

MAHS FORM AND STYLE GUIDE



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INTRODUCTION TO ESSAY AND RESEARCH WRITING

Moon Area High School has adopted the MLA style as its standard for all formal writing. To prepare writing assignments, the student will use the information and examples presented in this guide to assist with the writing process.

Organizing the Essay

Most essays need an introduction, body paragraphs, and conclusion. Your thesis, evidence, and support should determine how you map out the essay and how many body paragraphs the essay contains.

Thesis Statements

A thesis statement:

- ✓ is a road map for the paper; in other words, it tells the reader what to expect from the rest of the paper.
- ✓ is usually a single sentence in your first paragraph that presents your main point to the reader.

The rest of the paper, the body of the essay, gathers and organizes evidence that will persuade the reader that your thesis statement is correct.

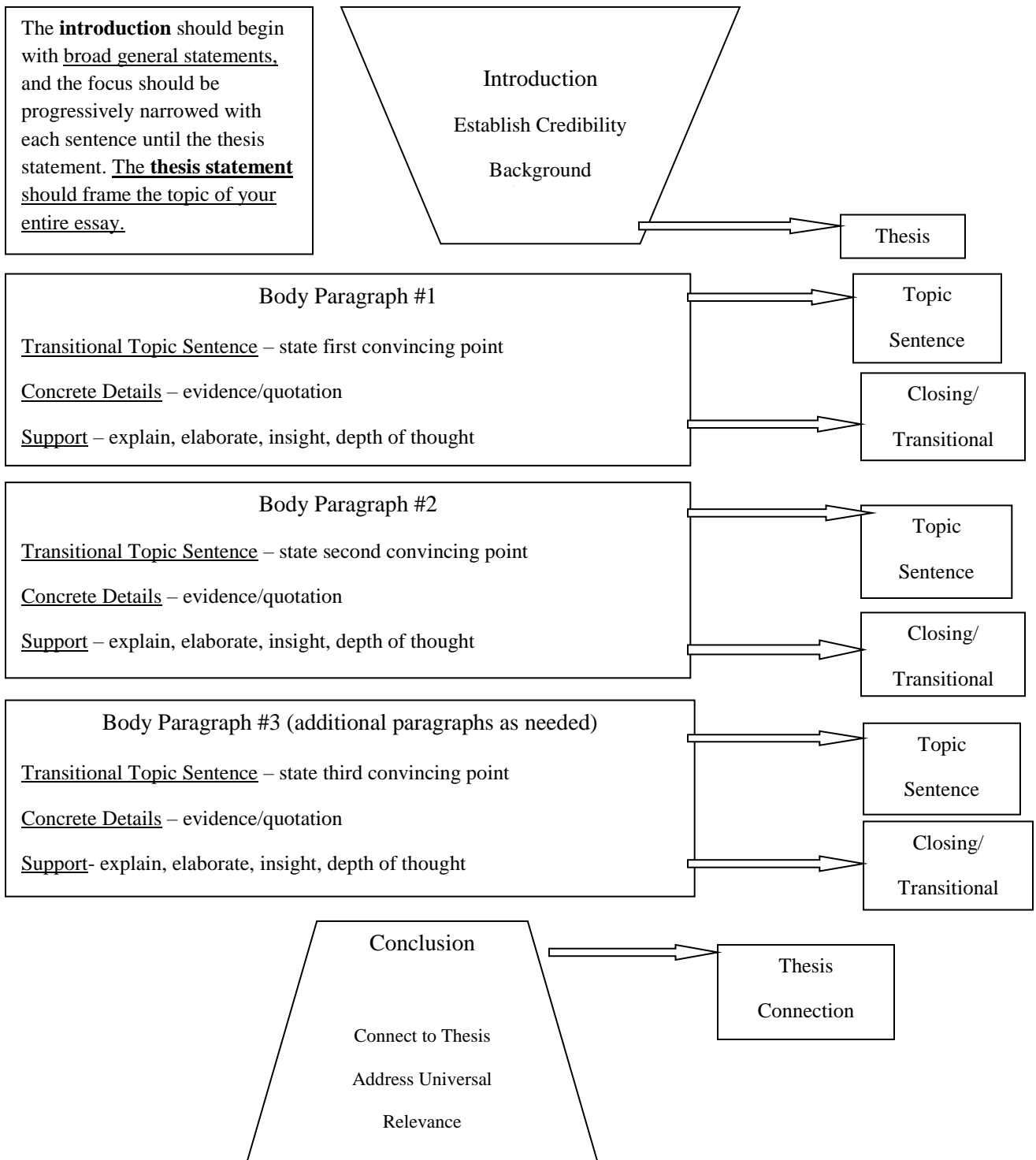
**An effective thesis statement
should be limited to the purpose
of the assignment and only
broad enough to address the
essay's central question.**

When you start to write a thesis statement for your essay, consider these steps:

1. Define or identify the **TASK** set by the prompt.
2. Consider **WHAT** needs to be addressed in the response.
3. Decide **HOW** to respond / what *you* want to say.

See WRITING THE PAPER for thesis statement examples.

FORMAL WRITING OUTLINE



THE RESEARCH PAPER

A research paper is, first and foremost, a form of written communication. Like other forms of nonfiction writing – letters, reports, essays, articles, and books – it should present information and ideas clearly and effectively. When students are asked to write research papers, they often become preoccupied with gathering material, taking notes, compiling and documenting sources. Students should not forget to apply the knowledge and skills acquired through previous writing experiences. Here is a brief review of the steps for expository writing:

1. If given a choice, select a subject of personal interest and one that can be treated within the assigned limits of time and space.
2. Determine a focus for writing the paper.
3. Develop a thesis statement expressing the central idea of the paper.
4. Gather ideas and information in a preliminary list, eliminating anything that would weaken the paper.
5. Arrange materials in an order appropriate to the thesis of the paper.
6. Make a detailed sentence outline.
7. Write a preliminary draft with a clear introduction, body, and conclusion.
8. Read the preliminary draft to improve it; revising, rearranging, adding, and eliminating words, phrases, and sentences to make writing more effective.
9. Be sure to check that quotation marks are used around **all** borrowed words, phrases, and sentences.
10. Proofread the final draft, making additional corrections.

Although the research paper has much in common with other forms of writing, it differs from many of them by relying on sources of information other than the writer's personal knowledge and experience. It is based on primary research, secondary research, or a combination of the two. Primary research involves the study of a subject through firsthand observation and investigation, such as conducting a survey or carrying out a laboratory experiment. Secondary research entails the examination of studies that others have made of the subject. Many academic papers, reports, and proposals required in business, government, and other professions, depend on secondary research. The research paper is not a collection of other people's thoughts and words, but a carefully constructed presentation of ideas that relies on other sources for clarification and verification. Fully document all the facts and opinions used in the paper.

Selecting a Topic

In selecting a topic, choose a subject of personal interest when possible and keep in mind the time allotted and the expected length of the research paper. "Twentieth-Century World Politics" would obviously be too broad a subject for a ten-page term paper. Students commonly begin with fairly general topics and then refine them by research and thought into more specific ones. Here again, preliminary reading will be helpful. Consult books and articles to narrow the topic. A student initially interested in writing on Shakespeare's imagery, for instance, might decide after some careful thought and reading, to focus on the blood imagery in *Macbeth*. A topic such as

“Modern Technology and Human Procreation” could likewise be narrowed to “The Failure of Surrogate Motherhood.”

Narrowing a Topic

Unlike a general subject, a working topic should:

- examine one significant issue, not a broad subject.
- address a knowledgeable reader and carry that reader to another level of knowledge.
- have a serious purpose, one that demands analysis of the issues, argues from a position, and explains complex details.
- meet the expectations of the instructor and conform to the course requirements.

GATHERING INFORMATION

Libraries typically offer both print and electronic resources. Be sure to use a variety of sources when possible.

When consulting a book, article, or Internet site make sure to determine the authority, accuracy, and currency of the source. Follow these simple guidelines:

1. Find the author and publisher of the source.
2. Search for information on the author to validate the author's credentials and level of expertise.
3. Check the sources used by the author. Determine how those sources are used and whether they add credibility to the work.
4. Realize that the publication date of a source suggests how current or modern the author's research is.

Evaluating the Information

The information researched needs to be evaluated using the following criteria:

- ✓ Relevancy of the material to the topic
- ✓ Timeliness of the material to the topic
- ✓ Credibility of authorship
- ✓ The slant (bias) of material presented

Evaluating Internet Sources

Use the following guidelines to determine the validity and truthfulness of Internet materials:

- ✓ Prefer the "edu" and "org" sites. These often come from educational institutions and professional organizations. If in doubt, ask your instructor.
- ✓ The "gov" and "mil" sites usually have reliable materials. The "com" sites are questionable for many reasons. They may be for profit or contain biased or unreliable information. Spend extra time evaluating these sites.
- ✓ Recognize unreliable websites such as advocacy pages, personal homepages, informational pages, and business and marketing pages.
- ✓ Look for the professional affiliation of the writer and check the bibliography that accompanies the article. If you cannot find any information concerning the author or his sources, you should probably abandon the source and look elsewhere.
- ✓ Look for hypertext links to other professional or educational sites, which would indicate more scholarly work on the subject.

Printing Electronic Sources

When printing Internet or electronic sources, **do not** copy and paste into Word, but print the original material in its entirety from the source. Be sure to print the last page of the article that includes important publication information needed to create your Works Cited.

Copying Print Sources

When copying print sources, make sure that all publication material is copied and included with the source materials. Copy the title and copyright pages for important publication information needed to create your Works Cited.

Personal Interviews

Before beginning an interview, whether on the telephone, via e-mail, or in person, prepare a list of open-ended questions. Be prepared to record the information, either by writing it down or by recording it. Information gathered can be included in the paper by quoting a person directly, paraphrasing a response, or summarizing a whole interview.

Contacting People

- Be respectful of the time and needs of anyone interviewed. Never be late for an appointment.
- Remember that no one is obligated to answer questions, and that even though many people may be happy to answer questions, they do so as a courtesy.
- Ask permission to tape record or take notes.
- Be courteous and do not push someone if he/she seems reluctant to answer a question.

Asking Questions and Interviewing Skills

Explain the research paper and ask initial questions that are general enough to allow the interviewee to reveal his or her attitudes and special interests. For example: *What can you tell me about...? What do you remember about...? Can you explain that to me?* Listen carefully for details and ask the person to elaborate on those that seem important. Avoid interrupting. Try to ask questions in a neutral way, saying, *"Tell me more about that."* Keep an open mind and thank the person when the interview is complete.

CREATING THE WORKS CITED PAGE

Tips, Format, and Examples

MLA Style is a method of formatting and documenting sources in academic writing. MLA (Modern Language Association) is commonly used for papers in the humanities (such as English and philosophy). MLA Style is also used in many high schools and first year college writing. When you use outside sources (i.e., books, journal articles, newspaper stories, etc.) in your paper, the MLA Style of citation requires that you provide certain information following the MLA guidelines.

MLA acknowledges that source formats are continually evolving; therefore, they have adopted a set of universal guidelines that apply to every source. Here are the core elements:

CONTAINER 1	Author.
	Title of Source.
	Title of container,
	Other contributors,
	Version,
	Number,
	Publisher,
CONTAINER 2	Publication date,
	Location.
	Title of container,
	Other contributors,
	Version,
	Number,
	Publisher,
	Publication,
	Location.

MLA recommends that a citation should direct the reader to what you, the writer, wish to emphasize. Therefore there is greater flexibility in how a citation is created and more than one possible way to cite a work. The next page features an example of how a journal article retrieved from a database is broken down in MLA format.

Author.	Stuckey, Heather L., and Jeremy Nobel.
Title of source.	“The Connection Between Art, Healing, and Public Health: A Review of Current Literature.”
CONTAINER 1	
Title of container,	<i>American Journal of Public Health,</i>
Other contributors,	
Version,	
Number,	vol. 100, no. 2,
Publisher,	
Publication date,	Feb. 2010,
Location.	pp. 254-63.
CONTAINER 2	
Title of container,	<i>MasterFile Premier,</i>
Other contributors,	
Version,	
Number,	
Publisher,	
Publication date,	
Location.	doi: 47521820.

Stuckey, Heather L., and Jeremy Nobel. “The Connection Between Art, Healing, and Public Health: A Review of Current Literature.” *American Journal of Public Health*, vol. 100, no. 2, Feb. 2010, pp. 254-63. *MasterFile Premier*, doi: 47521820.

The next few pages present details regarding each element as well as examples.

NOTE: The Works Cited examples are single-spaced in this document for paper-saving purposes. Your Works Cited entries should be double-spaced with a hanging indent.

Author.

- The author’s name should be recorded with the last name first followed by a comma, then the first name, as it is presented in the source. Ex: Wilson, Samuel.
- A source with two authors should be recorded in the order it is found in the source, followed by a period. Ex: Wilson, Samuel, and John Smith.
- When a source has three or more authors record the name of the first author listed with the last name first, place a comma after the first name, then write “et al” followed by a period. Ex: Wilson, Samuel, et al.
- The term “author” does not necessarily need to be the person who wrote the work. Think of it as the person or persons responsible for creating the content you are using in your paper. An editor, translator, or even a performer may be listed for this element.

Examples:

Jones, Laura, editor.

Jones, Laura, and Frank Rogers, editors.

Schmidt, Gregory, translator.

Ferrell, Will, performer.

- List authors in order of appearance on the title page.
- When no author is listed, list entry alphabetically by title, include but ignore articles.
- Record pseudonyms and online usernames as they appear. Ex: @moontigers
- Corporations, government agencies, or other associations may be listed for this element. Ex: United Nations. When an organization is both the author and the publisher, begin your entry with the title of the work and input the name of the organization as the publisher. Do not include “The” in the works cited list. Ex: United Nations, not The United Nations. Arrange government agencies from largest to smallest – name of government, then agency, additional units.
- Do not list titles or degrees, but do include suffixes such as “Jr.” or “II”.

Title of source.

Enclose the title in quotations marks if it is part of a larger source such as an article in a magazine, a posting or article on a website, a song, or a story that is part of a collection. Italicize (or underline if it is not possible to italicize) larger works such as books, an entire website, or a television series.

- When listing entries without an author, list alphabetically by title, ignoring A, An, and The. These articles are included, but you do not use them for alphabetical order.
- When listing an entry without an author but whose title begins with a number, alphabetize as if the numeral was spelled out. Ex: 1920 is thought of as Nineteen Twenty for Works Cited order.

Title of container,

The term “Container,” in this case, refers to the larger work that contains the smaller work. For example, if you wish to cite a magazine article, the article itself is your source, while the larger magazine which holds, or contains, this article is known as the “Container.” Containers are typically italicized because they are larger works such as books, journals, websites, newspapers, and magazines. **When will there be two containers?** A good example of this is when you use an article you find in a database. The article is your actual source. Where was the article originally published? The name of the magazine, newspaper, or journal which originally published this article is the first container. However, you retrieved the article from a database and must inform the reader of this. **Therefore, the name of the database is the second container, which holds the journal (first container), which holds the article (your actual source).** The name of the database will be italicized.

Other contributors,

This term refers to those individuals who played a large role in creating the work and should be noted in the Works Cited entry. Examples include:

edited by directed by created by performance by translated by

Version,

If the item you are citing is published in different forms, you should include which version you are using for your paper. Examples include:

8th ed. revised ed. e-book director's cut updated ed.

Number,

Volume numbers and issue numbers are cited here. An example would be:

vol. 3, no. 2, - this would represent the third volume of an item, issue number two.

Volume numbers precede issue numbers. Journal articles typically feature both volume and issue numbers. Reference works often are printed by volumes.

Publisher,

This term refers to the entity responsible for publishing the work. If there is more than one publisher listed and you feel both are equally responsible for the publication you are citing, include both separated by a /, otherwise use the first publisher listed. You may omit the publisher's name from periodicals, a work published by its own author or editor, a website whose title is the same as the name of the publisher, or a website not involved in producing the items viewed on its site such as YouTube or a database.

Publication date,

- Invert dates (day month year) whenever possible.
- If there is more than one date listed be sure to include the date most pertinent to the item you are citing, or the most recent date.
- Abbreviate all months except for May, June, and July.

Location.

- Use page numbers for print sources (p. or pp.)
- Write full page numbers up to 99 (44-51), then use only the last two digits for second page in pagination (123-28) unless necessary to use all digits (191-204).

- Use a URL (web address) for websites. Citing permalinks or DOIs (digital object identifiers) in place of URLs are recommended – if available.
- An actual location, such as museum, may also be listed.

Optional Items

As the writer, you may decide to include additional information to help your reader better understand a source. Optional items may include but are not limited to:

- The original date of publication if the source is republished. This would be included after the name of the source.
- You may add the name of a book series to the end of your entry. Do not italicize, underline, or enclose in quotations.
- You may add a description of the work such as Lecture, Address, etc. at the end of your entry.
- You may add the date you accessed the work online. Ex: Accessed 23 July 2014.
- The city of publication is no longer needed, but you may include it if you feel it is relevant.
- You may specify document numbers and sessions of congress.

Works Cited Tips

- Your Works Cited page should include the title Works Cited that should **not** be enclosed in quotation marks, italicized, or underlined.
- Set the page to double - space with a hanging indentation.
- Information should be retrieved from title pages rather than book covers.

Examples

Here are a few **citation examples** of source material you may use (remember to double-space):

Web article:

Lindemans, M.F. "Greek Mythology." *Encyclopedia Mythica*, 14 Oct. 2013, www.pantheon.org.

"Andromeda." *Windows to the Universe*, NESTA, 2012, www.windows2universe.org/mythology/andromeda.html.

Website:

Windows to the Universe, NESTA, 2012, www.windows2universe.org.

Database article:

Young, Emma. "Healing Rhythms." *New Scientist*, vol. 227, no. 3038, 12 Sept. 2015, pp. 36-39. *MasterFile Premier*, doi: 109345931.

Foster, Helen. "Yes, You Can Lose Weight and Reverse Diabetes." *Good Health*, Australia ed., Apr. 2016, pp. 66-69. *Consumer Health Complete*, doi: 113125124.
"Wage Against the Machine; Free Exchange." *The Economist*, 8 July 2017, p.68. *Student Resources in Context*, doi: A497815912.

Book:

Henley, Patricia. *The Hummingbird House*. MacMurray, 1999.

Two or more books by the same author:

Only provide the author's name for the first entry, inserting three hyphens and a period for the remaining entries.

Palmer, William J. *Dickens and New Historicism*. St. Martin's, 1997.

---. *The Films of the Eighties: A Social History*. Southern Illinois UP, 1993.

Book with an editor:

Gammond, Peter, editor. *The Oxford Companion to Popular Music*. Oxford UP, 1991.

Two authors or two editors:

Gillespie, Paula, and Neal Lerner. *The Allyn and Bacon Guide to Peer Tutoring*. Allyn, 2000.

Ellman, Richard, and Robert O'Clair, editors. *The Norton Anthology of Modern Poetry*. 2nd ed., Norton, 1988.

Three or more authors:

Krieger, Larry S., et al. *World History: Perspectives on the Past*. D.C. Heath & Co., 1994.

Work with a contributor:

Bronte, Charlotte. *Jane Eyre*. Edited by Margaret Smith, Oxford UP, 1998.

Book in a series:

The name of the book series may be listed as an optional item as the very last item in the citation.

Espejo, Roman, editor. *Celebrity Culture*. Greenhaven Press, 2011. Opposing Viewpoints.

Article published in a book in a series:

Fanning, Karen. "Body Image is an Issue That Concerns Most Teenagers." *Body Image*, edited by Heidi Williams, Greenhaven Press, 2009, pp. 9-13. Issues That Concern You.

eBook:

An e-book is considered a version of the book.

Carter, Ally. *Heist Society*. E-Book, Hyperion Books, 2010. *Destiny Discover*, wbb06735.follettshelf.com.

Corporate author or organization:

American Allergy Association. *Allergies in Children*. Random, 1998.

Passages/sections/chapters/short stories within a source:

Kincaid, Jamaica. "Girl." *The Vintage Book of Contemporary American Short Stories*, edited by Tobias Wolff, Vintage, 1994, pp. 306-07.

Literature Criticism: Introductory material

"Nothing Gold Can Stay." *Poetry for Students*, edited by Marie Rose Napierkowski and Mary K. Ruby, vol. 3, Gale, 1998, pp. 190-96.

Literature Criticism: Essay published for the book

Gioia, Dana. Criticism essay on "Nothing Gold Can Stay." *Poetry for Students*, edited by Marie Rose Napierkowski and Mary K. Ruby, vol. 3, Gale, 1998, pp. 208-10.

Literature Criticism: Essay originally published in another source (2 Containers):

Pritchard, William H. "Mountain Interval and New Hampshire." *Poetry for Students*, edited by Marie Rose Napierkowski and Mary K. Ruby, vol. 3, Gale, 1998, pp. 210-11. Originally published in *Frost: A Literary Life Reconsidered*, Oxford UP, 1984, pp. 145-63.

Print dictionary:

"Content." *Merriam-Webster's Collegiate Dictionary*, 11th ed., Merriam-Webster, 2003, p. 269.

Online dictionary:

“Content.” *Collegiate Dictionary*, Merriam-Webster, 2016, unabridged. merriam-webster.com/collegiate/content.

Citing an introduction, preface, foreword or afterword, back cover or inside flap of book:

Author of selection



Author of complete work



Duncan, Hugh Dalziel. Introduction. *Permanence and Change: An Anatomy of Purpose*, by Kenneth Burke, 3rd ed., U of California P, 1984, pp. xiii-xliv.

If an introduction, preface, etc. has its own title, enclose the title in quotation marks and place before the descriptive title (Introduction, e.g.).

Print magazine:

If the article does not appear on consecutive pages, use a plus sign (14+) to indicate pagination. This will apply to newspapers as well.

Deresiewicz, William. “The Death of an Artist-and the Birth of the Creative Entrepreneur.” *The Atlantic*, Jan.-Feb. 2015, pp. 92-97.

Online magazine:

Cara, Ed. “The Viral and Bacterial Links to the Brain’s Decline.” *Newsweek*, 22 May 2016, www.newsweek.com/viral-bacterial-links-brains-decline-462194.

Print newspaper:

Pagination is different when citing newspaper articles. Remember to use a plus sign if the article does not appear on consecutive pages. Also, if there is more than one edition available for that date, be sure to identify the edition after the date. Include the city and state of lesser-known publications in brackets.

Krugman, Andrew. “Fear of Eating.” *New York Times*, late ed., 21 May 2007, p. A1.

Behre, Robert. “Presidential Hopefuls Get Final Crack at Core of S.C. Democrats.” *Post and Courier* [Charleston, SC], 29 Apr. 2007, p. A11.

Online newspaper:

Cardenas, Catherine R. “Oakland Catholic Grad Wins Olympic Gold With Women’s Rowing Team.” *Pittsburgh Post-Gazette*, PG Publishing, 13 Aug. 2016, www.post-gazette.com/201608130121.

Article in an online journal:

Adashek, Jacob. "When Herd Immunity is the Only Protection." *American Journal of Public Health*, vol. 106, no. 6, June 2016, p. 965. *American Journal of Public Health*, doi: 10.2015/AJPH.2016.303150.

Painting, sculpture, or photograph:

Goya, Francisco. *The Family of Charles IV*. 1800, Museo del Prado, Madrid.

Online image (including a painting, sculpture, or photograph):

Klee, Paul. *Twittering Machine*. 1922, *Museum of Modern Art*,
www.moma.org/collection/works/37347.

Email:

Use the subject line of the email as the title, enclose in quotation marks and standardize capitalization.

Neyhart, David. "Re: Online Tutoring." Received by Joe Barbat, 1 Dec. 2000.

Blog post:

Hardenbrook, Joe. "Children's Books That Presidential Candidates Need to Read." *Mr. Library Dude*, 18 Apr. 2016, mr.librarydude.wordpress.com/category/books/.

Tweet:

@mrlibrarydude (Joe Hardenbrook). "Beautiful Day in Wisconsin." *Twitter*, 22 May 2016, 6:39 p.m., twitter.com/mrlibrarydude/status/734559338602303489.

YouTube and online video clips:

"What are Databases and Why You Need Them." *YouTube*, uploaded by Yavapai College Library, 29 Sept. 2011, www.youtube.com/watch?v=Q2GMtlvaNzU.

Personal interview:

Purdue, Pete. Personal interview. 1 Dec. 2000.

Speeches, lectures, and other oral presentations:

Stein, Bob. "Computers and Writing Conference Presentation." 23 May 2003, Purdue University, Union Club Hotel, West Lafayette, IN. Keynote Address.

Movies and television:

Ed Wood. Directed by Tim Burton, performances by Johnny Depp, Martin Landau, Sarah Jessica Parker, Patricia Arquette, Touchstone, 1994.

“Under the Gun.” *Pretty Little Liars*, season 4, episode 6, ABC Family, 16 July 2013. *Hulu*, www.hulu.com/watch/511318.

Sound recordings:

Nirvana. “Smells Like Teen Spirit.” *Nevermind*, Geffen, 1991.

Beethoven, Ludwig van. *The 9 Symphonies*, performed by NBC Symphony Orchestra, conducted by Arturo Toscianni, RCA, 2003.

SOURCE CARDS

Use 3 x 5 index cards for each source cited in your paper. It is preferable to use a pencil. The criteria listed below is to be indicated on each source card for each work cited.

Top Left Corner

SOURCE NUMBER

Number each card in sequence as prepared.

Bottom Left Corner

LIBRARY

The library and/or source where the work can be found (i.e., MAHS, RMU, Moon Public Library).

Top Right Corner

CALL NUMBER AND LETTERS

Provide the call number (if the source is a book).

Bottom Right Corner

PERSONAL NOTE

Identify special features of the source (i.e., charts, graphs, pictures).

Center of Card (double-spaced)

WORK CITED ENTRY

Each work cited entry is to be completed according to the style guide format.

Information should be presented in Works Cited entry format. An example follows on the next page.

Example

1	363.17
	LEE
Lee, Sally. <i>Pesticides</i> . Franklin Watts, 2000.	
MAHS	Charts

ANNOTATED BIBLIOGRAPHY

An annotated bibliography provides a list of all of the sources you will use for your research paper, and it provides a brief summary (3-6 sentences) of each source. The specific components of the annotated bibliography are listed below.

Format

Your annotated bibliography must be formatted correctly in MLA style:

- *1" margins on top, bottom, left, and right
- *Heading in upper left corner
- *Header on each page
- *Times New Roman 12 pt. font
- *Double-spacing

Citations are arranged alphabetically by first word in each citation. Each citation must be written according to MLA standard.

Annotation

The annotation begins right after the last word in the citation. Do not begin the annotation on a new line. The summary should be concise and "to the point." Do not include superfluous material.

The entire annotation should be no more than 6 sentences.

MAIN POINT (1-3 sentences)	What is this article about?	Summarize the main point(s) of your source.
EVALUATION (1-3 sentences)	How will this source help me write my paper?	Evaluate the source's usefulness or connection to your paper.

Example of an Annotated Bibliography

Harrison 1

Samuel Harrison

Mrs. McGrosky

English 12

5 November 2009

Annotated Bibliography

Chandler, Cynthia Katherine. *Animal Assisted Therapy in Counseling*, Routledge, 2005. Animals provide assistance to humans in physical ways such as guide dogs for the blind and assistance dogs for the disabled. Psychological therapists have been attempting to use therapy dogs in psychological and emotional counseling sessions. A successful use of therapy dogs in counseling has been established in crisis response situations. The source will be useful because it provides an overview of different types of services the dogs can provide. I'd like to explore the use of therapy assistance dogs in my paper.

Hoffman, Michael. "Jamie's War Wounds." *Army Times*, 22 Sept. 2008, pp. 28-30. *MasterFile Premier*, doi: 34489507. Rex was a working dog in the U.S. Army on patrol with U.S. Air Force K-9 handler "Jamie" when they encountered an improvised explosive device (IED)...

TAKING NOTES

Preparing Note Cards

Tips to remember when preparing note cards:

- ✓ Use 3 x 5 cards for the note taking process.
 - ✓ Write only one idea from one source per index card.
 - ✓ Limit note taking to only one side of the card.
 - ✓ Use abbreviations and summarize when possible.
 - ✓ Avoid excessive quotations (20% of the notes).
 - ✓ Use brackets and ellipses correctly.
 - ✓ Avoid taking too many notes from only one source.
 - ✓ Take notes that correspond to the working outline.
-
- The SLUG belongs in the top left corner. The SLUG identifies key words.
 - The NUMBER OF THE SOURCE is featured in the top right corner. Use the number from the source card.
 - The PAGE NUMBER belongs in the bottom right corner and identifies the page number of the source information.
 - The NOTES TAKEN FROM THE SOURCE belong in the center of the card. Notes may be a direct quote, paraphrase, or summary of information taken from the source.

There are three basic types of notes.

1. Direct Quotation Card
2. Paraphrase Card
3. Summary Card

Direct Quotation Cards

Direct quotation cards contain the exact words from the source with quotation marks around the material. Direct quotations should be limited to material that is especially well stated, historical, legal, opinionated, or a matter of definition.

Changes in Exact Quotes

Direct quotations may be altered from the original source; however, you must use correct punctuation and formatting to indicate that changes from the original appear.

- Brackets ([]) are used to indicate any change in wording in a direct quotation.
- Ellipses points (...) are used to indicate an omission of original wording.

Definition of Naturalism

2

“Naturalism has implications that are pessimistic, irrationalist, and amoral since its technique is to break down into a shimmering flow of experience the three dimensions that symbolized nationality and religious and social order in traditional art.” (include author)

xii

Paraphrase Card

Paraphrase cards repeat an idea from a source but use different words.

Rebel

3

Rebel Without a Cause hints at social problems that reveal delinquency and can occur in the best environments.

31

Summary Card

Summary cards condense lengthy material into a shorter, more useable form using different words.

Stephen Crane – Background

6

Received military instruction at his prep school (Cloverack); he excelled in it.

Became acquainted with a General Von Patten.

Stories told by General at school may be similar to those of Henry F. in *RBOC*.

1-2

WRITING THE PAPER

Writing a research paper involves preparing a thesis, an outline, a rough draft, a revision, and a final copy. Preparing the citations and works cited page, verifying the format and proofreading are also included in the process.

Thesis Statement

The thesis statement expresses the main ideas of the research paper.

- *It should be specific, focused and reasonable.
- *It should express all the major points of the paper.
- *It should guide the order of ideas in the paper.
- *It should be worded clearly to be effective.
- *It is often the last sentence of the introductory paragraphs.
- *It should be a declarative sentence.
- *It should be underlined.

The following examples show how to write an effective thesis statement:

TOPIC #1: The character of Minnie Wright in “A Jury of Her Peers”.

Vague Thesis: Minnie Wright becomes destructive.

Effective Thesis: Minnie Wright’s character change from passivity to destructive assertiveness is indicated by her clothing, her dead canary, and her unfinished quilt.

TOPIC #2: Baseball players’ salaries.

Vague Thesis: Baseball players’ salaries are too high.

Effective Thesis: To keep baseball players’ salaries from overburdening teams, team owners should recalculate the value of each player every year and adhere to strict salary caps.

TOPIC #3: Women in television commercials.

Vague Thesis: Television commercials often focus on housewives, unlike television shows which tend to glamorize women.

Effective Thesis: Though television shows often glamorize women, television commercials typically present females as housewives in distress in order for them to be rescued by the sponsor’s product.

Outline

A sentence outline serves as a beginning for the paper and as a test for logic in the order. Entries in a sentence outline are written using complete sentences and must be in parallel structure.

Example of a Sentence Outline

Harrison 1

Samuel Harrison

Mrs. McGrosky

English 12

12 December 2009

Outline

Thesis: As an American journalist who exposed political corruption in an unbiased manner, Lincoln Steffens proved himself to be proficient and influential in the field of social criticism in the late nineteenth and early twentieth centuries.

- I. Many factors in Lincoln Steffen's early career caused him to become a "muckraker."
 - A. Lincoln Steffen's popularity as a writer allowed him to obtain an editing position at McClure's, where he was quickly able to accelerate his career.
 - B. While Steffens was acknowledged as an excellent writer by S.S. McClure, McClure realized that Steffens needed to discover some type of new subject that would stimulate the minds of readers.
 - 1. Steffens was fortunate to interview a man by the name of Weyerhauser, who had become one of the richest men in America through many illegal and corrupt scandals.

Preliminary Draft

As the preliminary draft is written, it is **ABSOLUTELY NECESSARY** to keep track of which information comes from which source. Keep these points in mind:

- ✓ Organize the notes by topic and subtopics that correspond to the outline.
- ✓ Eliminate materials that are not relevant.
- ✓ Rewrite the outline if additional information is used.
- ✓ Be certain the thesis is specific and proven in the paper.
- ✓ Be sure to cite the source and page number of information such as statistics, opinions, ideas, lesser known facts, etc. Remember: Paraphrased, summarized, and quoted material must be cited.
- ✓ Be sure to enclose the exact words of a source in quotation marks and cite the source.
- ✓ Be sure to use a mixture of your own words, quotes, paraphrased, and summarized material.

Research Folder

Each student must submit a research folder to his or her teacher upon completion of the final draft. This folder must contain the preliminary draft and copies of **ALL** the sources used by the student, including Internet sources. All cited material used in the paper must be highlighted on the copies. Source cards are to be stapled to the corresponding material. The research folder will also contain additional materials per instruction by your teacher.

Revisions

As soon as the draft is completed, print out a copy and make revisions. Ask others skilled in writing to help with the revisions. Allow time to rewrite the paper as many times as necessary. Sometimes, the following questions can point to areas that need revision:

- Does the introduction prepare the reader for the paper?
- Does the underlined thesis govern all ideas in the paper?
- Do the paragraphs provide adequate supporting details for each of the headings and sub-headings in the outline?
- Are the paragraphs developed logically and arranged in a coherent sequence? Each body paragraph should have the following:
 - ✓ An opening transitional word, phrase, or sentence connecting it to the previous paragraph.
 - ✓ A topic sentence stated or implied.
 - ✓ Adequate supporting details, including (but not limited to) examples, illustrations, statistics, and anecdotes.

- ✓ Transitional words and/or phrases showing the relationship among supporting details.
 - ✓ A concluding sentence or idea.
-
- Do any sections repeat or contradict others?
 - Does the entire paper read smoothly, with transitions that carry the reader along from one idea to the next?
 - Are direct quotations no more than 20% of the paper?
 - Do sentences vary in structure and length?
 - Is word choice precise?
 - Does the paper avoid contractions?
 - Does the paper have a conclusion that supports the thesis?
 - Is the paper the required length?
 - Does the paper follow the proper formatting requirements?

AVOIDING PLAGIARISM

In short, follow this rule:

If in doubt, CITE. Better safe than sorry.

The Moon Area Senior High School takes a strong position that cheating and plagiarism are not acceptable practices by students. Emphasizing the need for students to submit original work or properly acknowledged work of others is a responsibility of the school. Students found cheating or plagiarizing will be penalized and disciplinary action may be taken.

Plagiarism is using another's thoughts, writings, drawings, etc., as one's own. Plagiarism includes but is not limited to:

- A. Failure to document with quotation marks any material copied directly from other sources
- B. Failure to acknowledge paraphrased materials (from someone else's ideas)
- C. Failure to provide a works cited (bibliography)
- D. Failure to provide sources for any visual drawing, sketch, painting, etc.

The above- mentioned points include works taken from the Internet, software, published or non-published works and computer disks and/or files. Individual teachers may adapt this policy to include course-specific requirements.

Consequences:

- A. Students found cheating/plagiarizing will receive zero credit on the assignment and parents/or guardians will be notified. (If a student hands his/her work to another student to copy, BOTH STUDENTS will receive a zero; student may also be referred to an administrator for further disciplinary action.)
- B. On the second offense, the student(s) will receive a failing grade for the nine-week period; student may also be referred to an administrator for further disciplinary action.
- C. Upon subsequent offense, the student will be referred to an administrator for further disciplinary action.

When to Cite

Generally speaking, you should give a full citation every time you include someone else's words or idea(s) in your own work. In other words, if you quote something, give full citation – most people know that. If you paraphrase something, provide citation for that too. See following sections for examples of the correct use of quotations, paraphrases, and summaries.

Keep in mind, however, that if something is “common knowledge,” you don’t have to provide a citation. For example, George W. Bush has frequently referred to himself as a “compassionate conservative,” and the comment has been repeated enough that most people now recognize the phrase. So, if you were going to use the term “compassionate conservative” you would not need to provide a citation for the speech in which Bush first said those words. How do you know when something is common enough to count as common knowledge?

Some important tips that will help in the process are as follows:

- When using exact words from a source, put them inside quotation marks and cite the source and page correctly.
- When using the words of a quotation, use brackets around words changed.
- When summarizing a passage, name the source at the beginning of the paragraph and use a parenthetical note at the end of the paragraph.
- When using statistics, give credit to the source at the end of the sentence.
- When giving credit to the source, do so at the end of the sentence.

When Not to Cite

The difference between well-known facts and little-known facts can be a matter of debate, but consider these examples: Virtually everyone knows that Abraham Lincoln was assassinated while serving as United States President, so that fact or the date and place of the deed need not be cited. On the other hand, not everyone knows that Robert Todd Lincoln, son of Abraham Lincoln, witnessed the assassinations of three presidents: his father’s, President Garfield’s, and President McKinley’s, and as a result, refused to attend any more state affairs. That curious fact, although rather readily verified, must be cited.

INTEGRATING SOURCE MATERIAL

To avoid plagiarism, know how to mark the beginning and end of any material drawn from a source. This section explains how to do so.

What is paraphrasing? Paraphrasing is useful when you want to represent another author's ideas, but you don't want to use their words to do that. Often this happens when the author's ideas are developed over several pages, and you simply want to include a sentence or two summarizing what the author believes. When you are paraphrasing, keep in mind this distinction between words and ideas. Since paraphrasing is not about using the original author's words, don't use them! When you paraphrase, you should completely restate the author's ideas, using your own words and organizing the information in your own way. Some people think "paraphrase" means taking an original quote and replacing or changing a word here or there; but this is not the case. In fact, if the phrases in your "paraphrase" are mostly the same as those in the original, this is considered plagiarism. (If you think you will be tempted to "borrow" too much from a source, try paraphrasing with the book closed.)

What is quoting? Quotes are useful when the author has said something in words or phrases that is particularly interesting or significant. In other words, we use quotes to draw attention to particular words, as much as the ideas they represent. You might think that using quotes is easy, because you don't have to struggle to come up with your own words. However, this is not exactly true. In academic writing, we don't simply "put" a quote into a paper, like putting clothes in a drawer. Quotes have to be set up and explained: they have to be woven into sentences and integrated into arguments. That takes some practice.

What is a summary? A summary, like a paraphrase, uses your own words and must be cited. The summary, however, condenses the original information into a shorter form, usually no more than 25% of the original source. It is cited in the same manner.

Preparing Parenthetical Citations

After each quote **or** paraphrase, you need to include the author's last name and the page number of the original information in parentheses; this reference is known as a parenthetical citation. The process of placing the citation into the text is called citing a source. The parenthetical citation must correspond to one of your Works Cited entries.

Examples and tips appear on the next few pages. Once again, examples in this document are single-spaced to save space. Be sure your document is double-spaced.

Basic Citation

Author ↓ ↓ Page #

Mary began complaining about an “unbearable lightness of being” (Jones 21).

If the author’s name is included in the sentence itself, you then only need to include the page number in the parentheses at the end of the sentence.

Jones claims Mary began complaining about an “unbearable lightness of being” (21).

↑
Author → ↓

↑
Page # → ↓

According to Jones, Mary began complaining that her soul felt strangely weightless (21).

Citation of an Anonymous Work

When citing an anonymous work (one for which no author is given), give an abbreviated, or shortened, version of the title, followed by the page number. Enclose the abbreviated title in quotation marks for smaller works and italicize for larger works. Make sure that the first word is the abbreviated version of the title and is the word by which the work is alphabetized on the Works Cited page. Here is a citation for an anonymous work called “Some Factual Errors in Steinbeck’s Portrayal of Oklahoma and Oklahomans.”

A contributor wrote that the novel contained “a number of factual errors” (“Some Errors” 647).

Citation of a Source without Pages

If the source is something that does not have page numbers, like an interview, the Internet, computer software, or recordings, give the name of the author or interviewee. If there is no name, give a shortened version of the title.

The migrants didn’t have the necessary money, or “Do-Re-Me,” to live decently (Gutherie).

Citation of Multiple Works by One Author

If the list of Works Cited entries contains more than one work by an author, then include an abbreviated version of the title. For example, the title *A Companion to the Grapes of Wrath* might become *Companion*.

The success from *The Grapes of Wrath* overshadowed Steinbeck's later work (French, *Companion* 3).

Citation with Author's Name and Title in Text

If the name of the author and the title of the work both appear in the text of the paper, use only the page number.

In "The Commonplace and the Grotesque," critic Edwin Bowdin points out that Steinbeck's novel contains people who are "isolated and lonely and even grotesque" (16).

Citation of a Work Available in Various Editions

When citing a literary work commonly available in different editions, include information that will allow the reader to find the quotation in any edition. For novels, include chapter numbers.

One character in Steinbeck's novel points out that "Everybody says words different... Arkansas folks says 'em different, and Oklahomy folks says 'em different. And we seen a lady from Massachusetts, an' she said 'em differentest of all" (*Grapes* 173: ch. 13).

For short stories or essays, include paragraph numbers: (Donne, "Meditation 17" 300; par. 7). For plays divided into acts and scenes, give the act number and the scene number separated by a period. Omit the page number(s). If the play is a well-known classic, then the author's name can be omitted as well: (*Macbeth* 5.5). For poetry, include the line number. You may include a chapter for e-books. You may cite the time displayed for audio and video.

Citation of a Specialized Reference Work

When citing an article in a reference work that is arranged alphabetically – an article in an encyclopedia or in a biographical dictionary, for example – use the author's name when available. Otherwise, use only the title or a shortened version of the title. For corporate authors you may abbreviate terms that are commonly abbreviated, such as "Dept." If citing organizations with separate units, such as government entities, include all of the units you deem relevant and list them from largest to smallest separated by a comma.

One cause of the Dust Bowl was misuse of the land ("Dust Bowl" 7).

The destruction of the land caused many farmers to migrate (Crane 5).

Citation of a Work by Two Authors

When citing a work by two authors, give the authors' last names and the page number.

Very little is now known about how dolphins and whales communicate (Demers and Harnish 36).

Citation of a Work by Three or More Authors

When citing a work by three or more authors, give the last name of the first author, followed by *et al.*, and page number. *Et al* is the Latin abbreviation for “and others.”

Scientists are still debating whether the higher apes can be taught to create “sentences” in sign language (Kim et al. 427).

Citation of a Quotation Appearing in a Source

When citing an item that is quoted in a source, use the abbreviation *qtd. in*.

An actress who visited one of these camps wrote, “I went around in a sick daze for hours after witnessing unimaginable suffering” (qtd. in Stein 219).

Citation of a Multivolume Work

To cite a page number in a multivolume work that is not an alphabetically organized reference work, give the name, the volume number, a colon, space, and the page reference.

Today, specialists in language often use the term grammar to refer to any aspect of language that can be described systematically (Lyons 2: 378).

Citation of More than One Page

When citing more than one page, use a hyphen to separate the numbers unless the pages are nonconsecutive. Do not cite any more than two or three pages at a time. Cite more often within the paragraph to avoid plagiarism.

French points out that “The Grapes of Wrath” has been applauded throughout the world since its publication” (*Companion* 147-48).

Another example: (Smith 124, 129).

When citing numbers, give the complete form of the second number for numbers through 99: 1-2, 13-15, 35-36. When citing larger numbers, give only the last two digits of the second number unless more numbers are required for clarity’s sake: 99-102, 117-18, 223-24, 1201-02. Use the same style of numerals used in the source. Use Arabic numerals for acts, scenes, volumes, etc.

Guidelines for Incorporating Quotations

Use quotation marks to signal the beginning and end of any material quoted:

As Carl Jung says, “One cannot afford to be naïve in dealing with dreams” (30).

Use the name or some other reference to the author to signal the beginning of any source material that is summarized or paraphrased – that is, restated in your own words:

Carl Jung warns that people should not think of dreams naively. As one traffic specialist observes, no police force can arrest everyone who violates a traffic law (24).

According to Senator Symms, funds spent on the enforcement of the 55 mph limit in California could have been more effectively spent to reduce drunk driving (13).

If paraphrase and direct quotation are combined, use both signals in turn:

According to Senator Symms, funds spent on the enforcement of the 55 mph limit in California could have been more effectively spent on “keeping drunk drivers off the road” (13).

Strategies

Most writers use these strategies when they are “putting” quotes in a paper:

- **Introduce each quote**

The writer provides context for a quote by incorporating it into a sentence, like this:

“Jane Brown says/claims/argues/contends/maintains/etc...”

“According to Jane Brown,...”

- **Interpret each quote**

The writer provides an explanation of what the quote means, and the explanation explicitly connects the quote to the argument (or purpose) of the paper.

Freud states in *Civilization and Its Discontents*, “It is clearly not easy for men to give up the satisfaction of this inclination to aggression. They do not feel comfortable with it” (72). In this psychological perspective, Freud believes communism is cheating people of aggression they need; therefore, he agrees with the capitalist idea of private property.

- **Limit quotes to a word or a short phrase where possible; use block quotes sparingly**

The writer selects only a word or a phrase from another author to quote, and surrounds the quoted material with words of her own. It is possible to include longer quotes by an author, but only if the entire quote is relevant to your argument. In these cases, the quote is often set off as a “block” (that is, it is indented 10 spaces).

Guidelines

When quoting, observe the following guidelines:

- **Quote selectively.** Quote material when it concisely expresses a point important to the topic, when its language is notably vivid or eloquent, or when it will be analyzed in detail. Do not use lengthy quotations just to pad the paper. Quote only as much is needed to make a point.
- **Quote accurately.** Check each quotation carefully against the original to be sure it has been copied exactly.
- **Use ellipsis points (...) to show that words have deliberately been omitted.** Omit words only when leaving them out does not change the basic meaning of the original. The words “not by mechanical aids” have been omitted from this passage:

“We must learn to reawaken and keep ourselves...by an infinite expectation of the dawn, which does forsake us in our soundest sleep” (Thoreau 61).

- **Use brackets to insert explanatory words:**

“By the early seventies,” writes Frances Fitzgerald, “most of the books [history schoolbooks] had been rewritten to include the history of blacks in America” (84).

- **If anything is underlined that is not underlined in the original, say so in parentheses:**

Jung finds something mysterious in dreams. “They originate,” he writes, “in a spirit that is not quite human” (“Approaching” 534, emphasis added).

- **Unless the quoted matter is perfectly clear by itself, explain its context as it is introduced:**

Advising those who want to write, Annie Dillard says, “Appealing workplaces are to be avoided. One wants a room with no view, so imagination can meet memory in the dark” (26).

- **Integrate quotations with your own words:**

Annie Dillard advises writers to work in “a room with no view” (26).

Integrating Quotations

Quotations should be integrated into your own sentences. Don’t drop quotations into your text without warning and avoid standing quotations alone as sentences; instead, provide clear signal phrases to prepare readers for the quotation.

Although the bald eagle is still listed as endangered, the species has recovered numbers. According to Jay Sheppard, a biologist studying bald eagles, “The bald eagle seems to have stabilized its population, at the very least, almost everywhere” (96).

Signal Phrases

The following list demonstrates the way to vary your signal phrases.

acknowledges	comments	describes	maintains	reports
adds	compares	disputes	notes	responds
admits	concedes	emphasizes	observes	shows
agrees	confirms	endorses	points out	states
argues	contends	illustrates	reasons	suggests
asserts	declares	implies	refutes	summarizes
claims	denies	insists	rejects	writes

You can also split the quotation by using the signal phrase in the middle of the sentence.

“It is curious,” Orwell notes, as the hanging party approaches the gallows and the prisoner steps slightly aside to avoid a puddle, “but till that moment I had never realized what it means to destroy a health conscious man” (47).

Use of Punctuation

***Commas and periods* always go inside closing quotation marks.**

I know you’re fond of the story “Children of the Corn,” but is it an appropriate subject for your essay?

“At last,” said the old woman, “I can say I’m truly happy.”

***Semicolons and colons* always go outside closing quotation marks.**

She never liked the poem “Dover Beach”; in fact, it was her least favorite piece of Victorian literature.

He clearly states his opinion in the article “Of Human Bondage”: he believes that television has enslaved and diminished an entire generation.

Question marks, exclamation marks, and dashes go inside closing quotation marks when they are part of the quotation and outside when they are not.

Where is your copy of “The Raven”?

“How cold is it outside?” my mother asked.

When you interrupt a quotation with explanatory words, use commas and two sets of quotation marks.

“All ambitions are lawful,” said Conrad, “except those which climb upward on the miseries or credulities of mankind.”

Citation of a Long or Block Quotation

Short quotations consist of four typed lines or fewer of prose, or three lines or fewer of verse. Long quotations should be more than four lines of typed text (prose) or more than three lines of verse. Set off a long quotation by indenting the text ten spaces or two tabs from the left margin. No change of the right margin is necessary. Use a colon to introduce the long quotation. Place the citation after the end punctuation. **No quotation marks are necessary.**

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

They entirely refused to have it in bed with them, or even in their room, and I had no more sense, so, I put it on the landing of the stairs, hoping it would be gone by the morrow. By chance, or else attracted by hearing his voice, it crept to Mr. Earnshaw’s door, and there he found it on quitting his chamber. Inquiries were made as to how it got there; I was obliged to confess, and in recompense for my cowardice and inhumanity was sent out of the house. (Bronte 78)

EXAMPLES OF STUDENT DOCUMENTATION

The next four examples in MLA style demonstrate the difference between genuine research writing and plagiarism. First is the original reference material, followed by four student versions. Two versions are plagiarized and two are not.

Original Material

Despite the growth of these new technologies and the importance of the mass media in our lives, our schools have failed to do anything in the way of developing a systematic curriculum aimed at helping students to understand the form, content, ownership, and organization of the mass media.

Student Version A (Unacceptable)

Despite new technology that makes the mass media important in our lives, the schools have failed to develop a systematic curriculum aimed at helping students to understand television. In fact, schools operate as though print were the main means of communication in our culture. But young people have a high-tech, visual sense of communication.

Explanation

This piece of writing is plagiarism. Material stolen without documentation is obvious. The writer has simply borrowed abundantly from the original source, even to the point of retaining the essential wording. The writer has provided no documentation and has not named the authority. In truth, the writer implies to the reader that these sentences are an original creation when, actually, nothing belongs to the writer.

Student Version B (Unacceptable)

Modern communication technology is here to stay and cannot be ignored. We live in the information age bombarded by television and radio in our homes and automobiles, annoyed by ringing telephones, and infatuated by computers and their modems for networking across the nation. Despite this new technology that makes the mass media important in our lives, the schools have failed to develop a systematic curriculum aimed at helping students to understand television. In fact, schools operate as though print were the main means of communication in our culture. But young people have a high-tech, visual sense of communication (Considine 635-39).

Explanation

Although Student Version B provides original opening sentences by the student and a citation to the authority, David Considine, it contains two serious errors. First, readers cannot know that the

citation “(Considine 635-39)” refers to most of the paragraph; readers can only assume that the citation refers to the final sentence. Second, the borrowed material from Considine is not paraphrased properly; it contains far too much of Considine’s language – words that should be enclosed in quotation marks.

Student Version C (Acceptable)

Modern communication technology is here to stay and cannot be ignored. We live in the information age, bombarded by television and radio in our homes and automobiles, annoyed by ringing telephones, and infatuated by computers and their modems for networking across the nation. David Considine sees the conflict as chalkboards and talking by teachers versus an environment of electronic marvels (635). He argues, “While schools continue to operate as though print were the main means of communication in our culture, an increasingly high-tech society requires a new definition of literacy that encompasses visual, computer, and media literacy” (Considine 639).

Explanation

This version represents a satisfactory handling of the source material. The authority is acknowledged at the outset, a key section has been paraphrased in the student’s own words with a correct page citation to Considine’s articles, and another part has been quoted directly with a page citation at the end.

Student Version D (Acceptable)

Modern communication technology is here to stay and cannot be ignored. We live in the information age, bombarded by television and radio in our homes and automobiles, annoyed by ringing telephones, and infatuated by computers and their modems for networking across the nation. David Considine sees the conflict as chalkboards and talking by teachers versus an environment of electronic marvels (635). He argues that our public schools function with print media almost exclusively, while the children possess a complex feel and understanding of modern electronics in their use of computers, television, and other media forms (Considine 639).

Explanation

This version also represents a satisfactory handling of the source material. In this case, no direct quotation is employed, and the authority is acknowledged and credited, yet the entire paragraph is paraphrased in the student’s own language.

Plagiarism Summary

According to the *MLA Handbook for Writers of Research Papers (7th Edition)*, plagiarism has occurred if:

- you took notes that did not distinguish summary and paraphrase from quotation and then you presented wording from the notes as if it were all your own.
- while browsing the Web, you copied text and pasted it into your paper without quotation marks or without citing the source.
- you repeated or paraphrased someone's wording without acknowledgement.
- you took someone's unique or particularly apt phrase without acknowledgement.
- you paraphrased someone's argument or presented someone's line of thought without acknowledgement.
- you bought or otherwise acquired a research paper and handed in part or all of it as your own.

You can avoid plagiarism by

- making a list of the writers and viewpoints you discovered in your research and using this list to double-check the presentation of material in your paper.
- keeping the following three categories distinct in your notes: your ideas, your summaries of others' material, and exact wording of your copy.
- identifying the sources of all material you borrow-exact wording, paraphrases, ideas, arguments, and facts.
- checking with your instructor when you are uncertain about your use of sources.(60-61)

FORMATTING THE PAPER

The physical appearance of a research paper can enhance the paper's impact or distract from it. A well-prepared manuscript looks professional. Mechanical errors, problems in organization, and more serious errors in content can lead to a reduction in the grade.

1. *ALWAYS KEEP A HARD COPY OF YOUR WORK IN CASE OF TECHNOLOGY FAILURE!* (Technology failure is not an excuse for a late paper; plan ahead.)
2. Use 8.5 x 11, good quality, **WHITE** paper.
3. Make sure print quality is readable, legible, and printed in black ink.
4. Use double-spaced, size 12, Times New Roman font. (No extra space between paragraphs; adjust settings in Word.)
5. Make last minute corrections neatly by using whiteout sparingly and a fine-point black pen.
6. Margins should be one inch on sides, top, and bottom. Indent all paragraphs one tab.
7. Insert a header by clicking Insert, Page Number, Top of Page, Plain Number 3. Type your last name before the number leaving a space between the name and number. Adjust the font to match the font used throughout your paper.
8. The MLA heading consists of your name, followed by your instructor's name, the name of the course, and finally the inverted due date.
9. The title should be centered and not altered in any way. Do not italicize the title, use quotation marks, underline it, etc. Do not use a period. The pages of the research report should be assembled in the following order:
 - a. Text/Research Paper
 - b. Works Cited Page(s)

An example of what your first page should look like follows next:

Marie Jones

Mrs. Post

Honors English 11

15 January 2010

Ellington's Adventures in Music and Geography

In studying the influence of Latin American, African, and Asian music on modern American composers, music historians tend to discuss such figures as Aaron Copland, George Gershwin, Henry Cowell, Alan Hovhaness, and John Cage.....

Outline

1. Use a header and lower case Roman numerals to number pages (i, ii, iii, iv).
2. Double space and center the word "Outline" from the header.
3. Double space and type the double-spaced thesis sentence(s).
4. Double space the outline. (See additional sample.)

Works Cited

A works cited page is a listing of every source that you used. It is arranged alphabetically, by the author's last name or the title of the article.

There are different formats for citing different types of sources. For example, if you are citing a book, you'll present the information one way, and if you are citing a periodical, you'll present the information another way. This guide includes sample citations for the most commonly used formats in academic writing. You'll see that most of them require the following information: the author's name, the title of the work, and the date and place of publication. To assist in preparing the final works cited page, the correct format for various entries is illustrated in the section of this guide entitled "Sample Entries." **The Works Cited page of the paper is the final listing of sources used in the paper.**

1. The page is numbered using the header.
2. The title, Works Cited, is centered and double spaced from the bottom of the header.

3. Double space after the title and begin the first entry at the left margin.
4. Use the Paragraph menu to select a Hanging Indent as a special indentation. Make sure your document is set to double-spaced with no extra spaces between lines.
5. Entries are arranged in alphabetical order by name of author. When no author is listed, alphabetize by the first important word of the title.
6. The second and subsequent lines of each entry are indented five spaces or one tab.
7. All lines are double-spaced.
8. Additional pages are numbered but not titled.
9. All works listed on the page MUST be cited in the paper at least once.

The Works Cited page published as the last page of this guide serves as an example.

Using Tables and Figures

Tables and figures must stand alone, but blend references to them into the text. Tables and figures may be taken directly from secondary sources or compiled from surveys, experiments, or other primary research. Tables show the relationships of numbers: dollars spent by year, automobiles produced by manufacturer, average wind velocities by geographic region. Anything else – a diagram, photograph, drawing, map, chart, or graph – is called a figure. Both tables and figures, with their accompanying titles, must be self-explanatory. The text, however, must refer to them, and their contents must give added support to that paragraph's topic sentence. At the same time, however, the text must be clear without the tables or figures.

In order to make clear, concise reference to tables and figures in the text number them consecutively: Table 1, Figure 1, Table 2, and so forth; and then refer to them by number, not by "the following table" or "the figure below." Be sure to include the source for the tables in the Works Cited.

PROOFREADING THE FINAL DRAFT

Proofreading Checklist

When proofreading your paper, check the following technical aspects:

- | | |
|---|---------------------|
| ✓ Headers | ✓ Quotations |
| ✓ Sentence Structure | ✓ Copy Quality |
| ✓ Margins | ✓ Third-Person Only |
| ✓ Spelling | ✓ Citations |
| ✓ Spacing | ✓ Tense Shift |
| ✓ Punctuation | ✓ Formal Language |
| ✓ Neatness | ✓ Underline Titles |
| ✓ Numbers Beyond 10 Use Numerals | |
| ✓ Spell out numbers that begin a sentence | |

Rubric

Each paper will be graded in two main categories: content and conventional structure.

Content

1. _____ Introduction – catches reader’s attention
2. _____ Thesis – underlined, contains opinions to be proven
3. _____ Organization/Body – main points follow thesis; cohesiveness
4. _____ Quality of content – specific details, examples, facts, quotes (long and short)
5. _____ Writing sophistication – proper word choice, paragraph development

6. _____ Sentence structure – varies in both type and length
7. _____ Transitions – used between paragraphs and sentences
8. _____ Three step procedure using quotes – introduce, quote, explain
9. _____ Conclusion – summarize thesis, main ideas, allude to opening

Research/Conventional Structure

1. _____ All research information is cited properly
2. _____ Quotations are exact; paraphrases are reworded entirely
3. _____ Proper form and accuracy in parenthetical citation
4. _____ Mixture of writer's own ideas, quotes, and paraphrases
5. _____ Works Cited – variety and validity
6. _____ Final sentence outline
7. _____ Title page, headers, pagination
8. _____ Fragments/run-ons
9. _____ Mechanics – punctuation, capitalization, spelling
10. _____ Usage – pronoun/antecedent, S/V agreement, tense, third person

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