

MINISINK VALLEY CENTRAL SCHOOL DISTRICT
SLATE HILL, NEW YORK

**RESEARCH MANUAL
FOR
SECONDARY STUDENTS AND TEACHERS**

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WHAT IS PLAGIARISM

Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense:

According to the *Merriam-Webster Online Dictionary*, to "plagiarize" means

- 1) to steal and pass off (the ideas or words of another) as one's own
- 2) to use (another's production) without crediting the source
- 3) to commit literary theft
- 4) to present as new and original an idea or product derived from an existing source.

In other words, plagiarism is an act of *fraud*. It involves both **stealing** someone else's work and **lying** about it afterward. It is most important to note that plagiarism can be unintentional as well. Poorly cited paraphrases or summaries are plagiarism. All ideas that can be attributed to the thoughts and works of another must be noted as such.

But can words and ideas really be stolen?

According to U.S. law, the answer is yes. In the United States and many other countries, the expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some media (such as a book or a computer file).

All of the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

Attention! **Changing the words of an original source is *not* sufficient to prevent plagiarism.** If you have retained the essential idea of an original source, and have not cited it, then no matter how drastically you may have altered its context or presentation, *you have still plagiarized*. Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed, and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism.

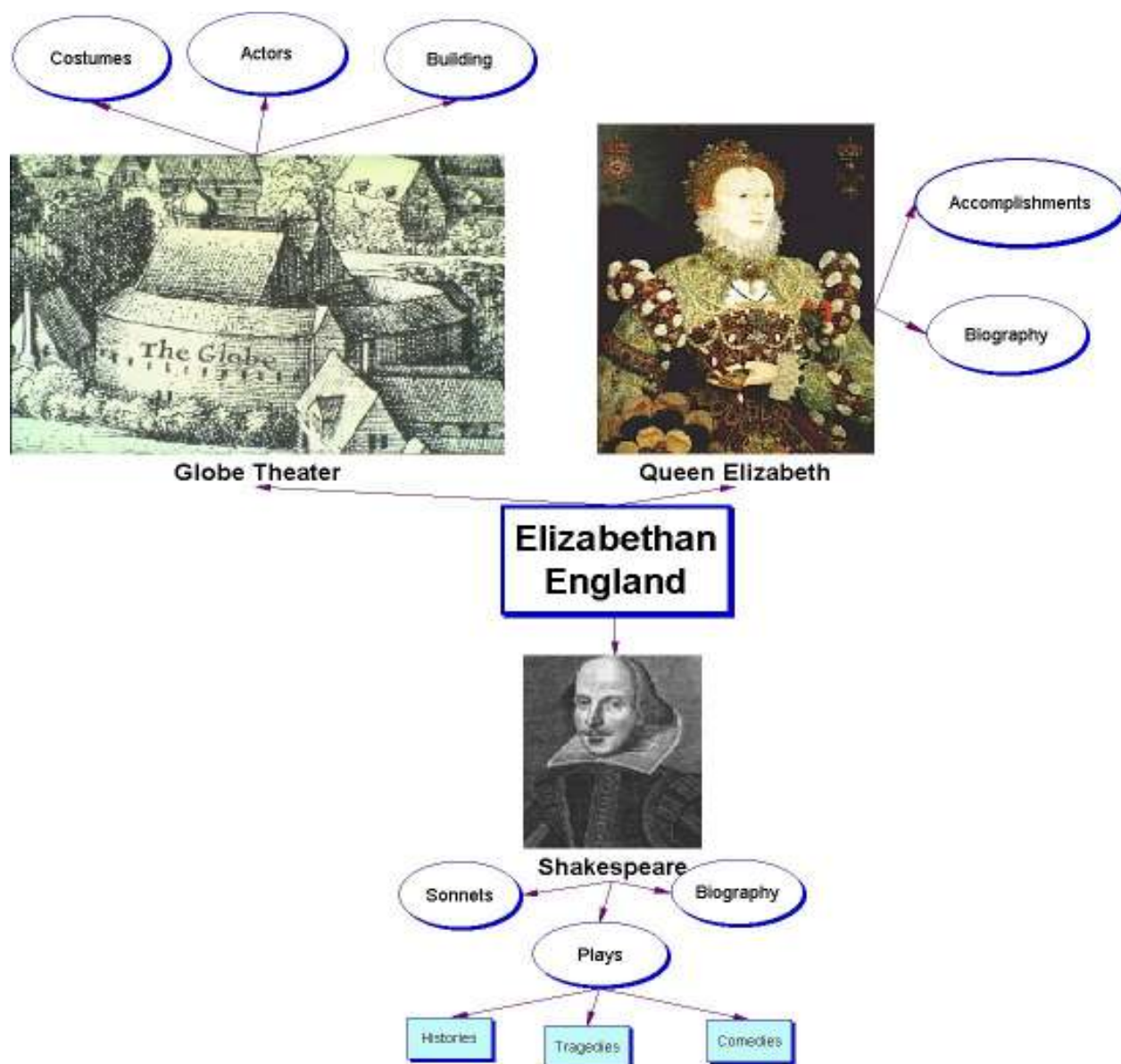
FROM: "What is Plagiarism?" Research Resources. <http://www.plagiarism.org/research_site/e_home.html>. Reprinted with permission from Turnitin, developed by iParadigms, LLC

GETTING STARTED

Selecting a Topic

Be sure to understand the assignment. If in doubt, discuss it with your teacher or librarian. Then, within the scope of the assignment, choose a topic that interests you about which you would like to learn more. This will make the project more interesting and you will probably write a better paper. Start with a broad topic and narrow it down to more manageable proportions.

Here is a web created using the computer program "Inspiration" (available on the school network). You can use Inspiration to turn your web into an outline that you can use in Word.



The research notes should more than match the assigned length of the paper (approximately two hand written pages = one typed page). Formulate a thesis (a clear statement of the main points your paper will make about the topic) that can then be evaluated through your research. In checking through resources (examples suggested below), you will find a great deal of information that may not be relevant to your thesis. This should be discarded.

Using the Library Media Center

This is your opportunity to find information on your broad topic and narrow it down. Do some background reading in an encyclopedia or other general work. This will orient you within the subject and help you form a tentative thesis statement. Some of the following resources may be considered:

- a. General encyclopedias – Present an overview of the topic to familiarize yourself with the subject. Many of them include bibliographies or Lists of Works Cited at the end of the articles. Encyclopedias should **not** be used as sources for your paper.
- b. Other general works – These resources provide different aspects of your topic and include almanacs, one-volume encyclopedias, Statistical Abstract, biographical dictionaries, yearbooks, geographical encyclopedias, and atlases.
- c. OPAC (Online Public Access Catalog) – Check out all the subjects relevant to your topic. Print out a list of the books that you think might be useful.
- d. Online Databases and electronic resources - Our subscriptions change from year to year. Please see your librarian for a current list.

Preparing a Works Cited

The Works Cited page is a list of all the works (books, articles [both in print and online], reference works, interviews, etc.) that you refer to in your paper. Your Works Cited page goes at the end of your paper, but don't wait until after your paper is written to prepare it. You need to work on it as you go along. The section below on Taking Notes will give you an idea of how to do that. There are plenty of examples in this manual. If you are unsure of how to go about preparing the Works Cited page, ask either your teacher or librarian for help.

“There is no knowledge that is not power.” – Ralph Waldo Emerson

Taking Notes

It is suggested that you use 3x5" index cards to take notes.

Some useful hints include:

- a. Use only one side of the card.
- b. Put one idea on a card and indicate the subject at the top.
- c. Indicate the bibliographic information. This includes a work cited card for each source as well as a parenthetical citation on each note card.
- d. If you take down the exact wording, include it in quotes. Be sure you have copied all spelling and punctuation correctly. Direct quotes should only be used when an author has written something particularly well and a paraphrase would not convey the meaning.
- e. Most of the material should be paraphrased or summarized.
- f. In both cases (d and e) be sure to indicate the page(s) because this information must be cited. Only common knowledge and your ideas, thoughts and opinions are not cited. Failure to attribute to an author is called plagiarism.

A sample note card:

<p><u>Poe's Influence</u></p> <p>Because of his dark life, Poe's literary achievements are frequently ignored. Indeed, Poe created the genre of detective fiction and helped pioneer the contemporary short story. In addition, Poe invented the psychological horror story, which has greatly influenced the theories of Sigmund Freud and the works of Stephen King (Skiba 80).</p>

Alternative Methods of Taking Notes

Some teachers encourage students to take their notes without index cards. Here are two reasonable alternatives for taking notes, but students should follow the method prescribed by their teachers.

- Legal Pad or Tablet Pad
 1. Obtain a legal or tablet pad of lined paper before doing research.
 2. Use one sheet of paper per reference.

3. Write the source information in the top margin. Be sure to include all information required for a works cited entry.
 4. Copy notes onto the pad using the left margin as a place to note page numbers.
 5. If working with a database or with other on-line materials, print out appropriate material and staple it to the legal page. Then, take notes on the legal page and highlight on the print-out. A good tip: affix numbers or letters on both the highlights and the notes to keep track of your thoughts.
 6. If working with a book or other print material, photocopy appropriate pages and repeat the steps outlined in number 5.
 7. Many colleges today require that students submit a research journal with their projects. The journal might simply be to collect all of the materials gathered in the note-taking process in a binder or folder. Some colleges require students to annotate their journals to explain how each reference was used in the writing process. Check with teachers to understand their expectations.
- Electronic Journal
 1. Obtain a rewritable form of media, either a flash drive, a memory stick, an IPOD, etc. OR save all work to your network folder.
 2. Create a Word document, and use a new page for each source. Follow the steps listed above in the Legal Pad or Tablet Pad section. BE SURE to follow step 3.
 3. Using an electronic journal has its advantages because material can be cut and pasted from the Internet. BE CAREFUL to clearly note for yourself what you've cut and pasted and FROM WHERE. You need to separate that material from your own annotation.
 4. If working with a book or other printed material, an ejournal would still be useful. Type the notes into a new page in the Word document. Photocopies could still accompany the ejournal.
 5. Each teacher may have different expectations, so check. The memory stick could be collected and returned, or the entire Word document could be emailed to the teacher.
 6. Many colleges today require that students submit a research journal with their projects. The journal might simply be to collect all of the materials gathered in the note-taking process. Some colleges require students to annotate their journals to explain how each reference was used in the writing process, so an additional page would need to be created in Word explaining how sources were used. Check with teachers to understand their expectations.

**"We are what we repeatedly do. Excellence, then, is not an act, but a habit."
- Aristotle**

Source Information: provide enough detail to create a works cited entry

Page numbers or reference numbers are listed here in the margin next to the note

- Notes and annotations from this source are made here.
- Quotes can be cut and pasted here.
- Preliminary analysis should be made after each note.
- Skip a space when moving to a new note from this source.
- Be sure to have corresponding page numbers or reference numbers next to the note.
- Start a new page on a new source.

Thesis Statement

In general, your thesis statement will accomplish these goals if you think of the thesis as the answer to the question explored in your paper:

- To test your ideas by distilling them into a sentence or two
- To better organize and develop your argument
- To provide your reader with a guide to your argument
- Thesis statements are not merely factual statements, nor are they opinion. A thesis is an argument to be proven.
- A good thesis statement often answers the question how or why.

Examples:

This thesis is basic:

The lifestyle of a teenager in the Middle Ages was very different from the lifestyle of most modern American teens.

See how it improves:

Because of the relative freedom enjoyed by teenagers today, the lifestyle of a modern American teen is very different from the lifestyle of teens in the Middle Ages.

Read the final version:

Teenagers in the Middle Ages, who were considered young but responsible adults by the age of sixteen, had very different lifestyles compared to modern American Teens.

Outlining

Arrange your material in logical order as in an outline:

Edgar Allan Poe: Genius or Madman?

- I. Skilled Literary Artist
 - A. Psychological and Symbolical Value
 - B. Stressed the aesthetic in his poetry
 1. found truth in the simple elements around him
 - a. the poem is the poem is the poem
- II. His Pen was Perverse
 - A. Inspired fear
 - B. Played upon the psyche

Discard anything that is irrelevant to your thesis. In general, your outline and paper should include an introduction, the main body, and a conclusion. Your introduction states your thesis, the main body supports it, and the conclusion states the significance of what you have found.

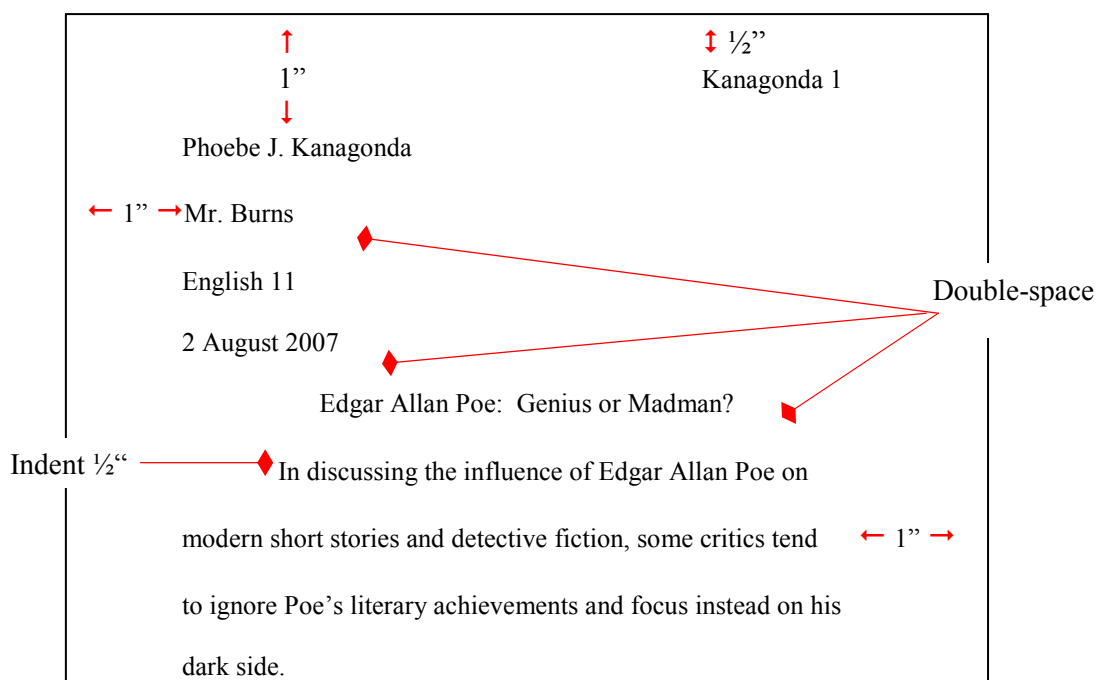
Writing

Using your outline and note cards, type your first draft and then revise it. When you hand in your finished paper, it should include a title page, the paper, and a Works Cited page -- in that order. Computers are available in classrooms and in the school library media center.

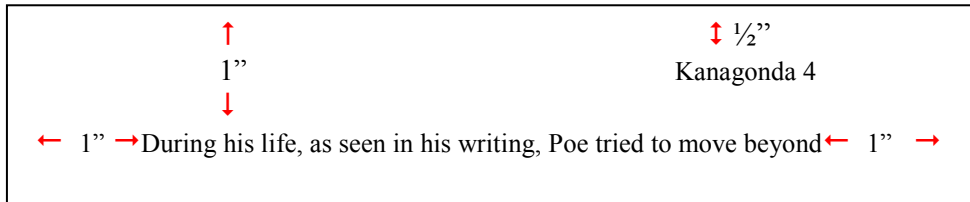
PHYSICAL APPEARANCE

- Typed, 12 point Times Roman font
- Generally 1" margins at the top, bottom, and both sides are MLA standard (Word defaults to 1.25" – in the File menu go to Page Setup and change this to 1")
- Double space (if using Word you must change the default paragraph spacing from single to double by going to Paragraph setup under the Format menu)
- Indent each paragraph .5" (use the Tab key for consistency)
- Number all pages consecutively in the upper right hand corner. MLA format requires your last name to be included with the page number. In Word use the Header feature. See example below
- All quotations must begin and end with quotation marks
- If you omit a word, phrase, sentence or paragraph from a quotation, you must use an ellipsis (three spaced periods . . .) to indicate this change
- MLA requirements states that papers do not need cover pages. Follow your teacher's expectations for a title page, if he or she requires one.

Instead of a title page, begin one inch from the top of the first page and flush with the left margin. On separate, double-spaced lines type your name, your teacher's name, the name of the class, and the date. Center the title -- do not underline, bold, italicize, or put quotation marks around it. This is what the top of the first page of your research paper should look like:



Number all pages consecutively throughout the paper in the upper right-hand corner, one-half inch from the top and flush with the right margin. Type your last name before the page number. In Word use the Header and Footer feature of the View menu.



PARENTHETICAL CITATIONS

The Minisink Valley School District requires that students acknowledge sources by using short parenthetical citations in the text of the paper, directly after the material cited. These citations refer to the list of **works cited** at the end of your research paper. **Footnotes and endnotes are no longer being used.**

The citation contains only that information necessary to enable the reader to identify fully the source used in the list of works cited as well as the page reference. Frequently, the last name of author and the page number are sufficient to identify the source of the information. The author's name may be included within the sentence itself and the page number is given in the parenthetical citation, or both author and page may be given in parentheses.

Example of author's name included within the sentence

←

Olsen predicts that as the Earth experiences further global warming, many existing cities will be under water in the future (420).

Example of author and page number at end of sentence

→

The growing globalization of baseball seems to indicate that one day there may truly be a World Series that could feature teams from Tokyo and London facing each other (Torsten 42)

Generally, in critical papers source notes should be followed by student analysis of the material represented by the note. The student's language should reflect as to why that particular noted material was chosen. The idea is that there should be interaction between the sources and your thesis.

What to document

All direct quotations, all paraphrases or summaries a.k.a. *in your own words*, all references to points of view peculiar to an author or source must be cited. Only information that is common knowledge is not cited. Common knowledge would include the fact that "George W. Bush is the 43rd President of the United States." You rarely need to give sources for familiar proverb such as "you snooze, you lose," or well-known quotations such as "Luke, I am your father."

Write the paper in your own words. Stringing direct quotations together is just transcribing your notes. The rule of thumb is no more than 10% of the paper should be direct quotes. The paper should be in your own words reflecting your ideas, points of view, and thoughts about the notes you've collected.

Remember! You must give credit to the author whose ideas, opinions and facts you have included in your paper. When in doubt, CITE. Any material you use, that is not cited, would lead the reader to believe it is your work. That is considered plagiarism – avoid it.

CITATION FORMAT

Citations always come directly after the exact quotation

"No one dared leave the camp at night; the lions were too close and too hungry" (Butler 56).

For paraphrased information, put the citation at the end of the documented material

While it was just plain common sense not to go wandering around at night with hungry lions nearby, these men were all on edge because they were in tents (Butler 56).

Another way to clearly demonstrate citation is to include a contextual reference: *Butler believed... According to Sir Isaac Newton... The principles of Sophocles...*

"Be not afraid of greatness: some are born great, some achieve greatness, and some have greatness thrust upon them." - William Shakespeare

NOTE:

It is important to recognize that there are different forms a research paper can take. Many of the examples provided in this document are for entry-level papers. Advanced papers, in Honor's courses, AP courses, and college courses, will be different. In such papers, students are expected to be much more analytical. The papers will not simply be reports but critical assessments of the research, the data, and the theories explored in the paper. In this higher level writing arena, contextual and parenthetical source notations are almost always followed by analysis in which the student examines the value of the summarized or quoted material and reflects on the value of the source itself. "*This is important because.... this is true because... this is false because... she is right, he is wrong and this is why...*" such phrases and language constructions that examine *how* and *why* must be prevalent in higher-level research writing. The ideas presented in the summary or quote need to be anchored to the thesis, and they need to be examined for validity. A sample of this type of writing can be found as the last of the appendices.

PARAPHRASING EXAMPLES

Newspaper or Magazine Article With No Author

The Amazon region of Central Brazil is replete with unusual animals and peoples who are from a culture different from Brazilians in the major cities ("Amazing" 56).

Note: When there is no author, include an abbreviated form of the title (usually the first significant word) and the page number.

Author's Name Included Within a Sentence

Olsen predicts that as the Earth experiences further global warming, many existing cities will be under water in the future (420).

Note: Since the author's name is mentioned in the sentence, you only need to indicate the page.

Author at the End of a Sentence

The growing globalization of baseball seems to indicate that one day there may truly be a World Series that could feature teams from Tokyo and London facing each other (Torsten 42).

Note: This citation is for a book with one author.

Two Authors at the End of a Sentence

In the common schools of the 1800s, in the United States, the most important imparters of ideas and morals were the “Readers.” These textbooks were as important as the New England Primer was in the 1700s (Sullivan and Weber 23).

Note: When there are two or more authors, give both names.

Three or More Authors at the End of a Sentence

In the 1800s, women worked hard to put the 19th amendment through Congress. Thereafter, they went state by state to guarantee that the right to vote for women would be part of the constitution (Severn et al. 7).

Note: If there are three or more authors, use the name of the first author and et al. for the rest.

Two or More Works by the Same Author

Throughout history, Italy’s long coastline has been a tempting target for invaders (Browse, Renaissance 89).

Note: You need to differentiate between two different books by the same author. Select the first most important word in the title and the page. Make sure the words are different.

"Education is what survives when what has been learned has been forgotten." - B. F. Skinner

More than One Volume of a Work

After a quarter century of surging incomes that made them millionaires, the nation's doctors now face the prospect of stable or shrinking pay (Jones 2: 387).

Note: To cite a volume number as well as a page number in a multivolume work, separate the two elements with a colon and a space.

DIRECT QUOTATION EXAMPLES

Direct Quotation (a few quoted words used within a sentence of your own words) with an author and page number

Fitzgerald felt that his own writing reflected “nostalgic sadness” (Perosa 2) because of his reading Keats when he was a youth.

Direct Quotation (an entire quoted sentence) with an author and page number

“It was the best of times; it was the worst of times” (Dickens 2).

Book, No Author

“It was an incredibly torrid, steamy August day” (Beach 3).

Note: The first significant word of the title of the book, as used in the Works Cited, is put in the parenthesis with the page number. Do not use “the, an, or a.”

Internet, With an Author

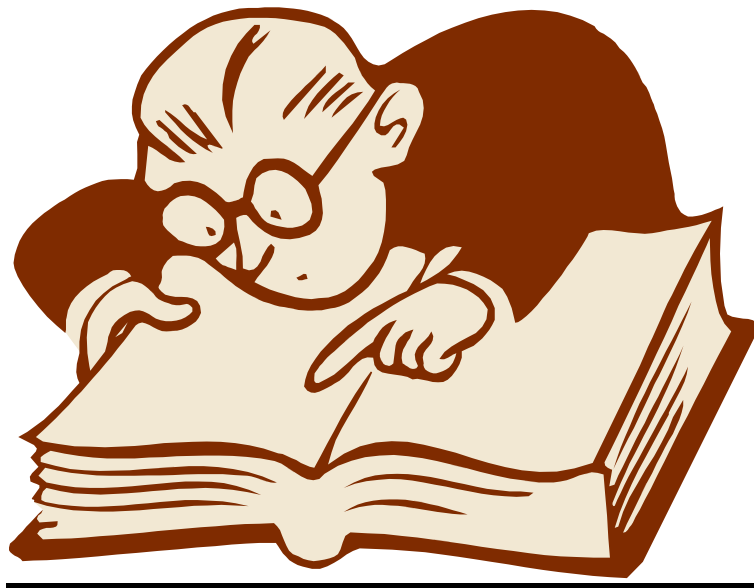
“The Globe Theater was built by the Burbage brothers on the south side of the Thames River and completed in 1599” (Constabile).

Note: Web pages are cited just like printed works (Author's Last Name page number). Most Web pages, however, do not have page numbers – so leave them out.

Internet, No Author, No Page

“The plague, which was almost always fatal, spread most rapidly in cities, where people were in close contact with each other” (Renaissance).

Note: In this case put the first word of the Title of the Web page, located in the blue tool bar at the top of your computer screen, in the parenthesis.



??????

How Do I...?

When you have finished your paper, arrange your Works Cited cards in alphabetical order, by author's last name or the first significant word of the title (ignore "The," "A," or "An"). If you have not made Works Cited cards, you must stop and make a list of works cited and then alphabetize them. You may not have used all your notes or all of the articles for which you have cards. **Nevertheless, include no work in the list of Works Cited NOT specifically cited in your parenthetical citations.**

Here are some Frequently Asked Questions (FAQ's):

What do I capitalize in my citation?

First letters in all proper nouns, including author's names, book titles, publishers, and places of publication. Inside of book and journal titles, important words (generally longer than three letters), are capitalized.

How do I start my citation?

The last name of the author or editor should come first, followed by his/her first name, a period and one space. The author's name is placed at the left margin.

e.g., Johnson, Dan.

If there are two authors, the first author is cited last name, first name. The second author is cited first name, last name (no comma in between), a period and one space.

e.g., Smith, James and Bob Jones.

If you are citing an editor, indicate this with a comma after the name and an ed. and one space.

e.g., Martins, Samuel, ed.

What should I put after the author's name?

The title of the book or periodical is next, underlined, followed by a period and one space.

e.g., Henderson, David. Shakespeare's Theater.

What if I have an article from a periodical or book with no author?

If there is no author and you are citing a journal article or essay from a book, start with the name of the article in quotation marks (magazine, newspaper, or Internet source) or the underlined title of the book followed by a period.

e.g., "Terrorism" or Shakespeare's Theater

How do I format the information for the publisher, city, and date?

For books: city of publication, colon, two spaces, publisher, comma, space, date, and period.

e.g., Chicago: Gale, 2002.

If several cities are given, use the first one. If the city is not well known, include a two-letter abbreviation for the state.

e.g., Kenosha, WI: Clarion Books, 2002.

Use a shortened version of the publisher's name with no periods.

e.g., Oxford University Press would be written as Oxford UP

Do I include the total number of pages in a book?

No.

What do I do for a magazine article?

For a magazine article, give the author's name followed by a period and one space and the name of the article in quotation marks followed by one space. The period following the name of the article is inside the final quotation mark. Then include the name of the magazine (underlined) followed by a space, date of the magazine (1 June 1994), colon, space, and total span of pages (e.g. 20-31). Followed by a period. All months are abbreviated except May, June, and July.

e.g., Jones. Sam. "Global Warming." Time 2 Jan. 2002: 2-4.

Where do I put the Works Cited page?

The Works Cited page is placed at the end of your paper. It is a single list and on its own page.

Why can't I call it a Bibliography?

Works Cited is used because sources may include films, television programs, Internet sites, non-print sources as well as books and magazines.

Do I need to have any special format for my Works Cited page?

Yes. The top of the page is entitled Works Cited. It must be centered one inch from the top of the page. It should be in upper and lower case, not underlined and not in bold print. You must double space between the heading and the first entry. Each citation is double spaced, and double-spaced between citations.

What about that indent stuff?

Each entry must begin at the left margin. Type the first line up to the right margin. If an entry runs more than one line, the second line is indented 5 spaces or one half of an inch.

How do I arrange my list?

List of Works Cited must be arranged alphabetically by the author's last name, or the first word of the title other than "The," "A," or "An."

Do I number my citations?

Individual citations are **never** numbered.

Should I separate my sources into different categories?

No. Make one list. Do not divide it up by types or genres of sources. Do not make separate lists for encyclopedias or periodicals.

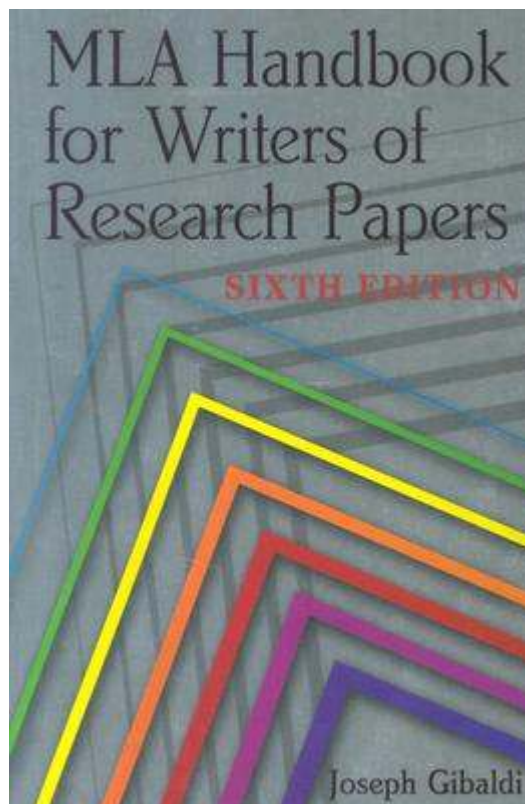
What do I do if I have a couple of books written by the same author?

If you have more than one book by the same author, give the name of the author in the first entry (citation) only. In the second and subsequent entries, type three hyphens and a period, skip one space and give a title.

What do I do if I have a source that is different from a regular book or article?

The following pages contain a comprehensive list of example for specific format types (Internet, interviews, etc.).

If there are other citations or sources not mentioned in this research manual, please refer to the MLA Handbook that can be found in your school library media center.



WORKS CITED EXAMPLES

BOOKS

One Author

Rowling, J.K. Harry Potter and the Deathly Hallows. New York: Scholastic, 2007.

Two Authors

Puritan, Johnny and Rebecca Nurse. The Salem Witch Trials. Boston: Magic Press, 1648.

Three Authors

Candy, Marcus, Daring Strawberry, and Theo Pfluery. Drugs and Sports. Chicago: U of Chicago P, 2002.

No Author

Teenage Stress. Springfield, MA: Merriam, 2007.

Institution, Association, etc. as “Author”

Students Against Drunk Driving. Sober Seniors. Nashua, NH: Youth Press, 2005.

Editor or Compiler as “Author”

Lucilaw, Myrtle, ed. Celebrity Crimes: Who’s In & Out of Trouble. Hollywood: Gotcha Publishing, 2007.

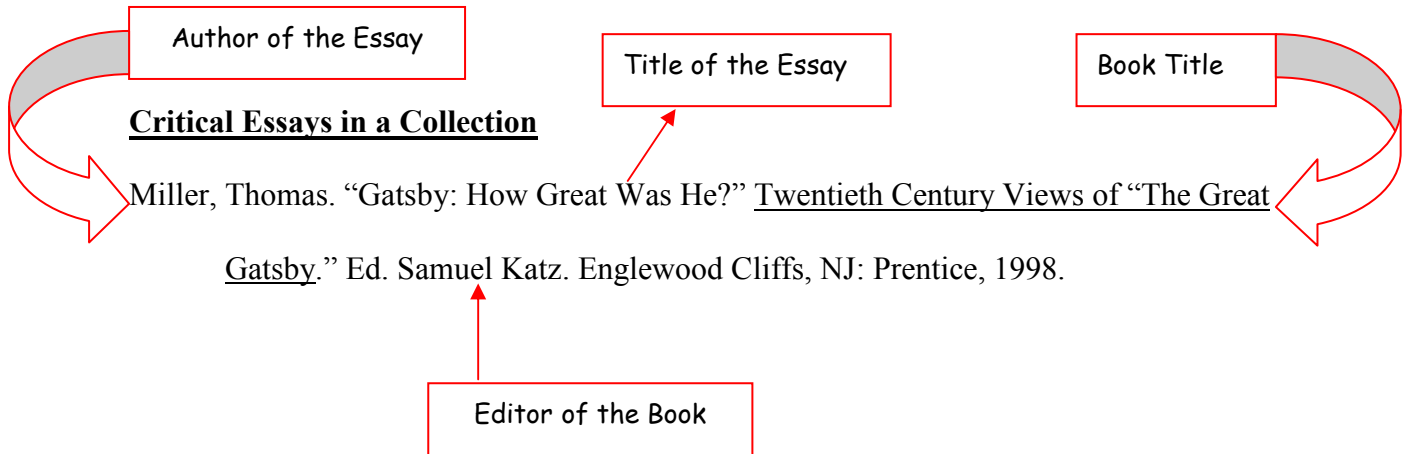
Work in a Collection of Pieces by the Same Author

Whitman, Walt. “Beat! Beat! Beat! Drums!” Walt Whitman’s Poems. Ed. Gay W. Allen and Charles T. Davis. New York: New York UP, 1995.

Work by One Author in a Work Edited by Another

Rosenheim, Shawn. "Detective Fiction, Psychoanalysis, and the Analytic Sublime." Edgar

Allan Poe. Ed. Harold Bloom. New York: Chelsea House, 2006.



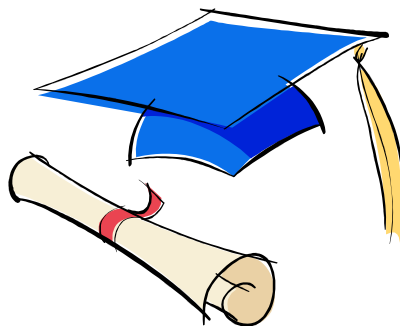
Multivolume Work with an Editor

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Dekes, John. "Ernest Hemingway." Critical Survey of Long Fiction. Ed. Frank Murray. Vol. 6.

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**"Obstacles are those frightful things you see when you take your eyes off your goal."
- Henry Ford**

PERIODICALS

Magazine Article with an Author

Verducci, Tom. "The People's King." Sports Illustrated. 23 July 2007: 40-45.

Note: Do not use volume numbers unless it is a scholarly journal.

Magazine Article without an Author

"Pirelli Diablo Supercorsa." Cycle World. Sept. 2007: 88.

Journal Title
Underlined
No period

Article in a Scholarly Journal with an Author

Wisdom, Amy. "Television Affects Student's Attention in Classroom." Education Journal 75
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Year of
Publication

Volume
number

Newspaper Print Article

Howard, Theresa. "A Unique Marketing Bond." USA TODAY 30 July 2007: 3B.

Newspaper Online Article

"It Takes a Village to Save a Cat" recordonline.com from the Times Herald-Record 30 Mar.

2007. 30 July 2007 <[http://www.recordonline.com/apps/pbcs.dll/article?AID=/
20070330/COMM/703300302/-1/COMM16](http://www.recordonline.com/apps/pbcs.dll/article?AID=/20070330/COMM/703300302/-1/COMM16)>.

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at a forward slash mark

Editorial

"Every Candidate in Every Debate? Fair But a Mistake." Editorial. USA TODAY 26 July. 2007:

PAMPHLETS

“Inhalants.” South Deerfield, MA: Channing L. Bele Publications, 2003.

Note: Cite a pamphlet as you would cite a book

NONPRINT AND UNPUBLISHED SOURCES

Personal Interview

Hauck, Kenneth. Interview. 21 June 2007.

Telephone Interview

Jolie, Angelina. Telephone interview. 19 Nov. 2007.

Personal Letter

Winfrey, Oprah. Letter to the author. 17 May 2005.

TV or Radio Program

“The Citadel.” Road Rules. MTV, New York. 30 June 2002.

CD

Eminem. Marshall Mathers LP. Sony Records, 2002.

Media (DVD, videos, Etc.)

Mysteries of Ancient Egypt. Dir. John Tut. 1999. DVD. Republic, 2001.

Include original release
date (if relevant)

WWW (WORLD WIDE WEB) SOURCE GUIDELINES

To cite information taken from the Internet include as many from the list below as are relevant and available:

1. Name of the author, editor, compiler, or translator of the source (if given), reversed for alphabetizing and followed by an abbreviation, such as ed.
 2. Title of an article, poem, short story, or similar short work in the Internet site (in quotation marks)
 3. Title of a book (underlined)
 4. Name of the editor, compiler, or translator of the text (if relevant and if not cited earlier), preceded by the appropriate, such as *Ed.*
 5. Publication information for any print version of the source
 6. Title of the Internet site (e.g.,_scholarly project, database, online periodical, or professional or personal site. If no title is given, use a description such as *Home page*)
 7. Name of the editor of the site (if given)
 8. Version number of the source (if not part of the title) or, for a journal, the volume number, issue number, or other identifying number
 9. Date of electronic publication, of the latest update, or of posting
 10. For a work from a subscription service, the name of the service and – if you use one of the library's databases, add this: Minisink Valley HS Lib., Slate Hill, NY
 11. The number range or total number of pages, paragraphs, or other sections, if they are numbered
 12. Name of any institution or organization sponsoring the site (if not cited earlier)
 13. Date when the site was accessed (date month year)
- URL of the source (in angle brackets); or, if the URL is impractically long and complicated, the URL of the site's search page. Or, for a document from a subscription service, the URL of the service's home page, if known; or the keyword assigned by the service, preceded by *Keyword*; or the sequence of links followed, preceded by *Path*



WWW SOURCES

Newspaper/Magazine Article

Publication Date

Goldberg, Keith. "Pine Bush Cruises to Little League Title." recordonline.com from the Times Herald-Record 19 July 2007. 19 July 2007 <<http://recordonline.com/apps/pbcs.dll/article?AID=/20070719/SPORTS/707190329>>.

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Scholarly Website

Article Title

Dove, Rita. "Lady Freedom Among Us." The Electronic Text Center. Ed. David Seaman. 1998. Alderman Lib., U of Virginia. 19 June 1998 <<http://etext.lib.virginia.edu/subjects/afam.html>>.

Sponsoring Organization

Work from a Online Database

Online Database

Database Collection

Vanderwerken, David L. "Pilgrim's Dilemma: Slaughterhouse-Five." EXPLORING Novels. Online ed. Detroit: Gale, 2003. Student Resource Center - Gold. Thomson Gale. Minisink Valley High School Lib. Slate Hill, NY. 19 July 2007 <<http://find.galegroup.com/srcx/>>.

Access Date



EVALUATING WEBSITES:

THE GOOD, THE BAD, AND THE UGLY

Evaluation of Web documents	How to interpret the basics
<p>1. Accuracy of Web Documents</p> <ul style="list-style-type: none"> • Who wrote the page and can you contact him or her? • What is the purpose of the document and why was it produced? • Is this person qualified to write this document? 	<p>Accuracy</p> <ul style="list-style-type: none"> • Make sure author provides e-mail or a contact address/phone number. • Know the distinction between author and Webmaster.
<p>2. Authority of Web Documents</p> <ul style="list-style-type: none"> • Who published the document and is it separate from the "Webmaster?" • Check the domain of the document. What institution publishes this document? • Does the publisher list his or her qualifications? 	<p>Authority</p> <ul style="list-style-type: none"> • What credentials are listed for the authors)? • Where is the document published? Check URL domain.
<p>3. Objectivity of Web Documents</p> <ul style="list-style-type: none"> • What goals/objectives does this page meet? • How detailed is the information? • What opinions (if any) are expressed by the author? 	<p>Objectivity</p> <ul style="list-style-type: none"> • Determine if page is a mask for advertising; if so information might be biased. • View any Web page as you would an infomercial on television. Ask yourself why was this written and for whom?

- Students should focus on academic websites. Wikipedia and other on-line encyclopedias do not provide enough depth or critical analysis, so they should be avoided. Quoting such sites is not acceptable.

4. Currency of Web Documents

- When was it produced?
- When was it updated?
- How up-to-date are the links (if any)?

Currency

- How many dead links are on the page?
- Are the links current or updated regularly?
- Is the information on the page outdated?

5. Coverage of the Web Documents

- Are the links (if any) evaluated and do they complement the documents' theme?
- Is it all images or a balance of text and images?
- Is the information presented cited correctly?

Coverage

- If page requires special software to view the information, how much are you missing if you don't have the software?
- Is it free or is there a fee, to obtain the information?
- Is there an option for text only, or frames, or a suggested browser for better viewing?

Putting it all together

- **Accuracy.** If your page lists the author and institution that published the page and provides a way of contacting him/her and . . .
- **Authority.** If your page lists the author credentials and its domain is preferred (.edu, .gov, .org, or .net), and . . .
- **Objectivity.** If your page provides accurate information with limited advertising and it is objective in presenting the information, and . . .
- **Currency.** If your page is current and updated regularly (as stated on the page) and the links (if any) are also up-to-date, and . . .
- **Coverage.** If you can view the information properly--not limited to fees, browser technology, or software requirement, then . . .

You may have a Web page that could be of value to your research!

FROM: Kapoun, Jim. "Teaching undergrads WEB evaluation: A guide for library instruction." C&RL News July/August 1998: 522-523.

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APPENDIX

The following appear on the next several pages:

Sample Page of a Research Paper

Sample Works Cited Page

Sample Page of a Research Paper with Analytical Language

Sample Page
of a
Research
Paper

Last Name & Page
number in the upper,
right hand corner

Standish 7

traveling on a glass elevator the character, Wonka, pushes a button that propels the
d causing it to crash through the roof. The cube miraculously floats in the sky
ry and Wonka informs Charlie and his Grandfather that they will be the new

owners of the chocolate factory. Wonka, Charlie, and Grandpa Joe are the
at the end of Dahl's book, Charlie and the Chocolate Factory (96).

e.g. page number only because
author's name (Dahl) is
included in the sentence

The third book in this series received favorable reviews when it finally was published after what
seemed like a wait forever ("Riding"). One critic, Aileen Pippett, wrote in the "New York Tim
Book Review" that Dahl had, "proved in James and the Giant Peach that he knew how to appeal
to children. He has done it again, gloriously. Fertile in invention, rich in humor, acutely
observant, he depicts fantastic characters...and situations...and lets his imagination rip" (West,
Children's 70).

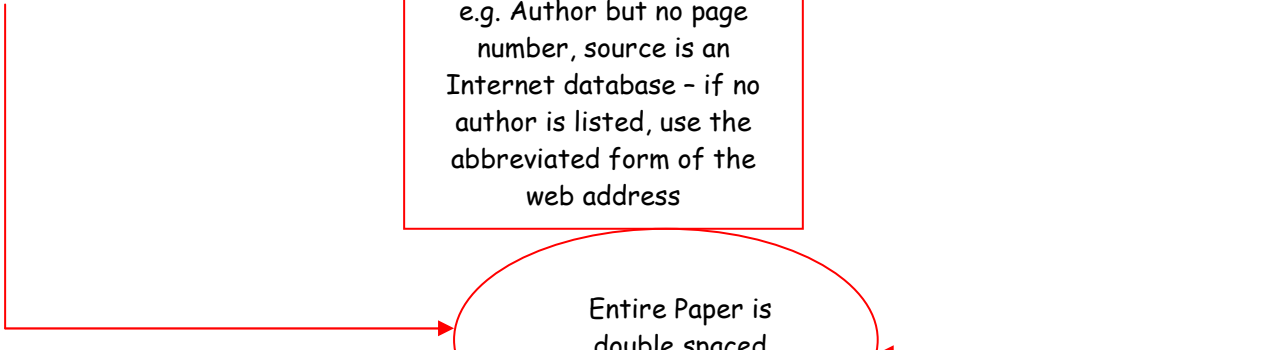
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Since its publication Charlie and the Chocolate Factory became a best seller both in
America and England. Although it was extensively dramatized and televised it was not always
received with such enthusiasm (Bouchard). In the summer of 1976, a critic wrote in Children's
Literature in Education that she didn't like the book because of "its getting laughs through
violent punishment" (Cameron 2). By 1970, the book's fate took a turn for the worst and was
pulled from shelves in many school libraries. Critics accused the book of being racist and the
portrayal of certain characters as contributing to the stereotypes of race (West, Controversial 77).

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Internet database - if no
author is listed, use the
abbreviated form of the
web address

Entire Paper is
double spaced
12 point Times Roman



Heading centered 1" from the top of page and double spaced

Works Cited

Upper and lower case, centered

Bouchard, Lois Kalb. "A New Look at Old Favorites: 'Charlie and the Chocolate Factory.'"

DISCovering Authors. Online ed. Detroit: Gale, 2003. Student Resource Center - Gold.

Thomson Gale. Minisink High School Lib., Slate Hill, NY. 7 Aug 2007

<<http://find.galegroup.com/srcx>>.

Cameron, Elaine. "Your Child's Morals Are At Risk." Children's Literature in Education 23

July 1970: 2-10.

Dahl, Roald. Charlie and the Chocolate Factory. New York: A.A. Knopf, 1964.

"Riding Alongl." The New York Times 12 Feb. 2007. 7 Aug. 2007

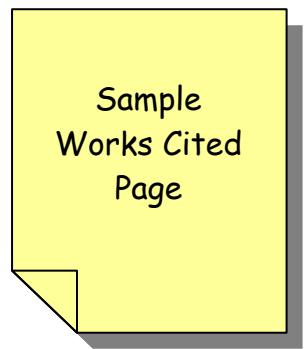
<<http://www.nytimes.com/pages/books/index.html?adxnnl=1&adxnnlx=1186574918-S2acu/RBzDdfBXQkujI2Dw>>.

West, Robert. Children's Authors. Milwaukee, WI: Scholastic,1985.

---. Controversial Books. Milwaukee, WI: Scholastic,1992.

---. used when an author has more than one book

The Works Cited page is an alphabetical list of **all** works cited throughout the research paper. It is double spaced and in 12 point Times Roman font.



...In Vonnegut's novel, Slaughterhouse-Five, the protagonist is a helpless soldier named Billy Pilgrim. Pilgrim survived the largest air strike in military history, the American fire-bombing of Dresden, Germany. This tragic event... shapes his entire outlook on life. Throughout the novel Pilgrim is viewed as useless and weird. The experience of war in his past has pushed him out of the realms of regular society. He has been ostracized, due to the horrific visions he has seen. Pilgrim states: "I have told my sons that they are not under any circumstances to take part in massacres, and that the news of massacres of enemies is not to fill them with

These bold and italic pieces show a student who has analyzed quoted material and has added cause and effect and/or clear thought to support the thesis.

satisfaction or glee" (Vonnegut 19). ***The message that is being conveyed in that quote is a powerful one. Pilgrim speaks of a first-hand account*** of a human massacre. He has instructed his sons to never take part in such an event because of the harm and brutality inflicted on those involved. He also informs them that the destruction of their enemies should not spark a feeling of joy or satisfaction because that means they have died an unfair death. ***This idea is very parallel with those of the 1960's as a whole.*** Pilgrim is very anti-war and yearns for peace... America's youth in the 60's were pro-peace, very anti-war... Vonnegut introduces Pilgrim's experiences with the Tralfamadorians with the following excerpt:

And then, without any warning, Billy went to New York City, and got on an all-night radio program devoted to talk. He told about having come unstuck in time. He said, too, that he had been kidnapped by a flying saucer in 1967. The saucer was from the planet

Tralfamadore, he said. He was taken to Tralfamadore, where he was displayed naked in a zoo, he said (Vonnegut 25).

Here again the student has analyzed quoted material and made the connection to the thesis.

Vonnegut's use of a main character that embodied the era in which the book was written is crucial in him influencing his times. As America's youth was speaking out against war... Vonnegut was writing books about a man who has had his life ravaged by war and who is hopelessly being overtaken by flashbacks and seeing crazy things. The ability of the reader to comprehend what was happening in Kurt Vonnegut's novels is one of the principle reasons he became a literary icon...