

Eastern York High School

Research Paper Guidelines

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Based on the MLA Handbook, Sixth Ed.

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For Writers of Research Papers

Prepared by
EYHS English Department

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RESEARCH PAPER

Eastern York High School

Research will begin at Eastern York High School in grade 9. Each year students will build upon previously learned skills. The English Department will follow sequential steps to prepare students to do research work. Other departments will assign research projects as appropriate to student achievement and needs.

The overall objective of research units is that students will be able to demonstrate good research skills and prepare well-written, well-documented research papers. This preparation will also lay the foundation for higher education research work.

Research papers at Eastern York High School are defined as carefully planned essays that share information from sources in order to prove a point(s). Throughout the research paper process, you may be required to submit any or all of the following items: preliminary source sheets, note card checks, working works cited page(s), tentative outline, rough drafts, final copy, final works cited page(s), final outline, and/or your sources or copies of the sources used. Paper length will be determined by each teacher.

There are other writing styles for research, but at Eastern York High School we follow the MLA Handbook, Sixth Edition. Upon entering a post-secondary institution, you may be asked to cite in another style. Use the examples for that style just as you will do here.

OBJECTIVES

The student will be able to:

1. Select a topic for research.
2. Use a library and other technology to select the best resources on that topic.
3. Write a thesis statement and limit a topic based on the information located.
4. Extract relevant information from those sources to prove a thesis statement.
5. Prepare notecards and works cited cards as the method of notetaking.
6. Organize and outline information from sources to create a structure for the paper.
7. Follow the research paper guidelines to achieve correct format and mechanics.
8. Compose a well-documented research paper, using appropriate documentation.
9. Evaluate the research process as well as the final paper.

*** Please note – When referring to thesis statements, *hypothesis* may be substituted for science research papers.**

STUDENT RESPONSIBILITIES

English Department

1. The student will be able to complete a well-organized research paper demonstrating proficiency in notetaking, writing, and preparing a works cited following the MLA style.
2. The teacher will base the grade on the total research process, as well as the final product. Each required step of the process will be graded, and students must submit each step in order and on time.
3. Students are responsible to obtain their own materials to complete a research paper, even if they need to visit another library other than the high school library.
4. **Plagiarism is a serious offense! It will result in failure of the research paper.**
5. Research papers must be submitted on or before the due date. If you are absent, the paper is still due on the scheduled date. You should make arrangements to have the paper brought to school and submitted to the teacher.
6. When a paper is late, a student will lose at least one letter-grade per day. After three days late at the most, a student automatically fails the research paper. If a student's overall grade warrants passing for the course, s/he may advance to the next level of English.
7. Failure to complete a research paper (including all required steps of the process) will result in failure of the course.
8. If an academic student fails a research paper, s/he may advance into another section if his/her grades are passing, but s/he should not continue in the academic, honors, or advanced placement curriculum.
9. A student who transfers into a course after the research process has begun will not necessarily be held to the same standards, but will be required to complete the process on a modified schedule.

* Note: These are the requirements for the English Department ONLY! Any other department may use all or part of these requirements.

STEPS FOR DOING A RESEARCH PAPER

1. **SELECT A TOPIC:** Select a topic and go to the library for research.
2. **READ INFORMATION/LIMIT THE TOPIC:** After reading from available sources, choose an aspect of the general topic that you can comfortably examine within the time frame and substantially develop in the paper itself.
3. **DEVELOP A THESIS:** Develop a question that you will prove (answer) in your paper. Express your viewpoint (answer) in the form of a thesis that needs to be proven.
4. **CREATING A WORKING WORKS CITED:** Consult a variety of references that address your topic. As each source is examined, record it in a working works cited page. Check for these sources in the card catalog; Reader's Guide to Periodical Literature; reference books; and other technology, such as CD-ROMs, POWER Library, and other subscription databases.
5. **TAKE NOTES:** Use 3" x 5" lined index cards for both works cited and note cards. Revise your thesis as you take notes. Use keywords to identify notecard topics.
6. **OUTLINE:** Make a tentative outline based on your thesis. Arrange your notes in the best order to substantiate your thesis, using keywords to organize your outline.
7. **WRITE A ROUGH DRAFT:** Develop the first draft of your paper using your notecards and outline. Revise your tentative outline as needed in order to match the organization of your paper.
8. **PROOFREAD:** Examine your paper to make sure it adheres to the conventions of standard written English. Check parenthetical documentation, quotations, and paraphrases. **Be sure you have not plagiarized!**
9. **REVISE/TYPE FINAL COPY:** Using the corrected first draft, type the final copy. The final works cited should contain only the sources actually used and documented in the final paper.
10. **PROOFREAD FINAL COPY/SUBMIT:** Read the final copy very carefully. Proofread. Submit the final copy and any other required materials.

SELECTING A TOPIC

The student will be responsible to determine the availability of resource materials in the high school library and other local libraries on the topic.

The student will use either a topic from a list provided by the teacher or one approved by the teacher.

RESOURCE INFORMATION

The following source suggestions will assist in locating information on your topic:

1. General encyclopedia articles
2. Books about an author (biography or criticism)
3. Books by an author (primary source)
4. Specialized reference books
 - a. Biographical dictionaries
 - b. Literary handbooks/dictionaries
 - c. Critical Survey series
 - d. Anthologies (Examples - Beacham's or American/British Writers)
 - e. Specialized encyclopedias (Examples - How It Works or World Geography)
 - f. General nonfiction (Examples - Physics in Sports or The Escape Motif in the American Novel)
5. Sections of a book
 - a. Index
 - b. Table of Contents
 - c. Introduction
 - d. Foreword/afterword
 - e. Preface
6. Journal articles or periodicals
 - a. Reader's Guide to Periodical Literature
 - b. EBSCOHost
7. Bibliographies in the back of critical books or at the end of articles
8. Other media and technology
 - a. CD-ROMs
 - b. POWER Library
 - c. Other subscription databases
 - d. Internet

SPECIFIC RESOURCE EXAMPLES

Site Blocking: Some topics will be more difficult to research in the high school library due to the nature of our blocking system. Topics deemed inappropriate include, but are not limited to: cult-related material; gambling; graphic violence; nudity; promotion of drugs, alcohol, or tobacco; profanity; racist material; sexually explicit material; unacceptable games; unsupervised chats/forums.

Literary Criticism Example: Sometimes complete books of criticism exist on an author. Consider the genre (short story writer, novelist, playwright, poet, etc.), literary movement (symbolism, transcendentalism, romanticism, realism, etc.), country, and century for your author.

When doing research on literary criticism, remember that CRITICISM does not merely mean evaluation when used in research. A more appropriate definition would be literary analysis or interpretation. Reputable authors have done **primary research** on topics and published them. You now are doing **secondary research**; you are using the reputable author's information, either quoted directly or put into your own words, and then giving credit with appropriate documentation.

Social Issues Example: Remember to check variations on your topic (eating disorders, bingeing, purging, anorexia, bulimia, fad dieting, etc.). Check the table of contents and the index for clues to help you find more information.

EVALUATING INTERNET SOURCES

When using a source, it is important to consider where and how the information was located. If you are using a book, the writer has been through an editing process and all information has been double-checked. If you are searching an online database (such as POWER Library), professionals have already decided that the information is correct and relevant for research. However, when you search the Internet, you are open to a variety of sources from a growing variety of authors.

Never start your research on the Internet. Most teachers will require you to incorporate a variety of sources into your paper, not just Internet sources.

It is your responsibility to determine the effectiveness of each source in your research process. The following is a list of questions to consider when evaluating the accuracy and credibility of Internet information:

1. Does this site have an extensive amount of information or a short summary?
2. Do the links look relevant, interesting, and appropriate? Do they work?
3. Is there a works cited for the sources the author used?
4. How current is the information?
5. Who is the author, publisher, or sponsor of the site?
6. Have you checked the homepage for information on the author, sponsor, purpose, and copyright date?
7. Is there an email or postal address to contact the author or publisher?
8. Have you read and understood the information?
9. Are there grammar or spelling errors?
10. Is the information fact or opinion? Are opinions backed with facts and evidence or biased toward a specific viewpoint?
11. Have you found this information in any of your other sources?

INTERNET DOMAINS

The biggest clue to a website's reliability is its URL, or address:

1. **.com** – a commercial site that most times is selling something. Anyone can receive Internet space from a commercial site. Most major news organizations have reliable commercial sites.
2. **.org** – a non-profit organization site. Beware of bias toward the sponsor's cause.
3. **.gov** – a government agency or group, generally reliable.
4. **.edu** – an educational source, from Kindergarten through University. Determine whether information is from a faculty member (reliable) or a student author (unreliable).

DEVELOPING A THESIS STATEMENT

A thesis statement is essential to a well-organized research paper. Begin with a question. Research until you find an answer that several critics substantiate. Then turn your question into a statement as an answer. Without a strong thesis, your paper will lack focus and direction. The following list will allow you to evaluate your thesis statement:

1. The thesis statement expresses a viewpoint that is debatable and requires substantiation (proof). It is not a simple statement of an established fact.
2. The thesis statement is a complete sentence, not a fragment.
3. The thesis statement suggests the organization of the paper.
4. The thesis statement also limits the topic and establishes the areas of the topic that will be developed in the paper. Limit the topic by adding time and place or breaking down the topic into more specific terms.
5. The purpose of the thesis statement is to come to a conclusion about the subject.
6. The thesis statement should appear in the last sentence of the introductory paragraph.
7. A reworded thesis statement should also appear as the first sentence of the concluding paragraph.

Problems with a thesis statement often are a result of:

1. Inadequate information on the subject (most common cause)
2. Generalized or unfocused thinking (reconsider the question)

To make a thesis statement more specific, add the word “because” and then list reasons why the statement is true.

Example:

Hamlet is a classic example of the Elizabethan revenge play because of its avenging ghost, Hamlet’s indecision, Ophelia’s insanity, and the sensational use of horrors.

SAMPLE QUESTIONS

1. How does Hawthorne deal with the idea of sin in The Scarlet Letter?
2. Under what conditions should animal experimentation be conducted?

ACCEPTABLE THESIS STATEMENTS

1. The enduring success of Nathaniel Hawthorne's The Scarlet Letter can be traced to his development of a hierarchy of sins among the major characters: Hester Prynne, Arthur Dimmesdale, and Roger Chillingworth.
2. Animal experimentation should be conducted only when no alternatives are available for the development of medical science, and when all precautions are taken to prevent undue suffering or pain in the animal.

UNACCEPTABLE THESIS STATEMENTS

1. Was Nathaniel Hawthorne obsessed with sin? (Question not statement)
2. Nathaniel Hawthorne develops the theme of sin in The Scarlet Letter. (Not specific)
3. Animal experimentation is wrong. (More information needed)
4. An estimated 200 million animals are used in the world's labs each year. (Fact, not your opinion)
5. Animal experimentation in the medical field. (Fragment)

*** Note – Just about every author's life influences his works. For instance, you may have studied how Charles Dickens' experiences with poverty and working in the blacking factory have been the basis for characters and plots in his novels. This is not an acceptable approach to a thesis.**

CREATING A WORKS CITED PAGE

Working Works Cited: All research papers require a works cited page(s). A working works cited page(s) is a list of all resources that you use throughout the research paper process. This will correspond with your works cited cards.

Begin to look for sources and make a working works cited page(s). Check first in the card catalog of the library. Work with topic, author, and title searches. Refer back to RESOURCE INFORMATION for a list of possible sources.

Final Works Cited: When you write a research paper, you need to indicate exactly where you found the material you borrowed -- whether facts, opinions, or quotations. The final works cited page(s) will include only the sources which have been cited in your final paper through the use of parenthetical documentation.

Arrangement:

1. Works Cited begins on a new page.
2. Do not bold, underline, use quotations, or capitalize letters of Works Cited title.
3. Alphabetize entries using the author's last name. If there is no author, use the first important word of the title. Do not alphabetize by A, An, or The.
4. Double-space within and between entries.
5. The first line of each entry is flush with the left (1") margin.
6. If the entry goes onto a second line, indent 5 spaces from the margin on the second and all subsequent lines (hanging indent).
7. Do not number or bullet entries.
8. The Works Cited page(s) will come immediately after the text of your paper and should be numbered appropriately.

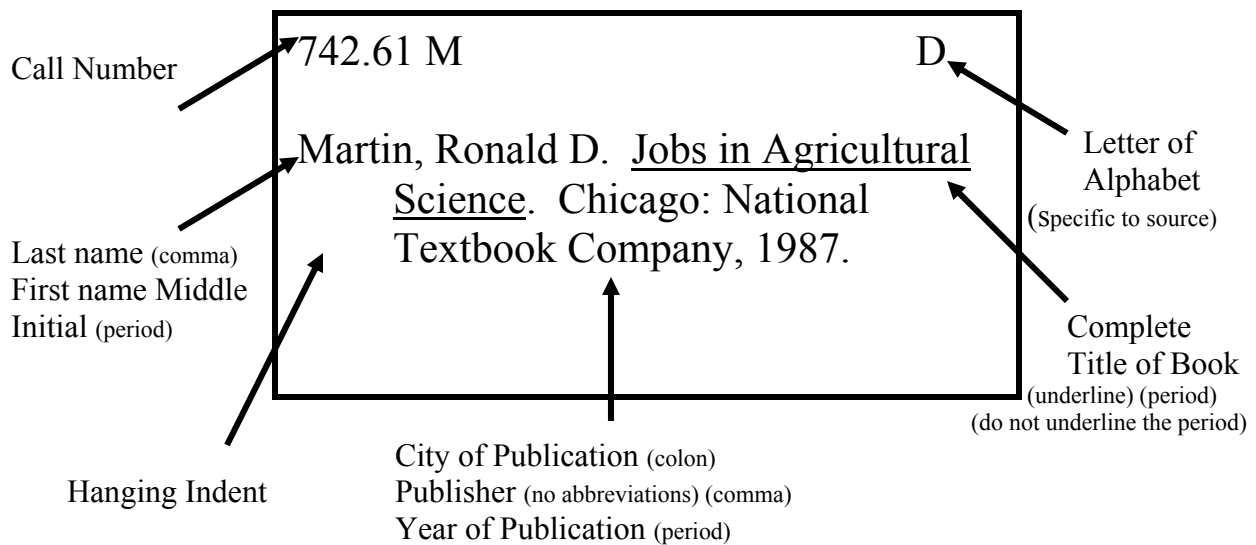
A Works Cited entry has three main divisions – author, title, publication information (city of publication, publisher, year of publication). On the next page is a sample works cited card.

WORKS CITED CARDS

Now you are ready to make your works cited cards. Use 3” x 5” index cards. For documentation, use the title page and its verso (back of title page) to get most of your information from the books you use in your paper. In the upper right-hand corner, you will use a letter to identify your card. Each works cited card will have a different letter, specific to that source (“D” in the example; indicating the source used). Include all necessary information:

1. Call number (for a book)
2. Author’s full name or multiple author names
3. Full title of the literary work. See the rules for punctuation of titles under FORMAT OF THE RESEARCH PAPER and under WORKS CITED.

Sample Works Cited Card

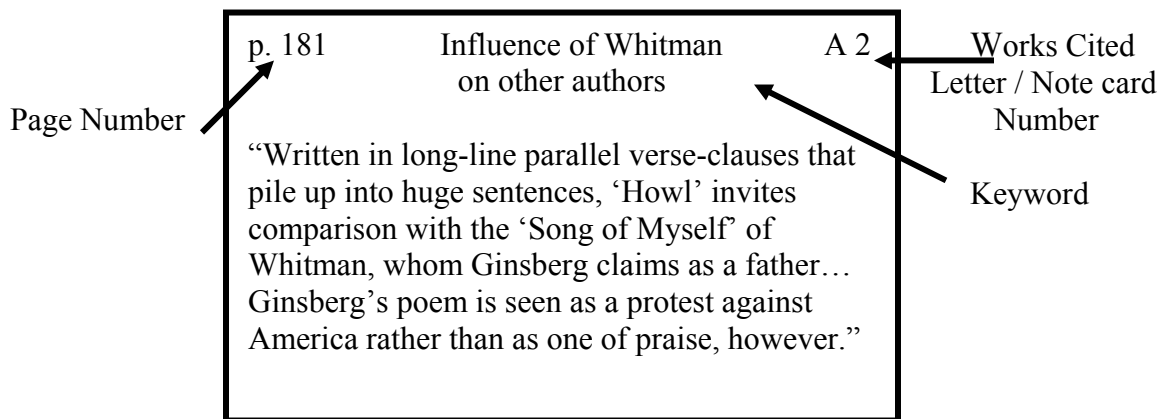


You will then begin to scan sources to see whether or not they will be used to support your thesis. Eventually you will discard those sources that are not useful. Now you are ready to begin the second use for cards – notetaking.

NOTE CARDS

Your note cards should establish a set code for identification. In the top center, use a keyword that suggests the topic of the notecard. In the top right corner, place the letter from the works cited card for that source (“A,” in the example, indicating the first source used). This letter will remain the same for all notecards from that source. Next to this letter, consecutively number each notecard (A1, A2, A3, etc.). In the top left corner, place the page number on which your information was located. These three parts – keyword, letter/number, and page number – make up the notecard identification. Later, when you are finished with your notetaking, you will use your keywords to make points on your tentative outline. Then you will use the keywords to organize your cards into corresponding topics.

Sample Note Cards



p. 76	Quality of Films	B 4
<p>“...the beauty of the shot...depends on whether or not it explains what it seeks to explain.”</p>		

pp. 48 – 51	Book Censorship	C 6								
<p>Eight categories open to censorship:</p> <table> <tr> <td>1. Sex</td> <td>5. Sociology & Race</td> </tr> <tr> <td>2. Politics</td> <td>6. Language</td> </tr> <tr> <td>3. War & Peace</td> <td>7. Drugs</td> </tr> <tr> <td>4. Religions</td> <td>8. Inappropriate adolescent behavior</td> </tr> </table>			1. Sex	5. Sociology & Race	2. Politics	6. Language	3. War & Peace	7. Drugs	4. Religions	8. Inappropriate adolescent behavior
1. Sex	5. Sociology & Race									
2. Politics	6. Language									
3. War & Peace	7. Drugs									
4. Religions	8. Inappropriate adolescent behavior									

NOTE-TAKING

Prepare a cover note card with your name and a second note card with your thesis statement. The thesis card should have the teacher's initials to indicate approval. If you alter the thesis or change it, you must resubmit it to the teacher for approval. These cards should be submitted for every works cited or note card check.

Read and take notes from only those sources that provide you with useful information. Learn to be selective. Decide how you want to approach your topic from the information that you have gathered. If your paper were written about lowering the drinking age, it would not include information that is against that proposal. Put only one piece of information on each card. Later, organize your notecards by keyword.

Five ways of taking notes (**Parenthetical documentation is required for each.**):

1. **Quotation** – Copy the exact words of the author and place in quotation marks. Do not overquote.
Example – “Such evils as racism, injustice, and social conflict are heightened by their contract with the naïve idealism of Scout and the other children, who have an instinctive sense of fairness and compassion.”
2. **Summary** – Read large passages and summarize the main idea in your own words.
3. **Paraphrase** – Restate the text in your own words and sentence structure.
Example – The irony of racial relations are underlined through Lee's use of Scout as a narrator since events are told through the words of a seven-year-old child.
4. **Fragment** – Write partial ideas from sources. Be certain to write enough information that you can use it later in your paper.
Example – Scout: first-person narrator, intelligent, naïve, compassionate
5. **Combination of Quotation and Paraphrase** – Using a quotation and a paraphrase in the same sentence if they are from the same source; limit the amount of quoted material and paraphrase the remainder.
Example – The irony of “racism, injustice, and social conflict” are underlined by the “naïve idealism” of Scout, who as a narrator, has an “instinctive sense of fairness and compassion.”

USING DIRECT QUOTATIONS

Use direct quotations sparingly in your research paper. Quote something only when you cannot say it better, or it will be effective in emphasizing a point you wish to make. A quote should correspond exactly with the original. If you wish to use just a part of the quotation, use the ellipsis (...) to show something has been left out. If the omission comes at the end of a sentence, use four dots to include the period. A sentence containing a quotation or part of a quotation must be a COMPLETE sentence.

Follow these rules in using quotations for prose (regular writing):

1. Unless special emphasis is required, prose quotations of not more than four typed lines should be placed in quotation marks and incorporated into the text.
2. If your quotation exceeds four typed lines, set it off from the text by beginning a new line, indenting 10 spaces from the margin, and typing it double-spaced without adding the quotation marks. A colon usually introduces this type of quotation. (See example 15 under PARENTHETICAL DOCUMENTATION.)

Follow these rules for direct quoting of poetry:

1. Unless you want to show special emphasis, a verse quotation of not more than three lines should use quotation marks and be incorporated into the text. Use a slash (/), with a space on each side, between lines of poetry.

Example – In Bryant’s “To a Waterfowl,” he says, “He who, from zone to zone, / Guides through the boundless sky thy certain flight, / Will lead my steps aright.”

2. Verse quotations of more than three lines should begin on a new line. Unless the poetry has special spacing, indent each line 10 spaces from the left margin and double space between lines, adding no quotation marks that do not appear in the original poem.

Follow this rule for a quote within a quote:

Use double quotation marks around quotations incorporated into the text, single quotation marks around quotations within those quotations.

Example – Rollo May is further exploring the demonic personality when he states that “in his essays, Yeats goes so far as to specifically define the demonic as the ‘Other Will.’”

USING PARAPHRASES

Paraphrase more; quote less.

1. Read the selection carefully; pay particular attention to the overall meaning as well as key words and phrases.
2. As you write your paraphrase, be sure to:
 - a. Stick to the essential information.
 - b. State each important idea clearly and concisely.
 - c. Arrange ideas into a smooth, logical order. Your paraphrase should be as easy to read as the original.
 - d. Keep the original writer's ideas and point of view clear.
 - e. Construct a new word order and replace some words with appropriate synonyms.
3. Remember that you can effectively combine a paraphrase with a quotation. You may paraphrase a portion of an original selection and quote only the key words or phrases.

UNDERSTANDING PLAGIARISM

Plagiarism is representing someone else's ideas and expressions in a research paper as if they were your own. It is a failure to acknowledge your indebtedness to the author of one of your references. Most frequently students plagiarize when they repeat as their own writing, almost word for word, someone else's writing. To avoid any possible inadvertent plagiarism, document or reword/restructure original text or make a direct quotation when you are in doubt. Plagiarism carries severe penalties, ranging from failure in a course to expulsion from some institutions. Plagiarism can take many forms: using another person's research paper, using the research paper or author used for a previous class, or not documenting someone else's work (whether quoted or paraphrased).

Readers of your research paper learn what your views are and what has influenced those views. They will assume that anything not documented is your original idea and your wording. Even if you accidentally present someone else's words or ideas as if they were your own, you are plagiarizing.

Be honest in the preparation of your paper. Do your own work and give credit when you should. Your paper should have the writing style of a high school student – not the style of a learned college professor or your parents!

PLAGIARISM EXAMPLE

“These qualities are reflected in early Southern literature. Southerners turned their attention not so much inward as outward. They wrote less than Northerners did on religion and more on nature and society.” (This is the original wording; students may use it with proper quotation marks and parenthetical documentation.)

A student could also reword this passage in the following manner:

Colonial Period Southern literature differed greatly from Northern literature. Southern writers paid attention to the outward person more than the inward as Northerners did; Southern writers also wrote less about religion. (Even though the student has expressed the information in his/her own words, it would be plagiarism to put this into a research paper without documentation, because it is someone else’s ideas. Parenthetical documentation is still required.)

AVOIDING PLAGIARISM

What material needs to be cited (documented)?

1. **Direct quotations** – Any time you quote exact words from a source, you must include that material in quotation marks and use parenthetical documentation.
2. **Paraphrases** – Even if you restate another writer’s ideas in your own words, you must still cite the source of the ideas (parenthetical documentation).
3. **Summaries** – Parenthetical documentation must be used.
4. **Facts, statistics that are not common knowledge** – Any fact or statistic that is not considered common knowledge should be cited. Information that is readily available in many sources – such as historical dates or general biographical material about famous figures – does **NOT** need to be cited.

Strategies to avoid plagiarism:

1. Place quotation marks around ALL material that you copy word-for-word when taking notes.
2. When you are not quoting an author’s words exactly, avoid paraphrasing the ideas too closely.
3. Keep track of all ideas that need parenthetical documentation:
 - a. Any idea that is not your own.
 - b. All facts, statistics, and other information not considered common knowledge.
4. Study how other writers follow rules for documentation. Notice how references are handled in the research materials that you read for your paper.

ORGANIZING MATERIALS AND INFORMATION

When you are satisfied that you have taken enough notes, you should arrange them in the order that you intend to use them in presenting your topic. You have to consider the best order for your information. Some of the information will become major topics, and others will become subtopics. You may want to arrange information chronologically (according to years and events), developmentally, or thematically. Remember to use your keywords to organize your notes into the topics and subtopics of your outline.

OUTLINING

While you are doing your notecards, you will begin to make a tentative outline. The keywords on your notecards should reflect the topics and subtopics of your outline. The following are some rules in outlining:

1. Use a topic outline.
2. Double-space the entire outline.
3. Alternate numbers and letters as you subdivide. Use Roman numerals for major topics. Use capital letters for subtopics. Use Arabic numerals for specific points under each subtopic.
4. Tab in (5 spaces) for each subdivision.
5. The first letter of each topic is capitalized.
6. If there is one subtopic, there must be a second one. For instance, if there is an A, there must be a B.
7. The words of the topic outline should be the same part of speech (usually a noun). This is called parallel grammatical structure.

Sample Outline

OUTLINE

THESIS STATEMENT: When earth's citizens recognize wetlands' values, perhaps they will be more concerned about the protection of those vanishing areas.

I. Introduction

II. Definition of wetlands

A. Definition by category

B. Definition by characteristics

C. Definition by law

III. Destruction of wetlands

A. Losses

1. Past losses
2. Continuing losses

B. Causes

IV. Effects of destruction

A. Effects on plant life

B. Effects on animal life

1. Marine creatures
2. Waterfowl
3. Other wildlife

C. Effects on water

1. Storage area
2. Filtering system
3. Storm protection

D. Effects on biosphere

V. Value to humans

A. Economic impact

B. Economic controversy

C. Resulting efforts

VI. Conclusion

FORMAT OF THE RESEARCH PAPER

Research paper must be typed.

1. Use 8 ½” x 11” white paper.
2. Type on one side of the paper only. Use 12-point Times New Roman font.
3. **Margins** – Except for page numbers, use one-inch margins all around the page. Then, consecutively number all pages 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. This can be done using the header feature in your word processing program.
4. **Spacing** – Double-space throughout the paper. Indent five spaces (tab) for a new paragraph.
5. Use the following **format for the first page**:

↑ 1” ↓	↑ ½” ↓
Your Name	Your Last Name 1
Teacher Name	
Course Name	
Date Due	
Hawthorne’s Use of Symbolism to Reveal Good and Evil in <u>The Scarlet Letter</u>	
One of the most famous authors to use symbolism was the American novelist Nathaniel Hawthorne. Both his novels and short stories are rich in symbolism,	

MORE FORMAT SUGGESTIONS

6. **Title of the research paper** – Center the title of your paper; do not underline, bold, or put it in capital letters. If you mention the title of a work in the title of your paper, punctuate appropriately.
7. **Punctuation of Titles** – Underline works that are published as complete works, such as book titles or names of newspapers. Use quotation marks for parts of other works, such as short story titles, newspaper articles, and poems.
8. **Page Numbers** – Number all pages consecutively throughout the paper in the upper right-hand corner, one-half inch from the top, including works cited and final outline pages.

Only the body of the paper counts for page requirements. Type your last name before the page number. If there are other students with the same last name in your class, use your first initial with your last name. Do not punctuate between your name and the page number.

9. **Corrections and Insertions** – A final paper should **not** include any corrections or insertions. If absolutely necessary, you may insert an omitted letter or word with a caret and black ink above the area where the letter or word is omitted. If there are many corrections on a page, re-type the page.
10. **Binding** – Put a staple in the upper left-hand corner. Do not put the paper into a binder.

On the day that you submit your paper, you may be required to hand in the following items:

1. Final copy of research paper (including final works cited and final outline)
2. Rough draft(s)
3. Note cards and works cited cards
4. Sources or copies of sources used

DOCUMENTING SOURCES

When you are writing a research paper, you must document everything that you borrow. You must give credit for ideas if they are quoted or if they are expressed in your own words (paraphrased). Common knowledge, such as biographical material, does not need to be documented unless your teacher requests.

PARENTHETICAL DOCUMENTATION

This is a form of documentation that corresponds to your works cited, but it provides only a brief excerpt (usually the author's last name and page number(s)) in parentheses. The page cited should be the exact page where the information is located. It should appear at the end of the direct quotation or at the end of the information taken from a source but stated in your own words. The references in the text must clearly point to specific sources in your list of works cited. Place the parenthetical documentation inside the period.

Following are some basic rules when using parenthetical documentation:

1. **Author's name in reference:** This point has already been argued (Tannen 178).
2. **Author's name is mentioned in text:** Tannen has argued this point (178).
3. **Two authors:** Shakespeare uses light and dark in Romeo and Juliet (Smith and Leas 140).
4. **Three authors:** "...towns and cities are active grain markets" (Resch, Hunt, and Barnhart 324).
5. **More than three authors:** Use et al. to signify "other authors not listed." Poe is one of the best-known romantic writers (Lease et al. 24).
6. **Title only, no author:** Use the title, shortened to first few words, or in full. ...within the novel (Heraldry 124-25).
7. **More than one author with the same last name:** Use first initial. (A. Patterson 183). (L. Patterson 230).
8. **One author with two works:** (White, Charlotte's 12). (White, Stuart 24).
9. **Multivolume work:** (Wellek 2: 1-10). 2 is the volume; 1-10 represents pages.

10. **Indirect source:** Edmund Burke was an “extraordinary man” (qtd. in Boswell 450).
11. **Citing an entire work:** Preferable to include in text – Kurosawa’s Rashomon was one of the first Japanese films to attract a Western audience. **OR** It was an outstanding Japanese film (Rashomon).
12. **Encyclopedia:** The author was born in Boston (“Franklin, Benjamin”).
13. **A play:** (King Lear IV.i.). **OR** (King Lear 4.1).
14. **Corporate author:** ...activity in Paraguay (United States Department of Defense 31).

*** Note – Almost all parenthetical documentation has the period after the last parenthesis. In example 15, for quotations with special spacing, the period precedes the parenthetical documentation.**

15. **Quotation that is set off from the text:** Type a space after the concluding punctuation mark of the quotation and insert the parenthetical reference.

John K. Mahon adds a further insight to our understanding of the War of 1812:

Financing the war was very difficult at the time. Baring Brothers, a banking firm of the enemy country, handled routine accounts for the United States overseas, but the firm would take on no loans. The loans were in the end absorbed by wealthy Americans at great hazard – also, as it turned out, at great profit to them. (385)

RULES FOR CREATING A WORKS CITED

1. Alphabetical by the first word of the entry. Ignore “A,” “An,” and “The” at the beginning.
2. Double-space the **entire** Works Cited.
3. Create a hanging indent (indent 5 spaces) for entries longer than one line. Indent second and subsequent lines of entry.
4. Do **not** number, letter, or bullet entries.
5. Underline or italicize (be consistent) titles of books, magazines, web sites, and reference sets.
6. Use quotation marks around titles of articles and web pages.
7. Follow the model provided below. Pay close attention to set-up, spacing, and punctuation.

WRITING NAMES

1. One author (Last name, First Middle, Title.)
 Jones, Samantha Lee
 Williams, Harry J., M.D.
 Smith, F. Lewis, Jr.
2. Two authors
 Jones, Samantha, and Harry Williams
3. Three authors
 Scholes, Robert, Carl H. Klaus, and Michael Sullivan
4. More than three authors
 Jones, Samantha, et al.
5. Two books by the same author
 ---. Title.

WORKS CITED EXAMPLES

Book - General model:

Author's last name, First name. Book title. City of publication: Publisher, publication date.

Book - Specific example:

Garner, Joe. We Interrupt This Broadcast: The Events that Stopped Our Lives . . . from the Hindenburg Explosion to the Attack of September 11. Naperville, IL: Sourcebooks Media Fusion, 2002.

Periodical (magazine, newspaper) - General model:

Author's last name, First name. "Title of Article." Periodical Title Date: page numbers.

Magazine:

Hirsh, Michael, and Eve Conant. "The World According to Rice." Newsweek 29 November 2004: 22-28.

Newspaper:

Browne, Malcolm. "They're Back! Komodos Avoid Extinction." New York Times 1 March 1994: C1.

Almanac or Encyclopedia (print):

Huckshorn, Robert J. "Reagan, Ronald." Encyclopedia Americana. 1997 ed.

Pamphlet:

Australia in Brief. Canberra: Australia Overseas Information Service, 1988.

Reference article from one volume of a series:

Kelly, Rebecca. "The Accidental Tourist." Beacham's Encyclopedia of Popular Fiction.
Ed. Kirk H. Beetz. Vol. 1. Osprey, FL: Beacham Publishing Corporation, 1996.
1-4. 16 vols.

Reference article in a volume previously published:

Gilbert, Sandra M., and Susan Gubar. "Shut Up in Prose: Gender and Genre in Austen's
Juvenilia." The Madwoman in the Attic: The Woman Writer and the Nineteenth-
Century Literary Imagination. 1979. Rpt. in Modern Critical Views: Jane Austen.
Ed. Harold Bloom. New York: Chelsea House Publishers, 1986. 69-86.

Reference article in volumes with various titles:

Brace, Richard M. "Morocco." Africa. Danbury, CT: Grolier, 1993. Vol. 1 of Lands
and Peoples. 6 vols. 61-70.

An Introduction, Preface, Foreword, or Afterword:

Bernstein, Carl. Afterword. Muckraking. By Jessica Mitford. New York: Vintage-
Random, 1979. 275-77.

Interview:

MacDonald, Anthony. Personal interview. 15 September 2004.

Video:

Human Genome. Dir. Stephen Jackson. Videocassette. Discovery Channel, 2002.

E-mail:

Franke, Norman. "Ouch, They Bite!" E-mail to Daniel Forrest. 3 September 2004.

Encyclopedia (online):

“Japan.” Encyclopedia Britannica Online. 2004. Encyclopedia Britannica. 30
November 2004 <<http://www.britannica.com/eb/article?tocId=9106451>>.

Website - General model:

Author’s Last name, first name. “Title of the page.” Website name. Date
post/updated/revised. Sponsoring institution or organization. Date accessed <web
address>.

Website - Specific example:

Hoover, Mike, and Lauri Lebo. “Book Goes Behind Scenes.” 1969 Riot Investigation.
11 May 2004. York Daily Record. 5 January 2005
<www.ydr.com/story/riot/24736/>.

EBSCOhost (also model for SIRS and other library subscription services):

Tator, Charles, James D. Carson, and Robert Cushman. “Hockey Injuries of the Spine in
Canada, 1966-1996.” Canadian Medical Association Journal 21 March 2000:
787. Academic Search Elite. EBSCOhost. 15 November 2000
<<http://search.epnet.com>>.

Barron’s Book Study Notes - CD-ROM:

Last name of article author, First name of article author. “Title of article.” Barron’s
Book Study Notes. CD-ROM. Ottawa, Ontario: Corel Corporation, 1996.

Monarch notes - CD-ROM:

Last name of article author, First name of article author. “Title of article.” Monarch
Notes. CD-ROM. New York: Simon and Schuster, Inc., 1991.

WRITING THE RESEARCH PAPER

Begin by writing a rough draft. Write an original paragraph of introduction. The opening sentence of your paper should be designed to hook your reader's interest. End the introductory paragraph by stating the thesis. Then begin to support your thesis in the body of your paper. The paragraphs of support should go from the least important to the most important; they should also correspond to the organization indicated by your thesis statement. Each paragraph should deal with only one topic. When you have sufficiently proved or supported your thesis statement, you will need a concluding paragraph, which should include a rewording of your thesis, a summary of the main points of your argument, and a clincher. The clincher should be the most important thing you have to say about your topic. Be certain to use good transitions as you lead from one topic to another (Examples – on the other hand, in addition, also, another, in conclusion). Refer to the keyhole diagram from The Practical Stylist on the next page.

METHODS OF WRITING THE PAPER

Your research paper should be a combination of original writing to connect/explain ideas, paraphrasing, summarizing, and direct quoting. You should avoid plagiarizing. You are required to use another writer's thoughts in your paper, but you must be certain to give credit with appropriate documentation, whether in the form of a direct quote or a paraphrase. Be careful, however, not to overquote. Always clearly integrate information from your sources in your paper by using effective transitions and your own wording to help the reader understand the points you are making.

Plan and write a paper driven not by your sources but by your perspectives on the issues, and illustrate those perspectives with points from your sources. Spend time reviewing your notes and synthesizing what you find into a coherent and convincing statement of what you know and believe.

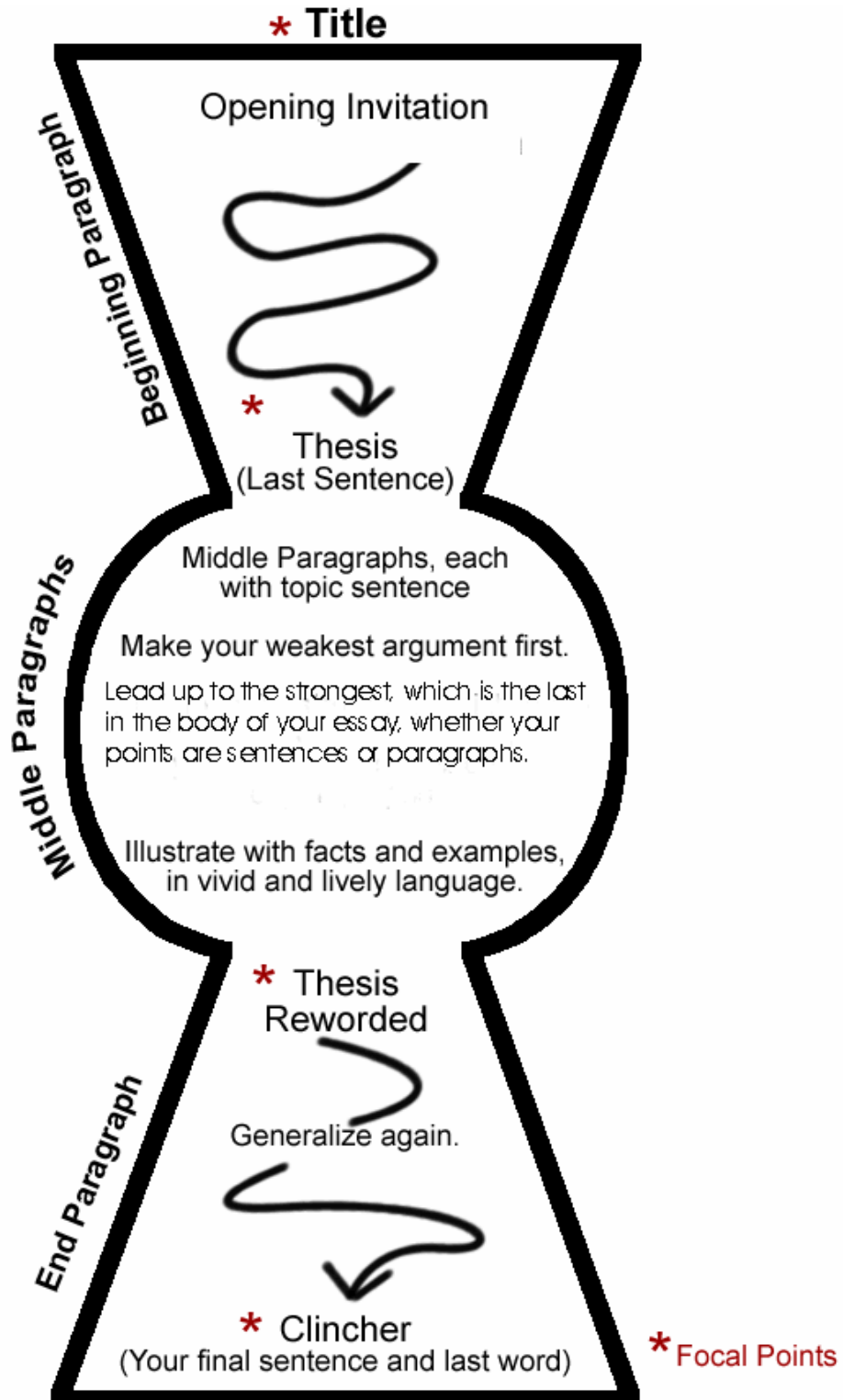
Do the following:

1. Make lists of good ideas raised by your sources on your thesis.
2. Look for the connections among those ideas, both comparisons and contrasts.
3. Find links in content, examples, and statistics.
4. Note connections between the information in your sources and what you know from your own experience.

By doing this, you will take control of your material instead of letting it take control of you.

COMPOSITION MODEL

The Keyhole



EVALUATION OF RESEARCH PROCESS AND PAPER

Explain each response in complete sentences, citing examples for each.

1. What have you done a good job on in the research paper process?
2. What do you believe you could improve on in the research paper process?
3. How well do you believe your research came across in your final paper?
4. What suggestions do you have to improve instruction of the research paper?

SAMPLE GRADING SHEET

Student: _____ Topic: _____
 Date Due: _____ Date Submitted: _____

Research Paper Process	(Possible)	(Earned)
1. Preliminary Source Sheets	_____	_____
2. Thesis Statement	_____	_____
3. Notecard Check #1	_____	_____
4. Notecard Check #2	_____	_____
5. Notecard Check #3	_____	_____
6. Working Works Cited	_____	_____
7. Tentative Outline	_____	_____
8. Rough Draft	_____	_____
Subtotal Process:	_____	_____

Research Paper Final Copy

Paper Format

- | | | |
|---|-------|-------|
| 1. Grammar | _____ | _____ |
| 2. Page Format | _____ | _____ |
| Typing, spacing, margins, pagination, first page format | | |
| 3. Final Outline | _____ | _____ |
| 4. Final Works Cited | _____ | _____ |
| Heading, alphabetical order, spacing, format, punctuation, minimum number of sources, variety of sources, use of sources in paper, approval of sources prior to use | | |
| 5. Parenthetical Documentation | _____ | _____ |
| Sufficient amount, minimum number of sources, format, spacing, punctuation, effective use of quotations, correspondence with notecards | | |

Subtotal Paper Format: _____

Paper Content

- | | | |
|---|-------|-------|
| 1. Thesis Statement | _____ | _____ |
| 2. Thesis Statement Support | _____ | _____ |
| 3. Introduction | _____ | _____ |
| Effective opening, thesis statement is last sentence | | |
| 4. Organization/Writing Style | _____ | _____ |
| Topic sentences for paragraphs, unity and clarity of ideas, transitions, correspondence with thesis statement and outline | | |
| 5. Conclusion | _____ | _____ |
| Thesis statement, summary, clincher | | |

Subtotal Paper Content: _____

TOTALS

Process: _____

Paper Format: _____

Paper Content: _____

_____	_____
Possible	Earned

Final Grade: _____

Comments:

Note – One item may be so deficient that a student could fail the format portion of the paper. Points are deducted for lateness and/or brevity. Revisions may be possible; you will be informed of a cut-off date for submission of all papers. Failure to submit an adequate research paper and/or required steps in the process on time and in order will result in failure of the course (English Department only).

Name: _____ Date: _____ Block: _____ Due: _____

Preliminary Research Source Sheet

My topic is: _____

Title of source: _____

Author of source: _____

Type of source: _____

Call Number: _____ Pages used: _____

A factual statement or quoted opinion found that will work for my research paper:

This source contains enough information for: (Circle one)

Extensive Notes

Several Notes

Few Notes

Any additional information found that might be important:

MLA Citation: Use your Works Cited Example sheet!

* If you do this correctly now, it will be ready to put directly into your works cited page! :)

ACCESS PA Book Requests

Are you looking for something to help your class? A book, a video? What happens if we do not have what you are looking for in our library?? Use the following steps to help you place a request for the PERFECT resource!

1. Go to www.accesspa.state.pa.us to access the ACCESS PA website. We are a participating member of ACCESS PA, which therefore gives us access to books in school, academic, public, and specialty libraries throughout Pennsylvania.
2. Click the "Search the Database" tab. This will bring up a new screen.
3. Click the small state with "Here" written inside to search the holdings for the whole state.
4. Click on "All Libraries."
5. Click on "Keywords."
6. Use the search bar to create your search terms. If you are specifically looking for the perfect video, use the "Material Type" drop down menu and choose "Video Recording."
7. When you are looking at your list of options, click on any blue heading to bring up the specifics about that given title.
8. At the bottom of each entry is a link to show how many libraries have that title in their holdings. It is easier to borrow a title when there are more libraries to choose from on the responder wish list.
9. Once you have found the article of the title you wish to borrow, print the page with the full article. The full list of library holdings is not necessary.
10. Place that print out in the library mailbox with your name and the approximate date on which you will need the title (week or cycle). Titles take anywhere from 1-2 weeks to arrive. Please plan ahead and allow at least 2 weeks turn-around time.
11. If you are in an article and wish to return to your full list, click the "Return to Browse" button instead of using the back button in the browser toolbar.
12. To do another search, click "Another Search" instead of using the back button in the browser toolbar.