When no author is listed, alphabetize by the first important word of the title. Imagine lettered spelling for unusual items. For example, “#5 Mining Tunnel Explosion” should be alphabetized as though it were “Number 5 Mining Tunnel Explosion.”

Cartwright, Melissa

“Facing Our Fears”

Jacobs, Preston

Jacobs, Stuart

“Miracles and Tragedies in West Virginia Coal Mines”

“#5 Mining Tunnel Explosion”

St. Amant, Raleigh

When two or more entries cite coauthors that begin with the same name, alphabetize by the last names of the second authors:

Huggins, Marjorie, and Devin Blythe

Huggins, Marjorie, and Stephen Fisher

Set the title “Works Cited” one inch down from the top of the sheet and double-space between it and the first entry. Place the first line of each entry flush with the left margin and indent succeeding lines one inch, usually one tab space. Double-space each entry as well as between all entries. Use one space after periods and other marks of punctuation.

Hint: *MLA style uses italics in place of underlining for titles.*

Abbreviate the names of the publishers. Use this list as a guide:

Norton (W. W. Norton and Company)

Holt (Holt, Rinehart, and Winston, Inc.)

Oxford UP (Oxford University Press)

U of Chicago P (University of Chicago Press)

The following example illustrates a sample Works Cited page for a research project on how to develop stronger relationships between teenagers and their parents:

Morgan 7

Works Cited

Ellison, Leslie. "The Adolescent Identity Crisis." *Midwest Parenting*. 12 May 2017. www.midwestparenting.com/adolescent_identity_crisis/05122017.htm.

Filson, Donald R., et al. "The Development of Concern for Others in Children with Behavior Problems." *American Journal of Developmental Psychology*, vol. 36, no. 2, Feb. 2018, pp. 15-19. www.amjournaldevpsych.org/journals/dev/36.2_15-19.html.

Lonborg, Michael. *Parental Communication Skills for Reaching the Reluctant Adolescent*. Varner, 2016.

— — —. *Secluded Lives: What Teens Hide from Their Parents*. Astra-Channing, 2017.

"Saving Your Sanity and Their Future." *Web Links Blog for Modern Parenting*, January 2018, www.modernparentingblogspot.com/2018_jan/7489/savingsanity.html.

Tollison, Jessica G. "Asking the Questions That Must Be Asked—Giving the Answers That Must Be Given." *The Keeping Room*, Mar. 2016, pp. 29-34.

Modern technology opens an abundance of information from both standard sources, such as books and periodicals, as well as online databases and web articles from educational institutions or blogs and tumblr sites. Your role as a researcher is to provide a quick and clear reference for borrowed material used in the development of the research project. The following pages provide updated and categorized entries for creating your Works Cited list for any source container that you may encounter.

10b Key Elements of the Works Cited List

Ready reference to Works Cited models: MLA style

Advertisement	Interview
Anonymous Article—No Author Listed	Introduction, Preface, Foreword, or Afterword
Anthology or Compilation	Journal Article
Art Work, Painting, Sculpture, Photograph	Lecture, Speech, or Public Address
Author's Name	Letter, Published
Author, Listed by Initials, Name Supplied	Magazine Article
Authors, Two	Manuscript or Typescript
Authors, Three	Map or Chart
Authors, More Than Three	Newspaper Article
Author, Two or More Books by the Same Author	Novel
Bible	Page Numbers
Blogs and Chat Rooms	Page Numbers, Non-Consecutive in an Article
Book Title	Pamphlets, Programs, and Posters
Bulletin or Brochure	Play
CD-ROM Resources and Recordings	Poem
Chapter or Portion of a Book	Publisher
Corporation or Institution	Report
Database	Song
Edition	Table, Illustration, Graph, or Chart
Editor, Translator, or Illustrator	Television or Radio Program
E-Mail	Title of the Article
E-Mail Discussion Groups	Titles within Titles
Encyclopedia, Dictionary, or Reference Book	Volume, Issue, and Page Numbers for Journals
Film, Video, or DVD	Volumes
Government Documents	Website Address
Home Page for an Academic Site	

Advertisement

Provide the title of the advertisement, within quotation marks, or the name of the product or company, not within quotation marks, the label *Advertisement*, and publication information.

- "On the High Wire." Western Florida Arts Center, 2018,
www.westernfloridaarts.org/high+wire+photos.htm.
 "Foundation Courses: Photography." *E-Photo*, Summer 2017,
 p. 19.

Anonymous Article—No Author Listed

Begin with the title. Do not use "anonymous" or "anon." Alphabetize by the title, ignoring initial articles, *A*, *An*, or *The*.

- Arturus Hieroglyphs. Translated by Emory Rudd. Beckinsale UP, 2015.
 "The Beaches of Sontoro Island." *Sontoro Online*, 2017,
<http://www.sontoro.org/en/isola-d-sontoro/spiagge-isola-d-sontoro.php>.
 "Invasive Species Eradication." *Louisiana Conservationist*,
 Apr. 2017, pp. 25-26.

Anthology or Compilation

In general, works in an anthology have been published previously and collected by an editor. Supply the names of authors as well as editors.

- Welty, Eudora. "A Piece of News." *The Scope of Fiction*.
 Edited by Cleanth Brooks and Robert Penn Warren.
 Appleton-Century-Crofts, 1960, pp. 104-13.

Provide the inclusive page numbers for the piece, not just the page or pages that you have cited in the text.

Art Work, Painting, Sculpture, Photograph

Although your text will have established the nature of the work, you may feel that clarification is necessary, as in the case of “The Blessed Damozel,” which is both a painting and a poem. Hence, you may wish to designate the specific form of media.

Bauer, Jerry. “Robert Penn Warren.” Photograph, 1978,
www.robertpennwarren.com/firstpage.htm.

Rossetti, Dante. “The Blessed Damozel.” 1875-78.
 Painting. Fogg Museum of Art, Harvard U, 2016,
www.rossettiarchive.org/docs/s244.rap.html.

Author’s Name

List the author’s name, surname first, followed by given name or initials, and then a period:

Loeb, Zander. *I Am the Oak: Being a Source of Strength in Moments of Crisis*. Blackman-Yates, 2018

Always give authors’ names in the fullest possible form, for example, “Ferris, Amanda G.”

Author, Listed by Initials, Name Supplied

If you spell out an abbreviated name, put square brackets around the material added:

Martin, J[effrey] D[enton]. *The Fly on the Wallpaper*. Lipton, Reed, 2017.

Authors, Two

Brooks, Cleanth, and Robert Penn Warren. *The Scope of Fiction*. Prentice Hall, 1960.

Authors, Three

McGuire, Gerald R., Samuel T. Yarborough, and Roger Tamford. *Reaching the Middle Rung: Innovative Activities for the Middle School Classroom*. 3rd edition, Switchover, 2018.

Authors, More Than Three

Use “et al.,” which means “and others,” or list all the authors.

Smothers, Petra Y., et al. *Portraits of Courage: Children Who Beat the Longest Odds*. 7th edition, North-Vinson, 2017.

Author, Two or More Books by the Same Author

When an author has two or more works, do not repeat his or her name with each entry. Rather, insert a continuous three-dash line flush with the left margin, followed by a period. Also, list the works alphabetically by the title, ignoring the articles *a*, *an*, and *the*.

Carmen, Roger G. *An Essential Guide to Writing Effective Essays*. 4th edition, Bestway Scholastic, 2018.

— — —. *The Roots of Writing*. 2nd edition, Bestway Scholastic, 2016.

Bible

Do not underscore or italicize the word Bible or the books of the Bible. Common editions need no publication information, but italicize special editions of the Bible.

The Bible. [Denotes King James version]

The Geneva Bible. 1560. Facsimile. Reprinted by U of Wisconsin P, 1961.

“Philemon.” *King James Bible Online*, 2017,
www.kingjamesbibleonline.org/Philemon/.

Blogs and Chat Rooms

Bursack, Carol Bradley, Narrator. “Midlife Exercise May Have Beneficial Effects on Brain Later in Life.” *Minding Our Elders: Caregiver Support Services*, 6 Feb. 2017,
www.mindingoureldersblogs.com/dementia/.

Book Title

After identifying the author(s), provide the title of the book in italics, including any subtitle, followed by a period.

Salazar, Paola. *His Soul Is Bound to My Heart*. Diggs-Royal, 2018.

Bulletin or Brochure

"Making Sweet Sorghum." *Farm Market Bulletin*. Tennessee Department of Agriculture, vol. 72, no. 11, Nov. 2017.

CD-ROM Resources and Recordings

"U.S. Population by Age: Urban and Urbanized Areas."
2016 U.S. Census Bureau. CD-ROM, US Bureau of the Census, 2017.

If you are not citing a compact disc, indicate the medium, such as audiocassette, audiotape, or LP.

Drake, Marc. *Early Settlers of the Smokey Mountains*.
Recorded Feb. 2015. U Tennessee Knoxville, UTF.34.82.
Audiotape.

Chapter or Portion of a Book

List the chapter or part of the book on the Works Cited page only when it is separately edited, translated, or written, or when it demands special attention.

Dewey, John. "Waste in Education." *School and Society*. U of Chicago P, 1907, pp. 77-110. *Mead Project*, www.brocku.ca/MeadProject/Dewey/Dewey_1907/Dewey_1907c.html.

Corporation or Institution

American Medical Association. *Health Care Career Directory 2016-2017*. 44th ed., Random, 2016.

Database

Most libraries have converted their computer searches to online databases, such as ProQuest Direct, EBSCOhost, Electric Library, Gale Databases, InfoTrac, and others. Omit the identifying numbers for the database or the key term used in the search.

“A Chance to Build a Better Airport.” *Ground Support Worldwide*, Mar. 2016. General OneFile, go.galegroup.com/ps/i.do?id=GALE%7CA444047752&v=2.1&u=tel_k_clarkhigh&it=r&p=GPS&sw=w&asid=aed0c3ef94d78ed2954ea106d7abf39e.

Edition

Indicate the edition used, whenever it is not the first, in Arabic numerals (“3rd ed.”), by name (“Rev. ed.,” “Abr. ed.”), or by year (“2016 ed.”), without further punctuation.

Martin, Jonathan U., Gretta Green, and Susan Yearly-Sanders. *Case Studies in Clinical Psychology*. 4th ed. Century-Minot, 2017.

Editor, Translator, or Illustrator

If you are citing from the original work, only mention an editor, translator, or compiler of a collection *after* the title with the terms *Edited by* or *Translated by*.

Sophacles. *Oedipus at Colonus*. Edited by Darcy Mosteller and Ankish Tagore. 4th ed., Central Nebraska UP, 2018.

If your in-text citation refers to the work of the editor, illustrator, or translator, begin with their name, then provide the original author listed after the work, preceded by the word *By*:

Doré, Gustave, illustrator. *Don Quixote*. By Miguel Cervantes. Catawba, 2017.

E-Mail

Wilson, Tim. "Re: Online Course Due Dates." Received by
Minoa Guest. 13 Feb. 2018.

E-Mail Discussion Groups

Supply the name of the list's moderator along with the Internet site if known; otherwise show the e-mail address of the list's moderator.

Worthen, Rena. "Floyd County Cemeteries Update."
VaGenWeb, 5 Dec. 2017, VAFLOYD@rootsweb.com.

Encyclopedia, Dictionary, or Reference Book

"Abolitionist Movement." *Compton's Interactive Encyclopedia*.
The Learning Company. 2016.
"Clindamycin HCl." *WebMD*. 2017, www.webmd.com/drugs/2/drug-12235/clindamycin-hcl-oral/details.

Film, Video, or DVD

Cite the title of a film, the director, the distributor, and the year. If relevant to your study, add the names of performers, writers, or producers after the name of the director.

Peters, Trent. *Admonitions of the First Century Church*.
Myerson, 2018.

Fuqua, Antoine, director. *King Arthur*. Performance by Clive Owen. Touchstone, 2004.

Government Documents

Because public documents are quite varied, provide sufficient information so that the reader can easily locate the reference. As a general rule, information in the Works Cited list should start with the government as the author, followed by a comma and then the name of the body or agency.

New Jersey. Department of Environmental Protection—
Compliance and Enforcement. *Noise Control Act*.
N.J.S.A. 13:1 G-1 et seq., 1971, [www.nj.gov/dep
/enforcement/noise-control.html](http://www.nj.gov/dep/enforcement/noise-control.html).

United States, Congress, House. *Continuing Appropriations Act, 2016*. Government Printing Office, 2015. 114th Congress, 1st session, House Resolution 719.

United States, Department of State. *Foreign Relations of the United States: Diplomatic Papers, 1943*. 5 vols. Government Printing Office, 1943-44.

Home Page for an Academic Site

Quarterman, William. Midwest Storytellers Home Page. Dept. of Languages and Literature, Iowa State Tech U, 2017, www.istu.edu/quarterman_w/istu_lang_lit.html.

“Society and Rural Live.” College of Arts & Sciences, Plymouth College, 2017, [www.plymouthc.edu/resources
/society-rural-life.htm](http://www.plymouthc.edu/resources/society-rural-life.htm).

Interview

Sanders, Daryl. Interview by Peter Leonard. *Peter on Pace Show*, 19 Jan. 2018, [www.peterpaceshow.com/011918
/Daryl_Sanders.htm](http://www.peterpaceshow.com/011918/Daryl_Sanders.htm).

Richardson, Sarah. Interview with Daryl Black. “Step Inside a Gettysburg Relic.” *Civil War Times*, vol. 54, no. 6, Dec. 2015, pp. 22-23.

Introduction, Preface, Foreword, or Afterword

If you are citing the person who has written the introduction to a work by another author, start with the name of the person who wrote the preface, introduction, or foreword.

James, Paul R. Introduction. *Of Bugs and Bats and Clingy Girls*. By Samuel Gasaway. Fetcavitch, 2018. 1-4.

Journal Article

When formatting Works Cited entries for periodicals and journals, whether in a printed or online version, be sure to include the volume—"vol."—as well as issue number—"no."—immediately after the title of the journal. Adding the month or season with the year will also serve the researcher.

Campbell, Josephine L., et al. "Reversing the Cycle of Abuse and Violence: Early Treatment for Adolescents and Emerging Adults." *Family and Cultural Case Studies*, vol. 49, no. 2, Feb. 2018, pp. 196-211, www.familyculturalcasestudies.com/49.2/02-18/reversing_cycle_abuse_violence.html.

Holt, Angela Wester, and Victoria Shaw. "Establishing Benchmark Standards That Make Sense: Integrating Critical Literacy into the Elementary Classroom." *Elementary Education Monthly*, vol. 65, no. 3, Mar. 2018, pp. 24-30.

Lecture, Speech, or Public Address

Identify the nature of the address, such as a lecture, reading, or speech, as well as the site (normally the lecture hall and city), and the date of the presentation.

Patterson, Diana. "Robert Drake - American Storyteller." Millikin Community College, 22 Oct. 2017, www.millikincc.edu/patterson/10_22_2017/RobertDrake.htm.

Letter, Published

Crawford, Emmanuel. "Letter to Train Brakemen." 18 April 1898. *Memoirs of a Trainman*. By Paul Buckingham. Crossed Arrows, 2017, p. 49.

Magazine Article

With magazines, the volume number offers little help for finding an article. For example, one volume of *Time* (52 issues) will have page 16 repeated 52 times. For this reason, you need to insert an exact date (month and day) for weekly publications. Do not list the volume and issue numbers.

Hinton, Emerson. "Defying the Grip of a Riptide: A Survivor's Story." *Gulf Coast Living*. Mar./Apr. 2018, pp. 28-30.

Scott, Katrina. "Emerson's Transcendental Tenants in the New Millennium." *Lamplight Reader*, 29 Oct. 2017, pp. 41-46.

Manuscript or Typescript

Tabares, Miguel. "Voices from the Ruins of Ancient Greece." Southern Tech. U, 2017, Manuscript, www.stechu.edu/tabares_miguel/voices_ruins.html.

Nichols, Michael. "The Death March of Wilfred Owen." 1959. Typescript.

Map or Chart

Because it is a distinctive source, add a descriptive label, such as *map* or *chart*, unless the title describes the medium.

"Virginia - 1735." Map. *History of County Formations in Virginia 1617-1995*. *RootsWeb*, 2017, <http://homepages.rootsweb.ancestry.com/~george/countyformations/virginiaformationmaps.html>.

Newspaper Article

If the city of publication is not included in the name of a newspaper, add the city in square brackets, not italicized, after the name: “*Times-Picayune* [New Orleans].” Provide a page number as listed (e.g., 21, B7, 13C, D4). Omit any volume and issue numbers.

Majors, Mason. “Monorail Funding Still Up in the Air.” *St. Louis Argosy-Tribune*, 17 Jan. 2018, p. A5.

Novel

Conrad, Joseph. “Chapter 1.” *Heart of Darkness*. 1902. *The Literature Network*, 2017, www.online-literature.com/conrad/heart_of_darkness/.

Morrison, Bernadette. *Polecat in the Persimmon Tree*. Booth, Byard, 2017.

Page Numbers

Cite page numbers to help a reader find a particular section of a book. Include *p.* or *pp.* for inclusive numbers. For longer numbers, it is acceptable to give only the last two digits of the second number.

Armour, Richard. “Eugene O’Neill.” *American Lit Relit*. McGraw-Hill, 1964, pp. 144-48.

Page Numbers, Non-Consecutive in an Article

Boatwright, Steven. “Reservation Life Today - The Effect of Casinos on Native American Lands.” *Southern Plains Monthly*, Mar. 2018, p. 24+.

Pamphlets, Programs, and Posters

It is acceptable and helpful to designate the specific material of a resource.

“Earth Day.” Poster. Atlanta. 22 Apr. 2018.

“Parent’s Association—Family Weekend.” Program. U of Tennessee, Knoxville. 19 Sept. 2017.

Play

Rostand, Edmond. *The Romancers: A Comedy in Three Acts*. 1894. Translated by Barrett H. Clark, 1915, www.gutenberg.org/cache/epub/17581/pg17581.html.

Shakespeare, William. *Othello. Literature: An Introduction to Fiction, Poetry, Drama, and Writing*. 13th ed. Edited by X. J. Kennedy and Dana Gioia. Longman, 2016, pp. 1250-1348.

Poem

Hardy, Thomas. "Her Death and After." *Wessex Poems and Other Verses*. 1898. *Bartleby*, 2016, <http://www.bartleby.com/121/26.html>.

Yeats, W[illiam] B[utler]. "Sailing to Byzantium." *The Collected Poems of W. B. Yeats*. Macmillan, 1956, pp. 191-92.

Publisher

Because most publishers now have varied locations for editors, layout and design, and corporate headquarters, there is no need to include the city or state of publication. The name of the publishing house will suffice when locating the imprint.

Halliday, Susan. *Whenever You're Ready, I'm Ready*. Diggs-Royal, 2016.

If the publisher or date of publication is not provided, use one of the following abbreviations:

n.p. No publisher listed

n.d. No date of publication listed

Report

Unbound reports are placed within quotation marks; bound reports are treated as books.

“Recovering from Identity Theft.” Federal Trade Commission, 2018, www.consumer.ftc.gov/features/feature-0014-identity-theft.

Song

Sanderson, Suzette. “The Shelter of the Willow.” *Nest for Lovebirds*, 1999, suzettesanderson.com/songs/shelter-willow/.

If you are citing the printed liner notes from a CD or LP, refer to the entry “CD-ROM Resources and Recordings.”

Table, Illustration, Graph, or Chart

Tables or illustrations of any kind published within works need a detailed label, such as chart, table, figure, photograph, and so on.

“Global Warming Potentials.” Table. *Greenhouse Gas Protocol*, 2007, www.ghgprotocol.org/files/ghgp/tools/Global-Warming-Potential-Values.pdf.

Television or Radio Program

If available or relevant, provide information in this order: the episode (in quotation marks), the title of the program (underscored or italicized), title of the series (not underscored nor in quotation marks), name of the network, call letters and city of the local station, and the broadcast date. Add other information (such as narrator) after the episode or program narrated or directed or performed. Place the number of episodes, if relevant, before the title of the series.

Bowers, Andy. “We’ve Found the Lost City of Atlantis . . . Again.” *Day to Day*. National Public Radio, 18 Nov. 2004, <http://www.npr.org/templates/story/story.php?storyId=4176661>

Title of the Article

Show the title of an article inside of quotation marks. The periodical, such as a magazine or scholarly journal should be formatted in italics:

Scott, Katrina. "Emerson's Transcendental Tenants in the New Millennium." *Lamplight Reader*, 29 Oct. 2017, pp. 41-46.

Titles within Titles

If an italicized title to a book incorporates another title that normally receives italics, do not underscore or italicize the shorter title.

Schilling, Bernard N. *Dryden and the Conservative Myth: A Reading of Absalom and Acidophil*. Yale UP, 1961.

Volume, Issue, and Page Numbers for Journals

When formatting Works Cited entries for periodicals and journals, whether in a printed or online version, be sure to include the volume—"vol."—as well as issue number—"no."—immediately after the title of the journal. Adding the month or season with the year will also serve the researcher.

Campbell, Josephine L., et al. "Reversing the Cycle of Abuse and Violence: Early Treatment for Adolescents and Emerging Adults." *Family and Cultural Case Studies*, vol. 49, no. 2, Feb. 2018, pp. 196-211, www.familyculturalcasestudies.com/49.2/02-18/reversing_cycle_abuse_violence.html.

Volumes

If you are citing from only one volume of a multivolume work, provide the number of that volume in the Works Cited entry with information for that volume only. In your text, you will need to specify only page numbers, for example, (Borgese 45-51).

Lauter, Paul, ed. "New Generations: Postmodernity and Difference." *The Heath Anthology of American Literature*. 7th ed. Vol. E. Houghton Mifflin, 2013, pp. 2345-54, 5 vols.

Website Address

It is important to include the entire web address (URL) for any online information that you cite in your paper.

Harper, Wade. "Swamping in the Realm of the Snapping Turtle." Central Kentucky State U, 1 Mar. 2018, www.cksu.edu/sciencenews/swamping_realm_snapping_turtle.



Exercise 10.1 Unscramble each of the following entries and write a correct bibliographic entry for each one.

- ♦ Interview. April 5, 2017. Dayton, Ohio. Jane Pullet, county historian.
- ♦ *Encyclopedia Americana*. "Communication Satellite." 2015 edition.
- ♦ *DetroitFreePress.com*. Newman Campbell, author. "Changing Our View of the Downtrodden." Wednesday, February 9, 2018. Website: www.detroitfreepress.com/02-09-18/ChangingViewDowntrodden/A04.htm
- ♦ *Three Famous Short Novels* by William Faulkner published in 1942 by Vintage Books in New York.
- ♦ *Correspondence of Andrew Jackson* by Andrew Jackson. Volume 1 of 2 volumes. Edited by J. S. Bassett. Published in Washington, D.C., by Carnegie Institution of Washington, 1926.

10c Finalizing the Works Cited Page

A final Works Cited page must list each source that you cite in your text, including any references in footnotes, figures, tables, or appendices.

Your working bibliography that you began in chapter 2 will provide the basis for your list if you have kept your entries up-to-date. Arrange the list in alphabetical order by the last name of the author. Double-space throughout. When no author is listed, alphabetize by the first important word of the title. Set the title *Works Cited* one inch down from the top of the sheet and double-space between it and the first entry. A short Works Cited page is shown next. (See another example at the end of the sample research paper in chapter 11.)

Riley 9

Works Cited

Bursack, Carol Bradley, Narrator. "Midlife Exercise May Have Beneficial Effects on Brain Later in Life." *Minding Our Elders: Caregiver Support Services*, 6 Feb. 2017, www.mindingoureldersblogs.com/dementia/.

Hardy, Thomas. "Her Death and After." *Wessex Poems and Other Verses*. 1898. *Bartleby*, 2016, <http://www.bartleby.com/121/26.html>.

Martin, Jonathan U., Gretta Green, and Susan Yearly-Sanders. *Case Studies in Clinical Psychology*. 4th ed. Century-Minot, 2017.

Scott, Katrina. "Emerson's Transcendental Tenants in the New Millennium." *Lamplight Reader*, 29 Oct. 2017, pp. 41-46.

"Society and Rural Live." College of Arts & Sciences, Plymouth College, 2017, www.plymouthc.edu/resources/society-rural-life.htm.

Welty, Eudora. "A Piece of News." *The Scope of Fiction*. Edited by Cleanth Brooks and Robert Penn Warren. Appleton-Century-Crofts, 1960, pp. 104-13.

As a researcher, you have an ethical obligation to list each source cited in your project or in any content note. You should not list sources consulted but not used. A Works Cited list should not be padded with unused books and articles.



Exercise 10.2 Write an alphabetical list of your sources. Submit it to your instructor for review if requested to do so. Then, use it to frame your final Works Cited page.

Preparing the Final Paper

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Overview and Clear Targets

After completing the initial draft of your paper, you face the important task of turning the rough copy into a finished paper. For the final draft, you will need to conform to standards that present the material in a clear and logical manner. In this chapter, you will work to format the paper according to the style of the Modern Language Association (MLA).

- ♦ **Formatting** refers to the presentation of your paper according to page placement, spacing, and content.
- ♦ **Revising** means to alter, amend, and improve the entire paper.
- ♦ **Editing** prepares the draft for final writing by checking style, word choice, and grammar.
- ♦ **Proofreading** means examining the final manuscript to spot any last-minute errors.

11a Formatting the Paper

In every case, conform to the following standards:

- ♦ Double-space all lines.
- ♦ Maintain a 1-inch margin on each edge of the sheet.
- ♦ Indent each paragraph one full tab.
- ♦ Indent long quotations of four lines or more 1 inch or two tabs. Single-space the quotation.
- ♦ Indent poetry quotations of three lines or more 1 inch, two tabs, or center the lines of poetry evenly within your margins.
- ♦ Indent the second and succeeding lines of the Works Cited entries one tab. The first line is flush left.
- ♦ Center your title on the first page and center the words Works Cited on the last page.
- ♦ Put your last name with the page number in the upper right corner of every page.

List your name and course description on the opening page

You do not need a separate title page. Instead you can place the course information flush left at the top of your opening page. List your full name, the teacher's name, and the date. If you *do* write a separate title page, omit this course information from your opening page.

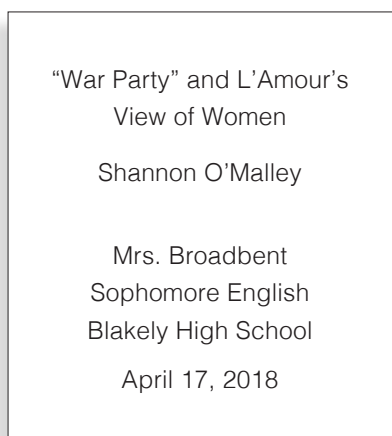
O'Malley 1

Shannon O'Malley
Mrs. Broadbent
Sophomore English
17 April 2018

"War Party" and L'Amour's
View of Women

Writing a title page

Some instructors will require a title page. Center the information on a title page, as shown below. Use an inverted pyramid order for the title by placing the longest line first. Follow the title with your name, your teacher's name, and the date. You may add the course title and name of the school if you like. Do not underline the title, place it within quotation marks, or decorate the title with artwork. Following is a sample title page:



Writing the research paper on a computer

Use the computer's ability to generate a polished paper. You can store and retrieve your notes and drafts, revise by moving blocks of material from one place to the next, and edit quickly and efficiently. After keyboarding the paper one time, you can make multiple printouts as you revise and proofread.

With some computers, you can create graphic designs, utilize italic typeface for titles, and print with an easy-to-read font such as Candara or Times New Roman.

Take advantage of the computer's special features to edit the paper by checking your spelling, your grammar, and your style.

11b Revising the Paper

It is important to make “global” revisions of your paper. For this task, you must be willing to reword, rearrange, and rework the text of the paper.

Begin by examining your **introduction** for a thesis that gives a clear direction or plan of development and a sense of your involvement with the reader. See chapter 7 for additional tips and guidelines about the opening section for your paper.

Examine the **body** of the paper for a clear sequence of major statements that provide appropriate and effective evidence to support your key ideas. Look for clear transitions that move the reader effectively from one block of material to another. See chapter 8 for more advice for developing the major text of your project.

Examine the ending of the paper for a **conclusion** that is drawn from the evidence given in the body of the paper. The conclusion should evolve logically from the key points made in the paper and clearly convey your position and interpretation. See chapter 9 for a complete discussion of the conclusion.

Work your way through your entire paper again and again. Keep in mind that even the best of writers often revise various versions of their drafts several times.

11c Editing the Paper

Read through your paper to study your sentence structure and word choices. Follow the examples below for making the proper corrections in your paper:

- ♦ Cut phrases and sentences that do not advance your main ideas or that merely repeat what your sources have already stated.

Poor: One critic calls television “junk food” (Fransecky 77). I also think television is junk food. I think watching television takes time from other things.

Better: Television critic Jewis Fransecky views much of what appears on television as “junk food” (77). In truth, television viewing keeps us from many worthwhile activities.

- ♦ Look for ways to change *to be* verbs, such as *is*, *are*, and *was*, to stronger *action* verbs.

Poor: Television is a hindrance because it does not encourage children’s reading and writing.

Better: Television hinders the reading and writing skills of school-age children.

- ♦ Try to convert passive structures to active ones.

Poor: Television was never intended to act as a babysitter for preschool children.

Better: Television may delay the development of preschool children.

- ◆ Confirm that your paraphrases and quotations flow smoothly within your text.

Poor: Mark Aldridge thinks that television slows reading skills. “Children who are plopped in front of a television set are deprived of the necessary skills needed for reading comprehension” (19). This affects preschool children.

Better: Mark Aldridge believes that preschool children “plopped in front of a television set are deprived of the necessary skills needed for reading comprehension” (19).

- ◆ Check your spelling.

Poor: Parents must bee proactive in providing a nuturing envirenment for there children.

Better: Parents must be proactive in providing a nurturing environment for their children.

11d Avoiding Discriminatory Language

You must exercise caution against words that may stereotype any person, regardless of gender, race, nationality, creed, age, or disability. If your writing is not precise, readers might make mistaken assumptions about your subject. To many people, a doctor or governor may bring to mind a white male, while a similar reference to a teacher or homemaker may bring to mind a woman. In truth, no characteristic should be assumed for all members of a group. Following are some guidelines to help you avoid discriminatory language:

Age

Review the accuracy of your statements when referring to age.

Discriminatory: Many elderly suffer senility.

Avoid *elderly* as a noun; use *older persons*. *Dementia* is preferred over the word *senility*.

Gender

Gender is a matter of our culture that identifies men and women within their social groups. *Sex* tends to be a biological factor. Use plural subjects so that nonspecific, plural pronouns are grammatically correct. For example, indicate that technicians, in general, maintain *their* own equipment. Some people now use a plural pronoun with the singular *everybody*, *everyone*, *anybody*, *anyone*, and *each one* in order to avoid the masculine reference, even though it is not correct grammar:

- Sexist:** Each author of the Pre-Raphaelite period produced *his* best work prior to 1865.
- Colloquial:** Each author of the Pre-Raphaelite period produced *their* best work prior to 1865.
- Formal:** Authors of the Pre-Raphaelite period produced *their* best works prior to 1865.

Use pronouns denoting gender only when necessary to specify gender or when gender has been previously established. Avoid *man and wife* or *seven men and sixteen females*. Keep them parallel by saying *husband and wife* or *man and woman* and *seven males and sixteen females*.

Avoid the use of second person in research writing.

Ethnic identity

Some persons prefer the term *Black* and others prefer *African American*. The terms *Negro* and *Afro-American* are now dated and not appropriate. Use *Black* and *White*, not lowercase *black* and *white*. In like manner, some individuals may prefer *Hispanic*, *Latino*, or *Chicano*. Use the term *Asian* or *Asian American* rather than *Oriental*. *Native American* is a broad term that includes Samoans, Hawaiians, and American Indians. A good rule of thumb is to use a person's nation of origin when it is known (*Mexican*, *Korean*, or *Nigerian*).

Disability

In general, place people first, not their disability. Rather than *disabled person*, say *person who has scoliosis* or *a child with Down syndrome*. Avoid saying *a challenged person* or *a special child* in favor of *a person with _____* or *a child with _____*. Remember that a *disability* is a physical quality, while a *handicap* is a limitation that might be imposed by nonphysical factors, such as a set of stairs or poverty or social attitudes.

Editing with an eye for the inadvertent bias should serve to tighten up the expression of your ideas.

11e Participating in a Peer Review

Part of the revision process for many writers, both students and professionals, is peer review. Peer review involves giving your manuscript to a friend or classmate and asking for their opinions and suggestions. In turn, you may be asked to review your classmate's research project. You can learn by reviewing as well as by writing.

Because this task asks you to make judgments, you need a set of criteria. Your instructor may supply a peer review sheet, or you can use the following list of suggestions. Scrutinize the paper constructively on each point. Make suggestions, offer tips, and be a help to your classmate.

Peer Review Checklist

- ☐ Does the title describe clearly what the classmate has put in the body of the paper?
- ☐ Are the subject and main issues introduced clearly?
- ☐ Is the writer's critical approach to the problem stated clearly in a thesis statement? Is it placed effectively in the introduction?
- ☐ Do the paragraphs of the body have individual unity by explaining only one idea?
- ☐ Does each paragraph relate to the thesis?

- ☐ Are sources introduced, usually with the name of the expert, and then cited by a page number within parentheses? Keep in mind that most Internet sources will not have page numbers.
- ☐ Are the sources relevant to the argument?
- ☐ Does the writer weave quotations into the text effectively while avoiding long quotations?
- ☐ Is it clear where a paraphrase begins and where it ends?
- ☐ Does the conclusion arrive at a resolution about the central issue?

11f Proofreading the Final Manuscript

After you have edited the text to your satisfaction or participated in a peer review, print a copy of the manuscript. Check for double spacing, 1-inch margins, running heads with page numbers, and so forth. Even if you used the computer to check your spelling, grammar, and style, you must nevertheless proofread this final version.

Proofreading Checklist

- ☐ Check for errors in sentence structure, spelling, and punctuation.
- ☐ Check for hyphenation and word division. Remember that no words should be hyphenated at the ends of lines. If you are using a computer, turn off the automatic hyphenation.
- ☐ Read each quotation for accuracy of your own wording and of the words within your quoted materials. Look, too, for your correct use of quotation marks.
- ☐ Double-check in-text citations to be certain that each one is correct and that each source is listed on your Works Cited page at the end of the paper.
- ☐ Double-check the format of the title page, margins, spacing, content notes, and other elements.

11g Model Research Paper in MLA Style

Singletary 1

Cynthia Singletary
Mrs. Cohen
11th Grade English
8 April 2018

Artificial Values at the “A & P”

John Updike's short story “A & P” focuses on a young grocery clerk named Sammy who feels trapped by the artificial values of the small town where he lives. Sammy describes the store and its customers as evidence to this artificiality: “records at discount of the Carribbean Six or Tony Martin Sings or such gunk you wonder they waste the wax on . . . and plastic toys done up in cellophane that fall apart when a kid looks at them anyway” (Updike 458).¹ Sammy observes the customers daily and proclaims them to be “houseslaves in pin curlers” (457), thereby suggesting that all customers are stereotypes who no longer care about their appearances. This attitude, according to Gilbert Porter, reveals “that implicit set of values which will ultimately set him against community mores” (1155). In effect, the A & P store serves as “the common denominator of the middle-class suburbia, an appropriate symbol for the mass ethic of a consumer-conditioned society” (Porter 1155).

Through his perceptive eye, John Updike's “humble attitude and questions” cast a satirical, yet amusing view

¹ Future citations to the story will be to page numbers only.

of American life and customs (Hengeveld). Sammy looks at these people and sees, through them, his own future if he allows himself to be subjected to society's rules of conformity. In throwing off the bonds of conformity, Sammy takes all responsibility for his actions onto himself, and in so doing, he sells his innocence for freedom, a fair trade-off in the rites of passage from child to adult.

In his peculiar fashion, Sammy questions the decency of everyone else in the supermarket, referring to them as dehumanized "sheep." Sammy shows his contempt for artificiality as he comments, "I bet you could set off dynamite in an A & P and the people would by and large keep reaching and checking oatmeal off their lists" (457). Therefore, when three girls come into the A & P wearing only bathing suits and looking natural, Sammy perceives them to be the only decent things in the entire store. He becomes particularly offended when Lengel, the store manager, criticizes the girls for indecency. Sammy believes the girls are only out of place in the A & P because of its "fluorescent lights," "stacked packages," and "checkerboard green-and-cream-rubber-tile floor," all artificial things.

Lengel is the voice of the community. He manages the store in a conservative routine. For him, the girls pose a disturbance to his store, so he expresses his displeasure of their attire by reminding them that the

Singletary 3

A & P is not the beach (458). To a man like Lengel, “decently dressed” means that girls must dress in apparel that will not draw attention. Calling attention to oneself should be reserved for the beach, not the middle of town in front of “two banks and the Congregational church and the newspaper store and three real estate offices and about twenty-seven old freeloaders tearing up Central Street because the sewer broke again” (457). For Lengel, the appearance of indiscreet, alluring women “invokes the bawdy” (Freeman). The manager prefers customers who are like sheep, which are routine animals that never stray from the herd and in times of crisis crowd together as a futile means of survival. In contrast, the entrance of the three girls is a refreshing breath that blows away Sammy’s mood of oppression. According to Karen Bernardo, “the girls touch his eye.” He refers to them as “my girls” (459) and labels one of them as “Queenie” to represent that she is the Queen Bee whom others follow. This Queen Bee floats across the cold tile floor on bare feet with power and beauty. She is special as a member of a higher social class because there are few leaders and many followers in our society.

The eventual confrontation of Sammy and Lengel serves as the climax of the story. Sammy grows angry because Lengel, noticing that one girl was wearing only a two-piece suit, says, “We want you decently dressed when you come in here” (458). In a sense, John Updike

is speaking to each reader, for we must consider our own beliefs and “wrestle with spiritual and moral angst” (Cipolla). Lengel’s social condemnation angers Sammy so much that he quits; Porter labels this act as Sammy’s “rejection of the A & P and the misplaced values for which it stands” (1157).

In “A & P,” John Updike suggests that the easy way, a conventional conformity to routine, is not always the best way. Updike suggests that young individualists, like Queenie and Sammy, will travel rough roads ahead in their lives, yet he also suggests that a clear conscience, which results from a refusal to conform, will prove profitable in the long run of life. The world can be hard on all individuals, so Sammy is right in taking responsibility for himself and his actions.

Singletary 5

Works Cited

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- Updike, John. "A & P." *Advanced Language & Literature*. Edited by Renee H. Shea, John Golden, and Lance Balla. Bedford, Freeman, & Worth, 2016, pp. 455-59.

Handling Format— APA Style

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Overview and Clear Targets

You may be asked to write a paper in APA style, which is governed by the *Publication Manual of the American Psychological Association*. This style has gained wide acceptance in academic circles. APA style is used in the social sciences, and versions similar to it are used in the biological sciences, business, and the earth sciences.

You need to understand two basic principles for writing a theoretical paper for the social sciences:

- ♦ A paper written for the social sciences attempts to show what has been proven true by research for a narrowly defined subject, so it requires the **past tense** when you refer to a cited work. For example, you would want to write, “Lawler specified” or “the research of Lowe and Spinks has demonstrated.”
- ♦ The social science community considers the **year of publication** as vital information, so they feature it immediately after any named source, like this: (Barlow & Simmons, 2018). These two primary distinctions, and others, are explained in this chapter.

12a Writing a Theoretical Paper for the Social Sciences

In the social sciences, you will usually be expected to write a theoretical article that draws upon existing research to examine a topic. You will trace the development of a philosophy, examine a theory, or compare notions or concepts. Your analysis will examine the literature to arrive at the current thinking about topics, such as autism, criminal behavior, dysfunctional families, learning disorders, and others. The theoretical research paper uses the following conventions:

- ♦ Identify a problem that has implications for the social community.
- ♦ Trace the development and history of the theory.
- ♦ Provide an analysis of articles that have explored the problem.
- ♦ Arrive at a judgment and discussion of the prevailing theory.

The research paper by Catherine Wyatt at the end of this chapter demonstrates a theoretical approach to the problem of early release and parole of criminals. She identifies the problem as a lenient judicial system, traces the basic issues, cites several authorities on the topic, and arrives at her judgment that “criminals need to know they will not get off easy for their crimes.”

12b Writing in the Proper Tense for an APA-Style Paper

Verb tense is an indicator that distinguishes papers in the humanities from those in the natural and social sciences. As shown in previous chapters, MLA style requires you to use present tense when you refer to a cited work, such as, “Cody

stipulates” or “the work of Ellis and Milford *shows*”). In contrast, APA style requires you to use past tense or present perfect tense (“Cody *stipulated*” or “the work of Ellis and Milford *has shown*”). It therefore stipulates the use of the past tense or the present perfect tense with its citations:

Myers (2016) designed the experiment, and since that time two investigators have used the method (Thurman, 2017; Jones, 2018).

Note the verbs of this passage written in APA style:

Television improves language competence and speaking skills. Moreover, television can also improve reading comprehension. Beyond the one-time motivation of children who see a familiar television character reading a book, research *has indicated* that good programming *improved* reading and *increased* intelligence levels. The study by Millsaps, Beck, and Stinson, titled “Televisions Subtle yet Powerful Influence on Adolescent Children,” *confirmed* that “television in the long run encourages children to seek answers through the reading of books, a conclusion that can be reinforced by evidence from publishers and librarians” (Timmons, 2018, p. 37). Dr. Millsaps *made* this point: “Book reading holds the imagination of children, not despite television but because of it” (qtd. in Timmons, 2018, p. 37).

12c Using In-Text Citations in APA Style

APA style requires an in-text citation to the name of the author and the year of publication.

Jay Morton (2017) showed that one federal agency, the Bureau of Land Management, failed to protect the natural treasures of public land holdings, and Claire Wright (2018) offered evidence that the bureau placed the needs of ranchers ahead of public interests.

Provide a page number only when you quote the exact words of a source, and do use *p.* or *pp.* with page numbers.

Morton (2017, p. 31) explained that the bureau must “focus on modern methods for keeping the land healthy while also accommodating campers, hikers, birdwatchers, and environmentalists.”

If you do not use the author’s name in your text, place the name within the parenthetical citation.

It has been shown that the Bureau of Land Management too often sacrifices wildlife and the environment to benefit the money-grabbing interests of miners and the large-tract ranchers of the west (Morton, 2017; Wright, 2018).

When a work has two or more authors, use “&” in the citation only, not in the text.

It has been reported (Sanders & Helwig, 2016) that toxic levels have exceeded the maximum allowed levels each year since the year 2012.

Sanders and Helwig (2016, pp. 157-164) offered statistics on their analysis of water samples from six rivers in Appalachia and announced without reservation that “the waters are unfit for human consumption, pose dangers to swimmers, and produce contaminated fish that may cause salmonella.”



Exercise 12.1 In the second (b) version of each sentence, make two corrections. Change the verb tense in references to a cited author and change the in-text citations from MLA style to APA style by writing on your notebook paper the correct information for APA style for each set of parentheses. **Note:** Assume that the year of publication for each entry is 2018.

continued ➤

1a MLA style. Shirley Taggert defends the role of women reporters in men's locker rooms after sporting events, saying "reporters should not be judged by gender or denied access to athletes for interviews" (34).

1b APA style. Taggert () defend_____ the role of women reporters in men's locker rooms after sporting events, saying "reporters should not be judged by their gender or denied access to athletes for interviews following any athletic contest" ().

2a MLA style. One critic reports that the Vietnam War and the war in Iraq had a destabilizing effect on our national psyche (Hardin).

2b APA style. One critic () report_____ that the Vietnam War and the war in Iraq had a destabilizing effect on our national psyche.

3a MLA style. "Young people cannot be expected to go to college for the general good of mankind" (Byrd 352).

3b APA style. One source () has assert_____ that "young people cannot be expected to go to college for the general good of mankind."



Exercise 12.2 Decide which sentences properly cite the following source in APA style.

The distinction between active and passive euthanasia is thought to be crucial for medical ethics. The idea is that it is permissible, at least in some cases, to withhold treatment and allow a patient to die, but it is never permissible to take any direct action designed to kill the patient. —H. V. Jamison, 2017, p. 48

continued ➤

- ♦ One source labels passive euthanasia as withholding treatment.
- ♦ One source (Jamison, 2017) has labeled passive euthanasia as withholding treatment.
- ♦ Jamison (2017) has distinguished passive euthanasia, “to withhold treatment,” and active euthanasia, “to take any direct action designed to kill the patient” (p. 48).
- ♦ Medical ethics has determined that it is never permissible to take any direct action designed to kill the patient (Jamison, 2017).
- ♦ The differences between passive and active euthanasia have been determined (Jamison, 2017).

12d Preparing the References Page

Use the title “References” for your bibliography page. Alphabetize the entries and double-space throughout. Type the first line of each entry flush left, and indent succeeding lines one full tab.

Book (APA style)

Tackett, D. R. (2018). *Life flight from the edge of the abyss*.
New York: Falcon Guildcrest.

List the author’s surname first with initials for given names. Next, give the year of publication within parentheses, and the title of the book in italics or underlined with only the first word of the title and any subtitle capitalized (but capitalize proper nouns). Then list the place of publication and the publisher. In the publisher’s name, omit the words *Publishing*, *Company*, or *Inc.*, but otherwise give a full name: Harcourt Brace, Florida State University Press, Winward and Wester.

Magazine (APA style)

Fieldstone, J. P. (2018, February). The white man returns: The fight for mineral rights on native lands. *Northern Plains Monthly*, 62-70.

List author, the date of publication (year, month, and the specific day for weekly and bi-monthly magazines), title of the article without quotation marks and with only the first word capitalized, and name of the magazine in italics with all major words capitalized. For references in APA style, you do not need to precede page numbers with *p.* or *pp.*

Journal (APA style)

Bellar, P. (2017). The development of hand eye coordination among elementary aged learners. *Journal of Elementary Trends and Instruction*, 17, 18-31.

List author, year, title of the article without quotation marks and with only the first word capitalized, name of the journal italicized and with all major words capitalized, and volume number italicized, but inclusive page numbers are *not* preceded by *p.* or *pp.*

Newspaper (APA style)

Nicholson, S. (2017, December 12). Business academy students prepare for the world of commerce. *The Staten Monitor-Sentinel*, p. 1A.

List author, date (year, month, and day), the title of article with only first word and proper nouns capitalized, and the name of the newspaper in capitals and italicized. Unlike other periodicals, *p.* or *pp.* precedes page numbers for a newspaper reference in APA style. Single pages take *p.*, while multiple pages take *pp.*

Encyclopedia (APA style)

Emerson, W. Y. "The ghost dance." (2018). *Native American ready reference encyclopedia*. Chicago: Range & Fields.

List author (if available), title of the article, year of the edition used, title of the encyclopedia, place, and publisher.

Part of a book (APA style)

Tavarez, R. S. (2016). The plan within the plan of many well-made plans. In R. Vick & M. Millikin (Eds.). *Missed opportunities: Perspectives in education for the new millennium*. (pp. 143-148). Washington, MI: Green Myers.

List author(s), date, chapter or section title, editor (with name in normal order) preceded by *In* and followed by (*Ed.*) or (*Eds.*), the name of the book underlined or italicized, page numbers to the specific section of the book cited, place of publication, and publisher.

Textbook, casebook, or anthology (APA style)

Make a primary reference to the anthology:

Venner, C. K. (Ed.) (2017). *Raising the educational bar* (3rd ed.). New York: Anderson & Armond.

Make cross-references to the primary source, in this case Venner.

Note: *These entries should be mingled with all others on the reference page in alphabetical order so that a cross-reference may appear before or after the primary source. The year cited should be the date when the cited work was published, not when the Venner book was published; such information is usually found in a headnote, footnote, or list of credits at the front or back of the anthology.*

Baird, J. (2016). More testing? Give the kids a break. In Venner, (pp. 35-43).

Fabrough, D. (2014). The interactive classroom. In Venner, (pp. 69-77).

Slagle, G. (2015). Touching each child. In Venner, (pp. 78-84).
Venner, C. K. (Ed.) (2017). *Raising the educational bar* (3rd ed.). New York: Anderson & Armond.

The alternative to the style shown is to provide a complete entry for every one of the authors cited from the casebook (in which case you do not need a separate entry for Venner):

- Baird, J. (2016). More testing? Give the kids a break. In C. Venner (Ed.), (2017), *Raising the educational bar* (3rd ed.). (pp. 35-43). New York: Anderson & Armond.
- Fambrough, D. (2014). The interactive classroom. In C. Venner (Ed.), (2017), *Raising the educational bar* (3rd ed.). (pp. 69-77). New York: Anderson & Armond.
- Slagle, G. (2015). Touching each child. In C. Venner (Ed.), (2017), *Raising the educational bar* (3rd ed.). (pp. 78-84). New York: Anderson & Armond.

Abstract (APA style, citing from an abstract only)

Published abstract:

- Adelman, P.K. (2018). Social and environmental factors on preteen health-related behaviors. [Abstract] *Journal of Adolescent Health*, 36(2), 737-744.

Unpublished abstract:

- Warren, O. (1991). Functional fragments in the writings of college freshmen: Rhetorical implications for college instructors [Abstract]. Ada, OK: East Central State College.

Book with corporate author, third edition (APA style)

- American Psychiatric Association. (2017). *American Psychiatric Association practice guidelines for the treatment of psychiatric disorders* (7th ed.). Washington, DC: APA.

Review (APA style)

- Sharper, R. K. (2017, Summer). The faint glow of the ocean world at night [Review of *Oceanic Biodiversity*]. *Ocean Environmentalist Quarterly*, 53(3), 85.

Nonprint material (APA style)

- Carter, E. (2017, August 30). Growing greens in home gardens. Published Interview. Fayetteville, GA.
- McDowell, S. T. (Producer). (2015). *Pitching the curveball* [DVD]. Orlando: Sports Network.
- Cook'n Organizer [Computer software]. (2016). Alpine, UT: DVO Enterprises.

12e Citing Internet Sources in APA Style

When citing Internet sources in APA style on the References page, provide this information if available:

- ♦ Author/editor last name, followed by a comma, the initials, and a period.
- ♦ Year of publication, followed by a comma, then month and day for magazines and newspapers, within parentheses, followed by a period.
- ♦ Title of the article, not within quotations and not italicized, with the first word and proper nouns capitalized. Note: This is also the place to describe the work within brackets, as with [Abstract] or [Letter to the editor].
- ♦ Name of the book, journal, or complete work, italicized, if one is listed.
- ♦ Volume number, if listed, italicized. You can also include the issue number in parenthesis.
- ♦ Page numbers only if you have that data from a printed version of the journal or magazine. If the periodical has no volume number, use *p.* or *pp.* before the numbers; if the journal has a volume number, omit *p.* or *pp.*

- ♦ Give the DOI (Digital Object Identifier) if available.
- ♦ If no DOI is available, then use the words “Retrieved from” followed by the URL. Line breaks in URLs should come before punctuation marks such as slashes. Include the date of access only for material that changes over time (e.g., Wikis).

Article from an online journal

Summerall, J. E. (2018, January). Measures of psychiatric classification for single-parent adolescents. *Research Journal of Clinical Psychology*. Retrieved from <http://www.rjcp.min.ut.ie/vol25/measures-psych-single.pdf>

Article with DOI assigned

D, B., & Newberg, H. M. (2017, November). When can we eliminate the need for quotas in the workplace? *Gender and Workplace Relations: An Online Journal*, 22(6), 214-225. DOI: 10.1121/xcft.17119

Article from a printed journal, reproduced online

Donaldson, T. I., Verble, D. E., & Caruthers, P. L. (2018). Values and measures of conceptual spaces among adolescent learners. [Electronic version]. *Journal of Studies in Educational Psychology* 44(1), 121-145.

Abstract

Hallquist, M. N., Hipwell, A. E., & Stepp, S. D. (2015, August). Poor self-control and harsh punishment in childhood prospectively predict borderline personality symptoms in adolescent girls [Abstract]. *Journal of Abnormal Psychology*, 124(3). Retrieved from <http://psycnet.apa.org/index.cfm?fa=browsePA.volumes&jcode=ab>

Article from a printed magazine, reproduced online

Culpepper, G. B. (2017, Fall). The fight to save the honey bee. *Missouri Environmentalist*. Retrieved from <http://www.mizzouenviro/envmag/2017/fall/fight-save-honey-bee>

Article from an online magazine, no author listed

Middle-aged forgetfulness, or signs of early onset dementia? (2018, January). *Issues in Aging*. Retrieved from http://www.issuesaging.com/forgetfulness_signs_dementia/senior-forgetfulness.aspx

Article from an online newspaper

Sylvester, L. O. (2017, October 31). Making peace with ourselves? *Sarasota Informer Free Press*. Retrieved from http://www.sarasotafreepress.org/todaysfrontpages/?tfp_page=3&tfp_id=MP_WO

Blogs (weblog), newsgroups, and forums

Include the title of the message or video and the URL. Please note that titles for items in online communities (e.g., blogs, newsgroups, forums) are not italicized. If the author's name is not available, provide the screen name or title.

Klesko, M. L. (2018, January 31). The balancing act: Working teens and the battle between school and work. [Weblog comment]. Retrieved from <https://dondrossa.com/klesko/2018/01/31/balancing-act-teens-battle-school-work.htm>

Bulletins and government documents

Fluellen, M. L., M.D. (2017). What you do not know about the food you eat can destroy your long-term health. *Preventive Health Digest 2017*. Retrieved from <http://www.prevhealthdigest.com/education/food/destroy/health.html>

Message posted to an online discussion group or forum

Mathers, M. (2017, Mar. 22). Of kites, kids, and clean air. *Environmental Discussion Group*. Retrieved from <http://redleafreview.blogspot.com/2017/22mar/kites-kids.html>

Wikis

Please note that wikis are collaborative projects that cannot guarantee the verifiability or expertise of their entries.

Mystery depths of the basalt shelf. (n.d.). Retrieved February 21, 2018, from the Irish History Wiki: <http://history.irishwikia.com/wiki/mystery-depths-basalt.html>

12f Citing CD-ROM Information in APA Style

Material from a CD-ROM requires a distinctive citation as shown in the following examples.

Encyclopedia article

African American history: Abolitionist movement [CD-ROM].
(2017). Learning Craft Encyclopedia 2017. San Antonio,
TX: Learning Craft Education.

Full-text article

Marieb, E. N., & Smith, L. A. (2015). Thyroid gland [CD-ROM].
Human anatomy and physiology, (12th ed.). Boston:
Pearson.



Exercise 12.3 On notebook paper, write the following bibliographic references in APA style.

Book:

Ankish Mukherjee, *Lost Villages of the Indian Hill Country*.
New York: Merker & Summerall, 2017.

Magazine:

Jackson Stenborg, "Cell Phone Shutterbug," *American Photographer Monthly*, January / February 2018,
pages 48-50.

Journal:

Susan Fennora, Patricia Ramirez, and Lori Jennings-Stahl.
"Narrative Cognition among Pre-School learners
with Learning Challenges." *Journal of Adolescent Psychology*, 2016, Vol. 41, No. 1, pages 116-123.

Online Newspaper:

Laura Oswalt Sylvester, "Holding onto and Cherishing
the Bond of Peace." *Sarasota Informer Free Press*,
February 3, 2018 Retrieved from http://www.sarasotafreepress.org/todaysfrontpages/?tfp_page=3&tfp_id=holding-cherishing-bond-peace

continued ➤

Part of a book:

Crystal Julianna Norman. "The Day Planner vs. the Goal Planner in the Middle School Classroom. In Roger Vick & Michael Millikin (Eds.). *Missed opportunities: Perspectives in education for the new millennium*, 2016, pages 143-148. Washington, MI: Green Myers.

12g Formatting a Paper in APA Style

Place your materials in this order:

1. Title page
2. Abstract
3. Introduction, Body, Conclusion
4. References
5. Appendix

Title page

In addition to your title, name, and academic affiliation, the title page should establish your running head that will appear on every page preceding the page number. See the sample research paper that follows for an example of a title page in APA style.

Abstract

You should provide an abstract with every paper written in APA style. An abstract is a quick but thorough summary of the contents of your paper. It is read first and may be the only part read, so it must be accurate, self-contained, concise, non-evaluative, and coherent. The abstract should include:

- ♦ The topic in one sentence, if possible
- ♦ The purpose, thesis, and scope of the paper

- ♦ A brief reference to the sources used (e.g., published articles, books, personal observation)
- ♦ The conclusions and the implications of the study

Text of the paper

Double-space throughout your entire paper. It is acceptable and useful to use subtitles in your paper for distinct sections of your research findings.

References

Prepare your list of references—double-spaced—according to the designs shown in section **12d**. As shown in section **12d** and on the References page at the end of the sample research paper, present the entries with a hanging indentation.

Appendix

The appendix is the appropriate place for material that is not relevant to your text but nevertheless has pertinence to the study. Here you can present graphs, charts, study plans, observation and test results, and other matter that will help your reader understand the nature of your work.

12h Model Research Paper in APA Style

Automobile 1

End of the Automobile?

Catherine Wyatt

North Forsyth High School

March 22, 2018

Running Head: Automobile

Automobile 2

Abstract

Credible solutions must be implemented to improve city streets in America. The world is moving toward pedestrian-friendly roads, but the driver-centered outlook of America lags behind. Automobiles make cities more hectic, congested, and dangerous. Cars contaminate the air with pollution. While most Americans are still reluctant to give up the luxury of their private mode of transportation, it is the responsibility of local government leaders and city planners to create a healthy method of movement in urban areas for citizens today and for generations to come.

End of the Automobile?

All across our nation, city planners are striving to create alternative modes of transportation to decrease crowded conditions on our highways and byways. Knowing the harm and congestion that automobiles cause, city planners have been making small steps to transform major cities from hectic streets to pedestrian-friendly environments. The problem is that many Americans love their cars and feel deprived of their rights with this transformation, while others strongly support it. This difference of opinion has caused controversy for American city planners as they work to make the streets safer and the environment healthier. Considering the renovation of streets is a topic that many writers feel strongly about, but the question is, who has the answer to this fervent debate?

Our city streets and boulevards are a limited entity. In order to most effectively use roadway space, a more efficient system of vehicle and pedestrian traffic must be implemented. In the article “Rethinking Roadways in the Big Apple,” Sebastian Tabares (2018) discussed the flaws of the New York transportation system and offered suggestions for improvement. Addressing city leaders and city advocates, Tabares shared his belief that city leaders must “rethink the streets themselves” in order to create a cooperative coexistence between urban commuters and modern transportation systems. Tabares

Automobile 4

argued that the solution is to levy tolls to discourage drivers and to create more room for bikers and walkers. Carving out more bike lanes and extending these routes more fully toward the suburbs would also create healthier citizens (Graber and Fields, 2018). This measure would assist with the demand for mass transit, which, in turn, would solve overcrowding issues in subways and on city streets.

Samantha Lopez (2017, p. 215) took a different approach by addressing the question of what would be the most efficient way to discourage driving in urban areas. Anti-car planning interventions revolve around the idea of making it inconvenient for drivers and placing a ban on cars in certain areas. Lopez suggested applying congestion charges, gas taxes, and parking fees. In this case, revenue would be added to the equation, creating more options for further solutions to urban congestion. Her stance on the issue was not to do away with cars but to make it expensive for people to drive them, which will discourage driving.

Marshall Sanders (2017) envisioned the transformation and its effects. His argument focused on the evolution from bumper-to-bumper city streets to a routine of walking, bicycling, and public transit. He compared the use of cars to unhealthy eating habits, encouraging the public to keep fighting to achieve a healthier and happier lifestyle. Public parking alone

routinely costs developers millions of dollars, and Sanders contended that drivers should be put in their rightful place in the urban hierarchy—at the bottom. He compared Chicago to equally congested cities around the world where city planners have realized that a city based around walking, bicycling, and public transit is a more ideal place to work and live. Marshall's approach inspires people to abandon unhealthy habits and to strive to live in a country more like others around the world that are already steps ahead of America in this transformation.

Karen Martin (2017) took a realistic view of how Americans will react to such a dramatic change. In her article, she contrasted European and American city planners. The use of automobiles is discouraged in busy cities all around the world, but the difference in these cities and New York is the people who live there. Americans are accustomed to having the privilege of mobility that cars offer, and they are persistent about maintaining the right to travel freely. Martin argued that "cities are not for the planners but for the citizens" (p. 92). According to Marshall Sanders (2017), European planners determine how and where people live regardless of public opinion. On the other hand, American planners must consider the public interest while still trying to impose the most efficient way of living. On this note, Sanders claimed that regardless

Automobile 6

of the success of European planning, “their methods would inevitably fail in American cities.” For too many government and civic planners, coping with the problem is all-consuming while attempting to come up with adequate solutions is difficult.

The authors all agreed that something must be done to improve city streets in America. The world is moving toward pedestrian-friendly roads, yet America lags far behind. Automobiles make the cities more congested and dangerous. Cars pollute the air. We are all aware of this, yet most Americans are still reluctant to give up the luxury of a private mode of transportation. It is in the hands of the government and city planners to create a method of movement and find a successful solution.

References

- Graber, M. N., & Fields, S. D. (2018, February). Living healthy in an unhealthy, urban wasteland [Abstract]. *Journal of Urban Planning and Social Advancement*, 12(3). Retrieved from http://jurbanplanningsocialadv.org/healthy_unhealty/graber&fields-0218.htm
- Lopez, S. P. (2017). Urban sustainability through anti-car planning. *International Journal of Social Standards* 17(10), 214-218. Retrieved from Gale database.
- Martin, K. L. (2017). *Pathways to the future: Outlook on urban planning and infrastructure*. New York: Falcon Guildcrest.
- Sanders, M. K. (2017, April 20). Creating a delicate balance: Chicago roadways, bike lanes, and urban transportation. Chicago Urban Bikers Syndicate. Retrieved from http://www.chicagobikesynd.com/viewpoints/sanders_20apr17/delicate_balance.html
- Tabares, S. (2018, January 17). Rethinking roadways in the big apple. NYC Teen Connection Online. Retrieved from http://www.teenconnect-nyc.com/communityaffairs/rethinking_roadways_big_apple/tabares011718.aspx

Preparing Electronic Research Projects

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Overview and Clear Targets

A current trend in research reports is to create and publish research electronically. It begins with the essentials—putting a word-processed research paper on a flash drive for your instructor, submitting through e-mail or a file-sharing service, and moves to the most difficult—designing and releasing the paper onto the Internet. Creating your research paper electronically has a number of advantages:

- ♦ **It is easy.** Creating electronic research papers can be as simple as saving a file on a home or school computer and publishing the paper electronically.
- ♦ **It offers multimedia potential.** Unlike paper documents, electronic documents enable you to include digital forms—text, illustrations, sound, and video.
- ♦ **It can link your reader to more information.** Your readers can click a hyperlink to access additional sources of information. A hyperlink or link is a highlighted word or image that, when clicked, lets readers jump from one place to another—for example, from your research paper to a website related to your subject.

13a Building Electronic Presentations

If you plan an oral presentation, an electronic slide show can help illustrate your ideas. Electronic presentations differ from word-processed documents because each page, or slide, consists of one computer screen. By clicking, you can move to the next slide.

The most common program for creating an electronic presentation is Microsoft *PowerPoint*. This program will help you create a series of slides for presentation on your computer screen. These programs allow you to include graphics, sound, and other elements.

As you create your electronic presentation, consider these tips:

- ♦ Because each slide can hold only limited information, condense the content of each slide and fill in the details orally.
- ♦ Use the slide show to support your oral presentation.
- ♦ If appropriate, include graphics from your research project in your slide show.
- ♦ It is important that you include pictures, graphics, and unique details to capture the interest of your audience.

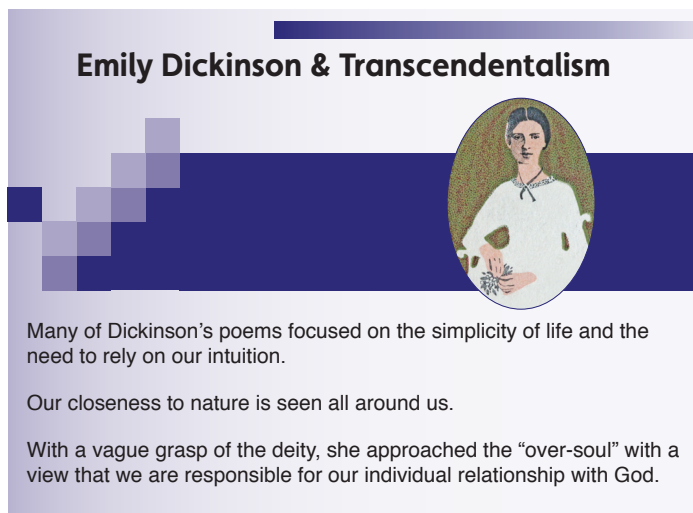


Figure 13.1 Research Paper Slide Presentation

13b Research Paper Websites

A website can be an exciting and flexible way to present your research. It is also the easiest way to present your research to a large audience. Like an electronic presentation, a research paper website can include graphics, sound, and video.

Creating a website involves collecting or making a series of computer files—some that contain the basic text and layout for your pages, and others that contain the graphics, sounds, or video that goes in your pages. These files are assembled automatically when you view them in a web browser.

Creating a website

If you want to create a website for your research project, the easiest but most limited method is to save your word-processed research paper in HTML (Hyper Text Markup Language, the computer language that controls what websites look like). Word-processing programs perform this process differently, so consult your software's Help menu for specific instructions.

When the word-processing software converts your document to HTML, it also converts any graphics that you have included to separate graphic files. Together, your text and the graphics can be viewed in a web browser like any other web page. Your research paper will look somewhat different in HTML format than in its word-processed format.

Creating a website with multiple pages

A multiple-page website allows you to assemble a large number of shorter pages, which are easy for readers to access and read. It requires careful planning and organization.

Creating a multi-page website means creating one web page after another. You repeat the basic process to create

each page, and you add links between the pages so readers can navigate easily from one to the next. Start with a home page that includes a title, a basic description of your project, and an index with hyperlinks to the contents of your site. Navigational elements, such as links to the home page and other major pages of your site, provide a way for readers to “turn the pages” of your report.

Importing, entering, and modifying text

You can create your text within the web page editor or outside it. To import text, simply copy it from your word processor and paste it into your web page editor. You can also specify fonts, font sizes, font styles (such as bold), alignment, and lists. Here are a few tips for entering text into a web page:

- ♦ **Use bold rather than underlining for emphasis and titles.** On a website, links are underlined, so any other underlining will cause confusion.
- ♦ **Do not use tabs; make all lines flush left.** HTML does not support tabs for indenting the first line of a paragraph. You also won’t be able to use hanging indents for the Works Cited page.
- ♦ **Do not double-space.** The web page editor automatically single-spaces lines of text and double-spaces between paragraphs.

Citing your sources in a web-based research paper

For an online research paper, include parenthetical citations in the text itself. Create and link to a separate web page for references; remember to include hyperlinks that direct readers to any online works cited in the paper.

13c Using Graphics in Your Electronic Research Paper

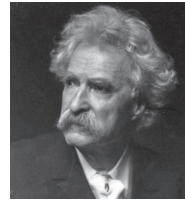
Graphics will give your electronic text some exciting features that are usually foreign to the traditional research paper. They go beyond words on a printed page by giving pictures, sound, video clips, animation, and a vivid use of full-color art.

- ♦ **Decorative Graphics** make the document look more attractive but seldom add to the paper's content. Most clip art, for example, is decorative.



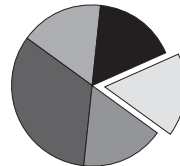
Lava lamp

- ♦ **Illustration graphics** provide a visual to illustrate and strengthen the text. For example, a picture of Mark Twain would reinforce and augment a research paper about the writer.



Mark Twain

- ♦ **Information graphics**, such as charts, graphs, or tables, provide data about your topic.



Graphics usually take up a lot of space, but you can save them as either JPEG or GIF files to make them smaller. Both formats compress information into a file, making it smaller while retaining most of the image quality.

You can recognize the file format by looking at the extension to the file name—GIFs have the extension .gif, and JPEGs have the extension .jpg or .jpeg. GIF stands for Graphical Interchange Format, which develops and transfers digital images. JPEG stands for Joint Photographic Experts Group, which compresses color images to smaller

files for ease of transport. In general, JPEGs work best for photographs and GIFs work best for line drawings. To save a file as a GIF or JPEG, open it in an image-editing program like Adobe Photoshop and save the file as one of the two types (for example, lavalamp.gif or lavalamp.jpg).

Creating your own digital graphics

Making your own graphics file is complex but rewarding. It adds a personal creativity to your research project. Use one of the following techniques:

- ♦ **Use a graphics program**, such as Adobe *Illustrator*. With such software you can create a graphic file and save it as a .jpg or .gif.
- ♦ **Use a scanner** to copy your drawings, graphs, photographs, and other matter. Programs such as Adobe *Photoshop* and *PaintShop Pro* are useful for modifying scanned photographs.
- ♦ **Create original photographs with a digital camera.** Digital cameras usually save images as .jpgs, so you will not need to convert the files into a usable format.

As long as you create .jpg files or .gif files for your graphics, you can transport the entire research paper to a website.

13d Using Sound and Video in Your Electronic Research Paper

Because it usually requires additional hardware and software, working with sound and video can be complicated—but linking to sound files posted online or to videos hosted on YouTube or Vimeo is an option. Including actual files in your research paper will be too large and difficult to compress and transfer.

Before attempting to use digital audio or video, check into your own resources as well as those of your instructor

and school. Some schools have invested in multimedia technology, while others have not. If your paper is posted online—or is a web page itself—it may be simpler to insert sound or video. Host sites like *WordPress* and *Blogger* offer easy ways to post and integrate multimedia content. If you are using work created by someone else, be sure to credit that source and properly cite it.

Checklist: Delivering Your Electronic Research Paper

- ❑ **High-speed USB flash drive.** These devices hold large amounts of data, so they work well for transmitting graphics, sound, or video files. Their compact size and plug-and-play operation allow easy access to your instructor's laptop or desktop computer with a USB port.
- ❑ **E-mail.** E-mailing your file as an attachment is the fastest way to deliver your electronic research paper; however, it works best if you have a single file, like a word-processed research paper, rather than a collection of related files, like a website.
- ❑ **File-sharing services.** Most schools now utilize online sharing folders. Students can select the class and subject online and then submit their research paper to the teacher's sharing folder. Check with your teacher for specific guidance and details for this submission process. You may also be given access to shared FTP sites, Google Drive, or similar file-sharing locations.
- ❑ **Website.** If you have created a website or web page, you can upload your work to a web server, and readers can access your work on the Internet. Procedures for uploading websites vary from school to school and server to server; work closely with your instructor or school media specialist to perform this process successfully. Regardless of what method you choose, be sure to follow your instructor's directions and requirements.

Matters of Mechanics

Abbreviations Employ abbreviations often and consistently in notes and citations, but avoid them in the text. In documentation, abbreviate dates (Jan. or Dec.), institutions (acad. and assn.), names of publishers (UP for University Press), and states (SD or TN).

Accents When you quote, reproduce accents exactly as they appear in the original. Use ink if your typewriter or word processor does not support the marks.

“La tradición clásica en española,” according to Romana, remains strong and vibrant.

Ampersand Avoid using the ampersand symbol “&” unless custom demands it, as in the short story title “A & P.” Use *and* for in-text citations in MLA style (Smith and Jones 213–14), but do use “&” in APA style references (Spenser & Wilson, 2017, p. 73).

Arabic Numerals Both MLA and APA styles use Arabic numerals whenever possible: for volumes, books, parts, and chapters of works; acts, scenes, and lines of plays; cantos, stanzas, and lines of poetry. For inclusive numbers that indicate a range, give the second number in full for numbers through 99: 3–5, 15–21, 70–96.

MLA style: With three digits or more, give only the last two in the second number unless more digits are needed for clarity: **98–101, 110–12, 989–1001, 1030–33, 2766–854.**

APA style: With three digits or more, give all numbers: **110–112, 1030–1033, 2766–2854.** Spell out the initial number that begins a sentence, such as, “Thirty people participated in the initial test.”

Bible Use parenthetical documentation for biblical references in the text—that is, place the entry within parentheses immediately after the quotation, for example, “(2 Kings 18.13).” Do not italicize the titles of books of the Bible.

Capitalization For titles of books, journals, magazines, and newspapers, capitalize the first word and all principal words, but not articles, prepositions, conjunctions, and the *to* in infinitives, when these words occur in the middle of the title (for example, *The Last of the Mohicans*). For titles of articles and parts of books, capitalize as for books (for example, “Appendix 2,” “Writing the Final Draft”). If the first line of the poem serves as the title, reproduce it exactly as it appears in print (“anyone lived in a pretty how town”).

Etc. *Et cetera* means “and so forth”; avoid using the term *et cetera*. Use the words “and so on” or “and so forth.”

Foreign Languages Italicize foreign words used in an English text:

Like his friend Olaf, he is *aut Caesar, aut nihil*, either overpowering perfection or ruin and destruction.

Do not italicize quotations of a foreign language:

Obviously, he uses it to exploit, in the words of Jean Laumon, “une admirable mine de themes poetiques.”

Indentation Indent paragraphs of your text one full tab. Indent long quotations two tabs. The opening sentence to a quoted paragraph receives no extra indentation; however, if you quote two or more paragraphs, indent the beginning of each paragraph an extra three spaces. Indent Works Cited entries five spaces on the second and succeeding lines. Indent the first line of content footnotes five spaces. Other styles, such as APA, have different requirements.

Italics Use italics to designate titles. For handwritten manuscripts, as well as your rough drafts and note pages, use underlining.

Margins A basic 1-inch margin on all sides is recommended. Place your page number ½ inch down from the top edge of the paper and 1 inch from the right edge. If you use your name as a running head, as in MLA style, place both name and page number on the same line, flush with the right margin (see chapter 11). Word processing may enable you to print automatically the page numbers and the running head.

Monetary Units Spell out percentages and monetary amounts only if you can do so in no more than two words. For example, \$10 or *ten dollars*.

Numbering (Pagination) Number pages in the upper right-hand corner of the page, ½ inch down from the top edge of the paper and 1 inch from the right edge. Pages preceding your opening page of text require lowercase Roman numerals (ii, iii, iv). Do not type a page number on a separate title page, if you have one, but do include a page number on your opening page of text, even if you include course identification. Your last name should precede the number.

Short Titles in the Text Use abbreviated titles of books and articles mentioned often in the text after a first, full reference. For example, *Backgrounds to English as Language* should be shortened, after initial usage, to *Backgrounds* both in the text, notes, and in-text citations but not in the Works Cited entry.

Slang Avoid the use of slang wording. When using it in a language study, enclose in double quotation marks any words to which you direct attention. Words used as words, however, require underlining or are in italic type.

Spacing As a general rule double-space everything—the body of the paper, all indented quotations, and all reference entries.

Titles within Titles For a title that includes another indicated by quotation marks, retain the quotation marks.

O. Henry's Irony in "The Gift of the Magi"

According to Jacobey, "*Great Expectations* is a novel of initiation."

Underscoring (or Italicizing) for Emphasis On occasion, you may use underlining to emphasize certain words or phrases in a typed paper, but positioning the keyword accomplishes the same purpose:

Underscoring for Emphasis:

Perhaps an answer lies in preventing abuse, not in makeshift remedies after the fact.

Italicizing for Emphasis:

Perhaps an answer lies in *preventing* abuse, not in makeshift remedies after the fact.

Better:

Prevention of abuse is a better answer than makeshift remedies after the fact.

Word Division Avoid dividing any word at the end of a line. Leave the line short rather than divide a word.

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