Research Information Packet

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Why Are You Doing This to Such a Nice Kid?

Well, to help you to develop the following Skills and Understandings

Skills:	Understanding:
- Use MLA - Create an MLA Works Cited page - Determine credibility of a website - Search the Internet productively - Write a Thesis - Write an Introduction - Write a Body - Write a Conclusion - Take Notes - Read for information - Understand and avoid plagiarism - Use Direct quotes - Understand/use Indirect sources - Write paraphrases/summaries - Create parenthetical notations - Compare/contrast	- What is MLA and why do we use it? - Why do we need to be credible? - How can I best use the Internet? - How can I make my paper flow? How can I make it easy to follow/read? - Why should I take notes and how can I do that? - What strategies are there for reading informational text and taking notes? - Why is plagiarism such a big deal? - How do I balance quotes and my own words? - How do I make sure I'm not plagiarizing? - How can I paraphrase? - Why do I need parenthetical citations and how do I do them? - How do I organize a compare/contrast paper?

Assessments:

- Final paper
- Works cited page
- Draft of paper
- Draft of works cited
- Note taking check
- Turn it In plagiarism check

<u>Suggested Research Venues & Sources</u>

Lowell High School Library

      Hours: Monday-Friday   7:15-3:00 (see a media specialist)

      Copy Machine: 10 cents per page (see me if finances are an issue)
      Computer Printouts: 10 cents a page if copying is irresponsible. Otherwise, copies are free on
           scrap paper.

Lowell High School Computer Labs

      We will spend multiple blocks of class time researching for your paper.

Englehart Library (Lowell Branch of the Kent County Library)

Location:	200 N. Monroe (Lowell, MI)	
Phone:	647.3920	
Hours:	Monday, Tuesday, Wednesday	12:00-8:00
	Thursday & Friday	9:30-5:00
	Saturday	9:30-2:30
	Sunday	Closed

Web Address: www.kdl.org

           * Note: If you have a valid library card, you may order books from ANY Kent
           Library Branch on-line and they will be sent to the Englehart Library!

Home:

      If you have a computer, researching at home is a great idea! If you need to use mel.org, you can
      get in with a valid Driver's License, Michigan ID, or by using the secret code KEPDORP.

Avoiding Plagiarism

When you write a research paper, you have to explain where you got your information. Some of the ideas you use will be your own, but many will have come from information you have read and people you have interviewed about the topic. To explain where the information comes from, you have to give (cite) the source.

Why cite your sources?

- To give your writing credibility. You show that you have gathered ideas from worthwhile places.
- To help the reader. You enable the reader to go and check and read those sources if he/she so wishes.
- To protect yourself from plagiarism. When you cite all your sources, no one can say that you stole or copied ideas from someone else.
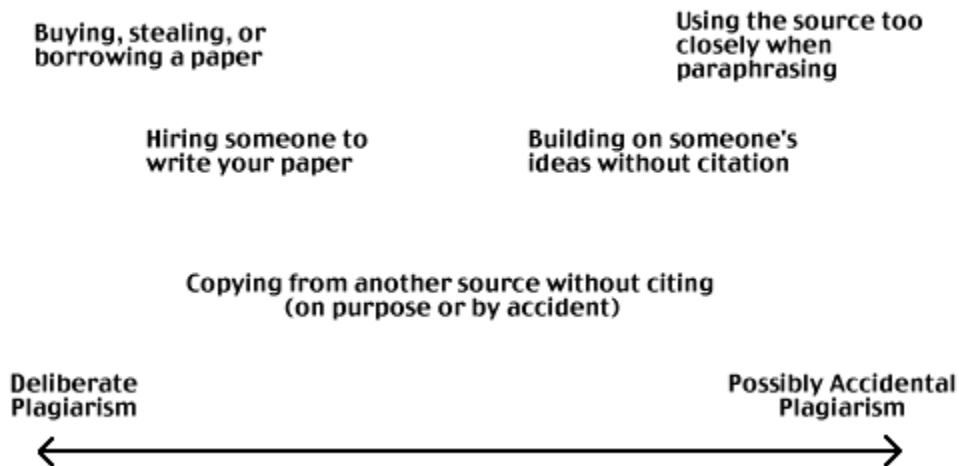
What is plagiarism?
Plagiarism is defined as:
"The presentation of the work of another person as one's own or without proper acknowledgment"

While many people might think this means outright cheating by stealing or copying another student's work, it could just as easily refer to copying of anyone else's ideas without saying where they came from. So you are **responsible** to respect this rule by citing all your sources.

Actions that might be seen as plagiarism

Buying, stealing, or borrowing a paper

Using the source too closely when paraphrasing

Hiring someone to write your paper

Building on someone's ideas without citation

Copying from another source without citing
(on purpose or by accident)

Deliberate Plagiarism

Possibly Accidental Plagiarism

Since teachers and administrators may not distinguish between deliberate and accidental plagiarism, the heart of avoiding plagiarism is to make sure you give credit where it is due. This may be credit for something somebody said, wrote, emailed, drew, or implied.

How to Test the Credibility of a Web Site!!

1. Content

What is the intent of the content? Are the title and author identified? Is the content "popular" or "scholarly", sarcastic or serious? What is the date of the document article? Is the "edition" current? Do you have the latest version? How do you know?

2. Credibility

Is the author identifiable and reliable? Is the content credible? Authoritative? Should it be? What is the purpose of the information, that is, is it serious, sarcastic, humorous? Is the URL extension .com, .gov, .edu, or .org? What does this tell you about the publisher?

3. Copyright

Even if the copyright does not appear prominently, someone wrote it, or is responsible for the creation of the document, graphic, sound, or image, and the material falls under the copyright conventions. "Fair use" applies to short, cited excerpts, usually as an example for commentary research. Materials are the "public domain" if this is explicitly stated. Internet users, as users of print media, must respect copyright.

4. Citation

Internet sources should be cited to identify sources used, both to give credit to the author and to provide the reader with avenues for further research. Standard style manuals (print and online) provide some examples of how to cite internet documents, although standards have not yet been formally established.

5. Continuity

Will the internet site be maintained and updated? Is it now and will it continue to be free? Can you rely on this source over time to provide up-to-date information? Some good .edu sites have moved to .com with possible cost implications. Also, some online journals have articles available only in a short window of time (usually a month).

	1 - Yes! The website completely meets this criteria.	2 - The site sort of meets, but has a few problems or things that could be improved	3 - NO! This site does not meet this criteria.
It's easy to figure out who sponsors this site			
You can easily link to information about the sponsor and/or the author			
The site's sponsor is a reliable individual/organization			
It's easy to figure out if the site has any particular biases or prejudices			
It's easy to figure out the purpose of this site			
It's easy to figure out whether the information is fact or opinion			
If intended to be facts, the info. makes sense and seems to go along with things you already know about this subject			
You can find other sites and resources (including print materials) to back up what's being claimed on this site			
The info. is appropriate for the audience it claims to be for (no big words for 3rd graders, free of typos)			
The author cites his/her sources			
Site provides a date indicating when it was last updated and the date is current (ideally within last few months)			
Easy to find publication and copyright date			

Go Google It!

1. What's the difference between a search engine and a directory?

Google is an example of a true search engine because the engine is actually searching the net on a regular basis. You then look through what has been found.

Yahoo is an example of a directory because it depends on humans for its listings. Editors or submitters write a short description and your search only looks through and matches with what has been submitted.

2. When searching, you should usually start with an obvious main idea and add details to get to a more relevant search.

3. Boolean and other commands are ways to help define and narrow an internet search. All engines and directories use different commands in different ways. Here are some of Google's commands:

Command:	What it does:	Example:	# of hits?	Example:	# of hits:
allintitle: or intitle:	Searches for the terms listed in the web site title	spaghettios		allintitle: spaghettios	
allinurl: or inurl:	Searches for the terms in the web address	spaghettios		allinurl: spaghettios	
OR	Searches for either term	spaghettios meatballs		spaghettios OR meatballs	
+	Searches for all of the terms, not just some of them	spaghettios meatballs nutrition		spaghettios + meatballs + nutrition	
-	Excludes searches for the terms you subtract	spaghettios franco american		spaghettios – franco american	
""	Searches for the exact phrase in the quotes	franco american spaghettios		"franco american spaghettios"	

- Google is not a case sensitive searcher. It will treat all caps the same as no caps. BUT, the OR command has to be in all caps to be recognized as a command.
- Google does automatic "and" searches, so the Boolean command AND is not used by Google. But, it may be used by other search engines, so be aware of it!
- Google also doesn't support NOT, nesting, and NEAR commands

4. Try a Google advanced search. Click on the advanced search tab next to the regular search.

5. Go to the Google homepage and click on About Google. Pick a topic under Our Search and you'll find some information about Google that you didn't previously know and isn't covered in this packet.

6. The following are guidelines to help you formulate a search on the web.

- What unique words, distinctive names, abbreviations or acronyms are associated with your topic? This specificity will help to zero in on relevant web pages.

- Can you think of societies, organizations, or groups that might have information on your subject via their pages? Search these as a "phrase in quotes", looking for a home page that might contain links to other pages, journals, discussions groups, etc. on your subject.

- What other words are likely to be in any Web documents on your topic? You may want to require these by joining them with "AND" or preceding each by "+".

- Do any of the words in questions 1, 2, or 3 belong in phrases or strings -- together in a certain order, e.g. a saying or cliche? Search these as a "phrase in quotes" (e.g. "affirmative action" or "communicable diseases")

- For any of the terms in #4, can you think of synonyms, variant spellings, or equivalent terms you would also accept in relevant documents? You may want to allow these terms by joining them by "OR" and including each set of equivalent terms in ( ). *ask Kolp about Google's stemming technology that makes this less applicable.

- Can you think of any extraneous or irrelevant documents these words might pick-up? You may want to exclude terms or phrases with "-" (no space) before each term, or "AND NOT" before each term.

- What broader terms could cover your topic? When browsing subject categories in directories or searching sites of databases, etc. on your topic, try broader categories.

7. All of the information presented today is only partially to make you familiar with Google. It should also be applicable to other search engines and web tools. Boolean commands are standard, but how they are used and which ones are used may vary between sites. Advanced searches are a lot like the advanced searches on MEL databases. Looking at the "About us" information for an engine is always a good place to find faster, better ways to search.

Web search engines and web technology changes all the time – sometimes literally overnight. Your best defense against losing touch is to use them frequently and to look for similarities among engines and databases. Don't ever marry yourself to a certain style or database because you never know when it will change.

Reference: Strategies to Read Informational Text

1) **Scanning for Information:**
   - Before reading, review title, bold headers, pictures, graphs and captions for clues about the content

   - Use a dictionary to look up any unfamiliar terms found in the title or bold headers

2) **Chunking:**
   - Sometimes the chunking is done for you, such as an article with headers in the body.

   - However, often when you read longer passages, you need to make boxes or marginal brackets around related pieces of information.

   - This strategy helps keep you focused and prevents you from getting overwhelmed

3) **Annotating:**
   - As you read the selection, jot down notes in the margin that summarize the overall topic and information of the paragraph

   - Take the selection paragraph by paragraph, section by section, or chunk by chunk

   - Keep the notes short and sweet- they are a tool, not a headache!

4) **Annolighting or Power Underlining:**
   - As you read, keep a highlighter or colored pen handy.

   - Take the selection paragraph by paragraph, section by section, or chunk by chunk.

   - AFTER reading each section, GO BACK and skim/read it a second time. Choose KEY concepts, words, descriptive phrases, definitions, statements…etc. and highlight or underline them.

   - AVOID highlighting entire sections or chunks.

   - Consider using a color coding to locate information. For example, "what" is yellow, "who, when, where" is pink, "how" is green….etc.

5) **Numbering:**
   - Number the support points as you chunk the information. These points may be presented as support reasons or, in some cases, examples.

   - If your source is opinion-based or persuasive in nature, this is especially helpful.

6) **REAP:**
   - **READ** (One chunk at a time; silently or aloud)
   - **EXPLAIN** (…to yourself, think about the ideas, what you got out of it…)
   - **ANNOTATE** (go back and highlight, underline, or circle key information in the text; make notes in the margin)
   - **PONDER or PUBLISH** (depends on intent- thinking as a class, discussion, publication in a paper or notes)

Taking Notes

Background: When you determine that material is reliable and useful, you will want to take notes on it. Although everyone agrees that note taking is essential to research, people prefer to use the method that best suites them. However, it is important to follow a process:

- Copy down the source's information on an INTERNET WORKSHEET or rough works cited
- Read through the source in its entirety or paragraph by paragraph, and take notes on the information you feel you can use. Remember the subtopics you chose on your tower diagram.
- **Keep an accurate record of sources and quotations**
- Print hard copies of the pages you take notes from

	Notes & Process:	Final Paper Product:
When researching and note-taking	- Mark *everything* that is someone else's words with a big **Q** (for **quote**) or with BIG quotation marks - Always record WHO said the quote - Be organized and record all of the relevant documentation information in your notes	Proofread and check with your notes (or photocopies of sources) to make sure that *anything* taken from your notes is acknowledged in some combination of the ways listed below: - In-text citation - Works cited - Quotation marks - Indirect quotations

What Types of Notes Can You Take?

There are, generally speaking, three methods of note taking: summary, paragraph, and quotations (direct & indirect).

1. Summary: Repeats the idea in different words and condenses an idea taken from the source. If you want to record only the general idea of a large amount of material, this is used so you say the same thing in fewer words!

2. Paraphrase: Repeats an idea from a source but uses different words. If you want to use specific details from a source but do not require exact wording, use this method. Basically, you are rewording something you read so it may be your words, but it is someone else's idea… so CITE IT!! Many students are unclear about what it means to paraphrase. It is not acceptable to take the original phrasing and just rearrange a few of the original words in order to produce a paraphrase; neither is it acceptable to use the same sentence structure but just rephrase a few key words.

When you paraphrase, make sure to understand what the original is saying, then close the book and write the passage in your own words. You need to cite a source for a paraphrase even though you did not quote from the source directly.

	Notes & Process:	**Final Paper Product:**
When paraphrasing and summarizing	• First, write your paraphrase and summary without looking at the original text, so you rely only on your memory. • Next, check your version with the original for content, accuracy, and mistakenly borrowed phrases	• Begin your summary with a statement giving credit to the source: *According to Jonathan Kozol,* ... • Put any **unique words or phrases** that you cannot change, or do not want to change, in quotation marks: ... *"savage inequalities" exist throughout our educational system (Kozol).*

3. Quotations: Repeats the words of a source EXACTLY (these may be the words of an author or someone the author quotes). Quotation marks are ALWAYS used around any phrases or sentences that are not yours. When you are using someone else's exact words, you need to place quotations marks (". . .") around the words to show this. You also need to be careful not to rephrase or reorganize these words; otherwise you would be guilty of misrepresenting that author. If you want to leave out part of the author's sentence you can use three ellipsis points (...) to show that words have been omitted. Directly after the quotation, you should indicate where the information comes from, using one of the standard methods (the most used ones are MLA and APA) to document your sources.

	Notes & Process:	**Final Paper Product:**
When quoting directly	• Keep the person's name near the quote in your notes, and in your paper • Select those direct quotes that make the most impact in your paper -- too many direct quotes may lessen your credibility and interfere with your style	• Mention the person's name either at the beginning of the quote, in the middle, or at the end • Put quotation marks around the text that you are quoting • Indicate added phrases in brackets (**[ ]**) and omitted text with ellipses (**. . .**)
When quoting indirectly	• Keep the person's name near the text in your notes, and in your paper • Rewrite the key ideas using different words and sentence structures than the original text	• Mention the person's name either at the beginning of the information, or in the middle, or at that end • Double check to make sure that your words and sentence structures are different than the original text

Systems for Taking Notes

Review: "What do I include when I take notes?"

♦ When beginning your notes, the first thing you should do with a source, before anything else, is add it to a separate list of sources (rough draft works cited) and assign it a LETTER. This way, you can keep the sources straight.

♦ Number note cards in the order that you take the notes

♦ ALL NOTES must be in phrases only, UNLESS you are quoting a source.

♦ It is helpful to put a SUBTOPIC TITLE on each card so you know which paragraph it will fit into.

♦ If you are QUOTING a source, be sure to list WHO said this quote? Was it the author or someone else?

System Choices: "What options do I have for organizing my notes?"

Type	Best for students who…	Looks like…
1) Note cards	- like to physically sort cards - benefit from a chunking and looking at something piece by piece - get overwhelmed by assignments easily - need help with an organization system - are new to research paper writing	A1 Subtopic Header "Quotation written out" - Who said it OR -short pieces of information paraphrased, summarized, bulleted…etc.
2) Notebook paper or on the computer	- like to have all information in one place - enjoy working on a computer and are fluent at typing - benefit from an organization system but have not had success with cards in the past - are new to research paper writing	(A) MLA citation A1 note…. A2 "quote" (said by) A3 …..
3) Annolighting or power underlining and Annotating in the margin	- are fluent at all types of notetaking - can mentally paraphrase information - have had multiple experiences writing research papers - are extremely organized and "big picture" thinkers	**On the Copy of your Article…** - Highlight/ underline key information - Write paraphrased notes in the margin - Number notes A1, A2…etc.

Example Note Taking Method: Notebook Paper

Time, May 14, 2001 v157 i19 p65
"What You Can Do" (by Alice Park)
Full Text: COPYRIGHT 2001 Time, Inc.

There are several drugs on the market that can delay the symptoms of Alzheimer's disease, but none that can prevent it. As the Nun Study shows, however, relatively simple changes in diet and lifestyle may help postpone the onset of dementia. Some of these suggestions--like getting a good education or wearing a bike helmet--make good sense in their own right. For others, consult your doctor--especially if you have a family history of Alzheimer's.

Stay in School

Statistically, the more education you get, the less likely you are to show signs of Alzheimer's. While it's not clear whether more time in school can actually do anything to prevent plaques and tangles from forming, there is substantial evidence that schooling postpones memory and orientation problems. Education may help the brain's nerve cells build up more connections, giving it a larger cushion or reserve from which to draw upon when the neural network fades.

Mind Games

In the Nun Study, Dr. Larry Raffer states, "Like any organ, the brain needs constant attention. Keep exercising your mental muscle by learning a new skill, doing a crossword puzzle or, like the nuns, playing card games and tutoring schoolchildren."

Eat Smart

One of the strongest findings of the Nun Study is the link between folic acid and mental health. Found in breads, cereals and leafy green vegetables, folic acid seems to protect the brain's central learning and reasoning regions from shrinkage. Most doctors recommend starting with at least the RDA of 400 micrograms a day, the amount found in most multivitamins.

If Alzheimer's runs in your family, consider getting yourself tested for the handful of genes that have been linked to the disease. Knowing your genetic susceptibility could get you started making changes in your diet or lifestyle early; the sooner you build up your brain reserve, the longer you may have before it withers away. Remember, however, that having an Alzheimer's gene does not necessarily mean you will get the disease.

Source Letter? **A**

WORKS CITED:

Park, Alice. "What You Can Do." Time 14 May 2001: 65.

NOTES:

PAGE	#	
		Source Letter & Note # Use quotation marks
65		**A1** "The earlier you build up your brain reserve, the longer you may have before it withers away." (PARK)
		Who said this quote?
65		**A2** Although nothing can completely prevent Alzheimer's disease, there are certain drugs out that can delay its symptoms.
65		**A3** A person can delay symptoms by using his/her mind, eating smart, staying close with family/friends, and knowing his/her family history.
65		**A4** Statistics show that education is linked to health; the more education one gets, the less his/her chances are of showing signs.
65		**A5** "Like any organ, the brain needs constant attention. Keep exercising your mental muscle by learning a new skill." (said by DR. LARRY RAFFER)
65		**A6** Just because a person has Alzheimer's in his/her family genes or history does not mean he/she will develop the disease!

Example Note Taking Method: Note Cards

Please look carefully at each note card and observe the key elements.

SOURCE LETTER   **A 1**
NOTE CARD NUMBER

TOPIC *TITLE* ——— <u>*Delaying Alzheimer's*</u>

NOTES ———- use mind (scrabble, crossword, school, cards)
  - eat smart (folic acid!!)
  - stay connected with friends and family
  - know family history/genes

PAGE NUMBER OF SOURCE ———— **PG. 65**

A2

<u>Human Mind</u>

"Like any organ, the brain needs constant attention. Keep

exercising your mental muscle by learning a new skill."

-   DR. LARRY RAFFER

Pg. **65**

What do I include?

♦ When beginning your note cards, the first thing you should do with a source, before anything else, is add it to a separate list of sources (rough draft works cited) and assign it a LETTER. This way, you can keep the sources straight.

♦ Number note cards in the order that you take the notes

♦ ALL NOTES must be in phrases only, UNLESS you are quoting a source.

♦ You MUST put page numbers on EACH card (lower corner)

♦ It is helpful to put a TOPIC TITLE on each card so you know which paragraph it will fit into.

♦ If you are QUOTING a source, be sure to list WHO said this quote… was it the author or someone else?

MLA Works Cited Worksheet (2009, Seventh Edition)

Sample formatting:
Last, First. "Title of the Work." *Title of the Web Site*. Ed. First Last. Abr. ed. Publisher or Sponsor of the Site, 7 Apr. 2010.

Web. 12 Apr. 2011.

The following information goes IN THE ORDER LISTED BELOW on your works cited page.

Look for:	Hints:	Examples:	My Source:
1. Name of the author, compiler, director, editor, narrator, performer, or translator of the work	1. *If no author is given, skip this.* 2. *Corporate author is used when it is clear this organization or commission wants to take credit for writing the piece, but no individual is named.*	Last, First. Last, First and First Last. Last, First, First Last, and First Last. Association or Commission. Last, First, ed.	
2. Title of the Work	1. *Use this if it is clearly part of a larger work* 2. *Do not use this if it is identical to the Web Site's overall title* 3. *May sometimes use a label to be clear if no article title is used.*	"Title of the Work." Home page. Introduction. Afterward.	
3. Title of the overall website	1. *Look on the actual page for this* 2. *This MAY NOT be skipped!*	*Title of the Site.*	
(editor or creator if not already listed)	1. *This will probably be used very infrequently* 2. *Us only when the editor or creator is not already listed.*	Ed. First Last.	
4. Version or edition used	1. *Assume you are viewing the first edition and do not need to mention that unless the site tells you differently* 2. *Rev. = revised* 3. *Abr. = Abridged*	2nd ed. Rev. ed. Abr. ed. 2008 ed.	
5. Publisher or Sponsor of the site	1. *STRONGLY recommended you find this. What does it say about your site if you don't know who's responsible for this information?* 2. *Remember this one gets a comma!* 3. *N.p. = no publisher*	Publisher, N.p.,	
6. Date of publication	1. *Usually found.* 2. *May be a copyright date* 3. *Choose the most specific/accurate date* 4. *n.d. = no date* 5. *abbreviate months* 6. *Do NOT put date ranges*	4 Apr. 2009. June 2009. 2009. n.d.	
7. Medium of publication	1. *Can't skip this!*	Web.	
8. Date of access	1. *Can't skip this!*	26 Sept. 2009.	
Parenthetical Note	1. *The first thing filled in on the chart goes in the parenthetical note.* 2. *Remember to punctuate appropriately.* 3. *qtd. in is used when the information you want to quote already appears in quotations in your source*	(Lastname). (Lastname and Lastname). (Lastname et. al). ("Title of the Work"). (*Title of the Website*). (qtd. in Lastname).	

Example: Basic Internet Citations

> **Work Cited Only on the Web:**

Antin, David. Interview by C. Bernstein. *Dalkey Archive Press.* Dalkey Archive, n.d. Web. 21 Jan. 2010.

Green, Joshua. The Rove Presidency." *The Atlantic.com.* Atlantic Monthly Group, Sept. 2007.

Tyre, Peg. "Standardized Tests in College?" *Newsweek.* Newsweek, 16 Nov. 2007. Web. 15 Jan. 2010.

"Utah Mine Rescue Funeral." *Cnn.com.* Cable News Network, 21 Aug. 2007. Web. 18 Jan. 2010.

> **A Scholarly Journal:**

Landauer, Michelle. "Images of Virtue: Reading and Reformation." *Romanticism on the Net 46(2007): n.*
pag. Web. 8 January 2010.

Shehan, Constance L., and Amanda B. Moras. "Deconstructing Laundry." *Michigan Family Review* 11
(2006): n. pag. Web. 8 Nov. 2010.

> **A Periodical Publication in an Online Database:**

Chan, Evans. "Postmodernism and Hong Kong Cinema." *Postmodern Culture* 10.3 (2000): n. pag. *Project*
Muse. Web. 5 January 2010.

Miller, Steven, and Sara Guyer, eds. *Literature and the Right to Marriage.* Spec. issue of *Diacritics* 35.4 (2005):
1-124. *Project Muse.* Web. 5 Jan. 2010.

> **A Work on the Web Cited with Print Publication Data**

Bierce, Ambrose. "Acadamy." *The Devil's Dictionary. The Collected Works of Ambrose Bierce.* Vol. 7. New
York: Neale, 1911. N. pag. *The Ambrose Bierce Project.* Web. 15 Jan. 2010.

Cascardi, Anthony J. *Ideologies of History in the Spanish Golden Age.* University Park: Pennsylvania State UP,
1997. Penn State Romance Studies. Web. 12 Jan. 2010.

BOOKS:

- **One author**

Johnson, Roberta. *Gender and Nationin the Spanish Modernist Novel.* Nashville: Vanderbilt UP, 2003. Print.

Kirby, David. *What is a Book?* Athens: U of Georgia, 2002. Print.

- **Two authors**

Gilbert, Sandra M., and Edward A. Shore. *Bodily Charm.* Lincoln: Hartcourt Press, 2001. Print.

- **Three authors**

Hepplewhite, Charles W., Jean M. Meyer, and Jerry L. Baum. *The Effects of Smoking on Teens.* Chicago:

Houghton Mifflin, 1998. Print.

- **Four or more authors**

Gatto, Joseph, et al. *Latino Voices.* Brookfield, CN: Milbrook, 1995. Print.

*Note: *et al. is a Latin phrase meaning "and others". It's used to substitute names when you have 4 or more   au authors or editors*

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Magazines, Newspapers, Encyclopedias

- **An article from a magazine:**

Batten, Mary. "Life Spans for Frogs." *Science Digest* Feb. 1996: 46-50. Print.

*NOTE: *Abbreviate the names of all months except May, June, and July.*

- **An article from a daily newspaper:**

Jades, Noah. "The Comedian Everyone Loves to Hate." *The Grand Rapids Press* 4 Jan. 2001: C3+. Print.

*NOTE: *Newspaper articles are often not printed on consecutive pages—for example, an article might begin on page 1, then skip to page 16. For such articles, write only the first page number and a plus sign in the works cited.*

- **An editorial from a newspaper:**

Gregen, Dave. "America the Ugly." Editorial. *Chicago Tribune* 29 Sept. 2001: A12. Print.

- **An article in a reference book**

"Japan." *The Encyclopedia Aermicana.* 2004 ed. Print.
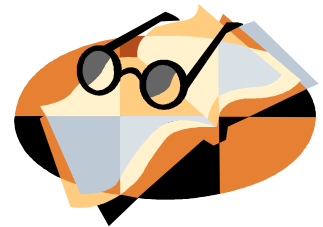
Parenthetical Notation

The <u>MLA Handbook for Writers of Research Papers</u> suggests giving credit for your sources of information in the body of your research paper. To give credit, simply insert the appropriate information in parentheses after the words or ideas taken from another source followed by a period. You MUST cite EVERYTHING you did not know before beginning this paper that is not common knowledge… whether a direct quote or summary/paraphrase in your own words. **Failing to use parenthetical notation tells the reader that you did not use any research; this is plagiarism and will result in a zero.**

NUMBER ONE RULE OF NOTATION!!!!_____
_____

ONE AUTHOR from an internet source…

Genetic engineering was dubbed "eugenics" by a cousin of Darwin's, Sir Francis Galton, in 1885 (Johnson).

TWO AUTHORS from an internet source…

Research shows that students learned more than a full year's Spanish in ten days using the complete super memory method (Olden and Smith).

THREE AUTHORS from an internet source…

Communication on the job is more than talking; it is "inseparable from your total behavior" (Culligan et al).

NO AUTHOR CITED from an internet source…

- **Source with No Author**

Statistics indicate that drinking water can make up 20 percent of a person's total exposure to lead (<u>Water Wonders</u>).

- **Magazine, Newspaper, or Website Article with No Author**

Economic success depends on our ability to improve large-scale education and training as quickly as possible ("Training Employees").

NOTE: Examples for Recording Page Numbers from a book or magazine for Your References. **Page numbers are NOT necessary for internet sources.**	
One page used :	(Brown 56).
Several Continuous pages used	(Brown 56-62).
A Combination of pages used:	(Brown 56-59, 72).

QUOTES: DIRECT SOURCE
You cite quotations (word for word use of a source) just like paraphrases or summary. The only difference is that **you use quotation marks**. Pay close attention to the punctuation in the following examples:

"We zoomed over Beaumont, over the Trinity River at Liberty, and straight for Houston" (Kerouac).

QUOTE: INDIRECT SOURCE
Sometimes you use a quote from a source that the author did not write- i.e. someone's remark's published in a second source. **You still use quotation marks, but in these cases you must use a qtd. in (quoted in) before the indirect source in your reference**.

Paton said he improved the conditions in the Diepkloof Prison by "removing all the more obvious aids to detention and striking a bargain with the committee" (qtd. in Callen).

Finally, what if you have….
AUTHOR WITH MORE THAN ONE SOURCE CITED

- **Books by the same author**

It is a wonder that the family even survived the horrible fire, and they have vowed to "educate and enlighten Americans about smoke detectors for the rest of their lives" (Billow <u>Fire Safety</u> 46).

The new Michigan Seatbelt Law states that the driver as well as every passenger must use a seatbelt when in a vehicle (Billow <u>Ready, Set, Drive</u>).

- **Magazine articles by the same author**

If nothing else, the continuing effort to trace the guns in the Columbine High School massacre shows how gun control works (Glick "Follow the Firearms").

<u>Thesis Statements & Outlining</u>

Thesis Statement:

In your paper, you will take the information you have at hand and shape it into a unified, coherent whole by framing a thesis statement for your paper. **A thesis statement is a single sentence that formulates both your topic and your point of view (argument).** In a sense, the thesis statement is your answer to the central question or problem you raised. Writing this statement will enable you to see where you are heading and to remain on a productive path as you plan and write. Moreover, since the experience of writing may well alter your original plans, do not hesitate to revise the thesis statement as you write your paper.

Thesis Strategies:
1. Must state the topic and argument clearly
2. Must use third person (he, she, it, they) NOT first person (I) or second person (you)
3. Must be one, complete sentence that makes a statement… NOT a question
4. Must be general, clueing, or specific

Paper Plan:

In the early stages of your writing, you should have a rough sketch of a paper plan that shows your emerging points and topic opinion. This plan will make it easier to keep track of all important aspects of your subject and to focus your research on relevant topics. It could be as simple of a list of topics you wish to address in your paper and is simply a way to categorize information. Following this step will make your job easier in the long run!

Final Tower Diagram:

After you have satisfactory research, you need to complete a final outline. This step will help you to organize your ideas and the accumulated research into a logical, fluent, and effective paper. **You will use a tower diagram for this assignment.**

Transitions & Sentence Variety

Order in Time:

before
after
soon
since
once
then
when
first
next
while
finally
slowly
suddenly
now
later
until
at the same time
as soon as
whenever

Contrasting:
however
yet
still
unlike
even Though
but
all though
on the other hand

Sequencing:

first
second
third
finally
last
then

Introducing Pro Points:

also
even greater
finally
first
the fact remains
next
most important
least
better
best
finally
most of all
in addition
indeed
clearly, then
moreover
therefore
perhaps the greatest reason

Introducing Con Arguments:

it is true that
admittedly
nobody denies
to be sure
unquestionably
of course

Addition:

and
also
again
furthermore
in addition
also
moreover
equally

Example:

such as
that is
for example
along with
for instance
like
likewise
unlike
different from
in the same way
in other words

Cause & Effect:

because
therefore
so
as a result
since
consequently
for that reason

Sentence Variety
Simple Sentences SV   SSV SVV   SSVV
Compound Sentences I,cI I;I
Complex Sentences ID D,I
Compound Complex **Sentences** ID;I   ID,cI I,cID   I;ID D,I;I   D,I,cI

Lowell High School
Format for Polished Papers

REQUIREMENTS:

- **Font**
  Use a 10- or 12-point textbook-style Times New Roman font. Use the same size and style for all headings and text in the paper. Check with an instructor if in doubt about the font. Use black ink only.

- **Spacing**
  Double-space the entire document. Use one-inch margins for all text. (The only exceptions are the identification block and page numbers, which start ½ inch from the top.)

- **Page numbers**
  Starting with the first page of the paper, number all pages consecutively throughout the document in the upper right-hand corner ½-inch from the top and flush with the right margin. Last name precedes the page number; do not add the abbreviation *p.* or any other mark or symbol. On the second page, start the first line of the text one inch from the top of the page.

- **Identification Block and Title**
  Instead of a title page, left-justify name, instructor, class and block, and the date in the upper left corner of the page. This information should be double-spaced. The title is centered with one blank line before and after it.

EXAMPLE:

Smith 1

Gertrude Smith

Mrs. Schutte

English 11B, Block 2

3 May 2010

Drugs and the Athlete

In today's world, many professional athletes think that drugs are an acceptable and necessary element for a successful career. In nearly every sport, examples of drugs used to increase performance or to aid in recovery after injury can be found.

Not only are drugs used frequently, but they are also *abused* frequently. In the world of professional sports, drugs are often abused due to the pressure athletes experience from fans, from the media, and most importantly, from themselves. It is this type of abuse that attracts the probing eye of mass media and brings to our attention a very serious problem in sports today.

Smith 2

Because the livelihood of professional athletes depends upon the participation of their fans, many of these sports stars feel the financial pressure to perform well consistently. Not only the common aches and pains of playing sports are treated with medications, but also more serious injuries are sometimes ignored or masked with muscle relaxants or pain-blocking drugs ("Current Research on Pain Medications" 135).

Pressure from fans is only one factor that encourages athletes to abuse drugs; the media also plays an important role in this type of abuse. Magazines and talk shows are quick to notice any failing of performance in a famous athlete. The athlete may be portrayed as weak or "near the end of his career" (Johnson 29), as in the case of Larry Bird. These types of characterizations, whether true or inflated, can cut the athlete's career short. Thus, he or she may turn to performance-enhancing drugs to boost his/her image in the

Works Cited

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Ventre, Michael. "Shaq, Kobe are Sports' Biggest Enemies." *Ventre: Shaq, Kobe are Sports' Biggest*

Enemies. MSNBC, 2008. Web. 1 October 2010.

1. VIEW: HEADER Last name & Page
2. TITLE: Works Cited (Capitalized, centered, no bold, no lines…etc.)
3. 1" margins
4. Indent Properly (first line out, second line in)
5. Alphabetize entries
6. Double Space evenly!
7. Check your punctuation…again.