

This booklet belongs to:

Torrey Pines High School

Style Manual
for
Documented Papers

Revised and updated by

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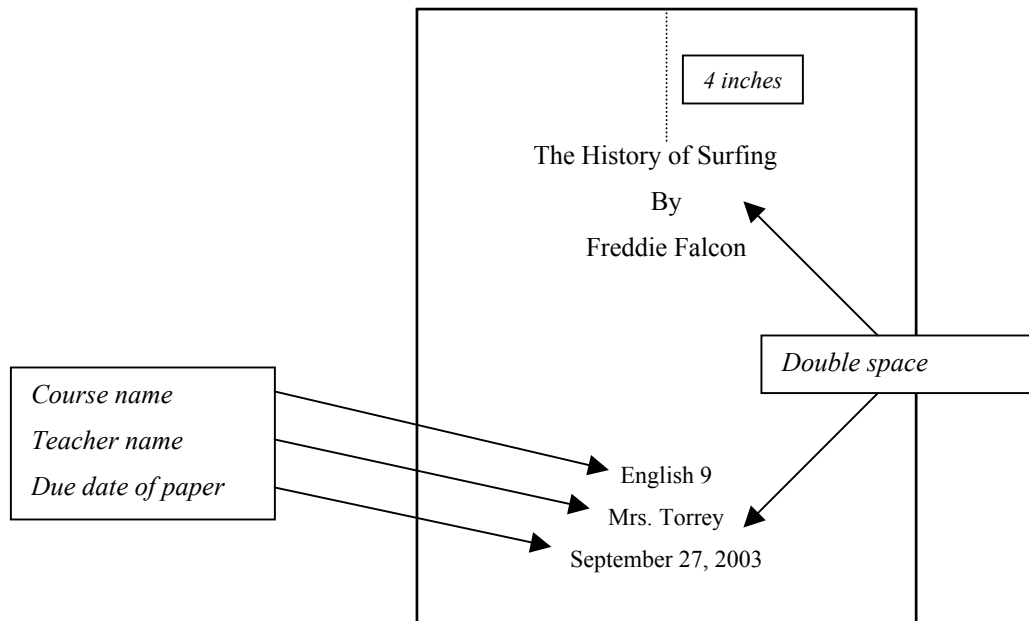
Table of Contents

GUIDELINES FOR WORD PROCESSING A PAPER.....	2
I. TITLE PAGE	2
II. SPACING, MARGINS, JUSTIFICATION (ALIGNMENT).....	2
III. FONT	3
IV. PAGE AND PAGE NUMBERING INFORMATION	3
V. HEADERS	3
VI. WORKS CITED PAGE	4
VII. BIBLIOGRAPHY	5
SAMPLE STUDENT PAPER WITH DOCUMENTATION.....	6
GUIDELINES FOR WORK CITED CARDS.....	16
GUIDELINES FOR NOTE CARDS.....	17
SAMPLE OF A SUMMARY NOTE CARD:	18
SAMPLE OF A SUMMARY NOTE CARD:	18
CREATING THE OUTLINE FROM THE NOTE CARDS.....	19
HOW TO CREATE A ROUGH DRAFT USING THE OUTLINE AND NOTE CARDS	20
PREPARING PARENTHETICAL CITATIONS.....	21
ROUGH DRAFT REVISION CHECKLIST	26
WORKS CITED/BIBLIOGRAPHY FORMAT	28
BOOKS.....	28
PARTS OF BOOKS.....	30
HOLY TEXTS	31
ENCYCLOPEDIAS	31
DICTIONARIES	31
PERIODICALS	32
MEDIA AND OTHER SOURCES.....	34
WEBSITES/INTERNET SOURCES.....	37
GLOSSARY	38

Guidelines for Word Processing a Paper

I. Title Page (note: MLA Style no longer requires a title page. Check with your teacher)

- A. For papers four pages or more in length.
1. Line 1: Title of paper centered, four inches from top of page.
 2. Line 2: Double space from the Title, center the word by.
 3. Line 3: Double space your full name.
 4. Include a three-line entry, one-inch up from the bottom of the page, see sample.



- B. Use the font size 12 for the entire title page on a formal document. Check with your teacher about creative title pages.
- C. In order to avoid problems with pagination, you may wish to create your title page as a separate document, or consult your word processing "help" menu for instructions on skipping the title page number.
- D. Do not put a title on page one when accompanied by a Title Page.

II. Spacing, Margins, Justification (Alignment)

- A. Always double space the body of the paper.
- B. One-inch side margins for unbound papers; for bound papers (those in a folder), 1 1/2-inch left margin and 1-inch right margin.
- C. On page one: begin three (3) inches from the top of the page, when no cover sheet.
- D. One-inch top margin on all other pages.
- E. Alignment is left for document body; DO NOT USE full justification.

III. Font

- A. Use 12 point.
- B. The best fonts to use are serif fonts, those with a fine line finishing off the main strokes of a letter, as in the letter “m.” These are easy to read and do not spread themselves. Use **Palatino, School Book, New Century School Book, Bookman, Palisade, and Times Roman.**
- C. Notice in this manual the sample research paper uses 12 point font even on the title page.

IV. Page and Page Numbering Information

- A. No page should end with a hyphenated word.
- B. If possible, pages should not have a widow or an orphan line at the beginning or end. (For definition, see Glossary.)
- C. Use a header on each page, including page one. The header contains the student’s last name and the page number.
- D. The header is in the upper right corner, one-half to one inch from the top edge of the paper, right justified. Consult your word processing “help” menu for specific instructions.

V. Headers

- A. Learn how to create headers correctly. If you type the page number into your paper without putting it in the header, it will print incorrectly.
- B. The only header to use in a formal documented paper is the one with your last name and page number Use a standard 12-point font; do not bold the header.
- C. Less formal papers can be more creative. Ask your teacher which is appropriate for a particular paper.

Create a “header”—do not type into document directly.

Falcon 1

3” from top on pg. 1

▼

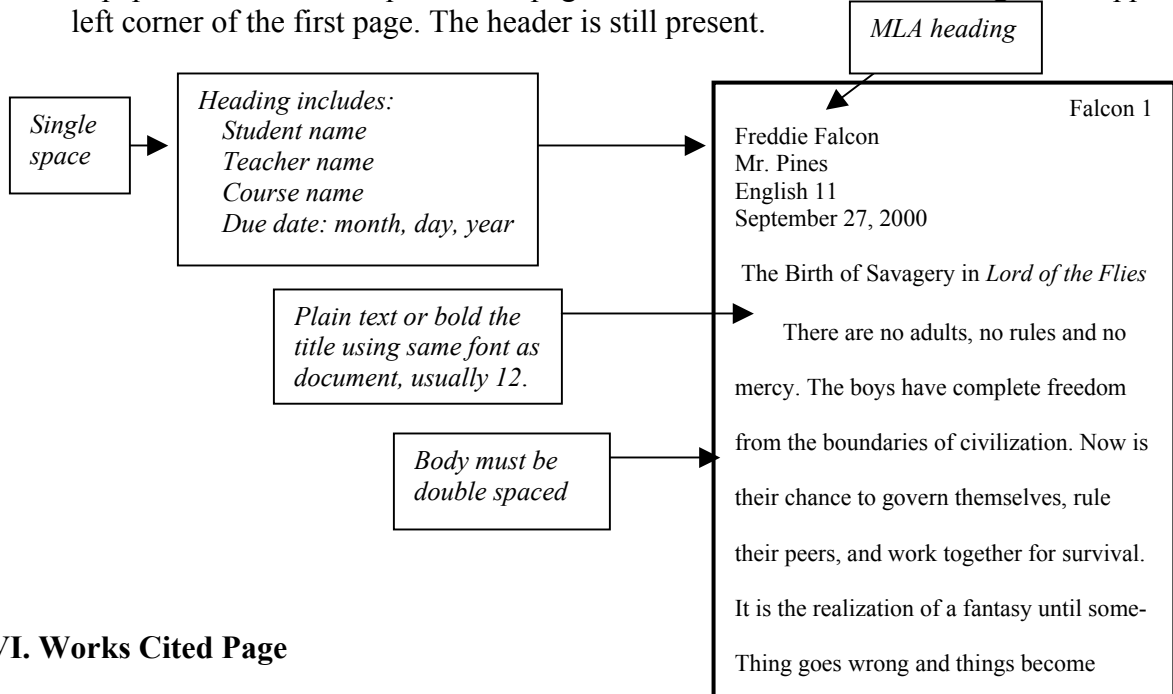
In the beginning, there was darkness—blank stares, bewilderment, panic, denial. How are topics chosen? How are sources found? Can it be possible that 60-plus cards are used for works cited and note cards? Why is parenthetical citing so important? Why are both a controlling purpose and a thesis required? What students need to realize is that their fears and anxieties are normal, for “research is like sailing off the edge of the map into unknown territory” (Shepherd 2). Students can use a guide while

Falcon 2

searching, analyzing, organizing, and writing. In this way their research becomes “a systematic process of exploration and discovery—means of attaining new knowledge and gaining fresh insights to previously held values and beliefs” (Canavan and Brandon 239).

The dark mystery and heavy burden of a research paper can lighten by taking the tasks one step at a time. Just as some believe that the world was created in six days (Gen. 1.1-31), so can the creation of a research paper be completed by accomplishing six critical steps: topic selection and narrowing, works cited cards, reading and note cards, outline and thesis,

- D. A paper that does not require a title page needs to have the MLA heading in the upper left corner of the first page. The header is still present.



VI. Works Cited Page

List in your **Works Cited** only the entries which were actually cited within your text.

- A. Use a two-inch top margin and center the heading, **Works Cited**.
- B. Bold the heading, **Works Cited**, and use font size 12.
- C. Always double space the entries and between entries.
- D. For each entry, after the first line, indent subsequent lines five spaces. Check your word processing manual to see how this is done. It is best not to use the tab key on the second and third lines as this can cause problems when you go to print—especially when you word process on one computer and print from another
- E. Titles of books, periodicals, films, etc. are placed in *italics* or underlined. Be consistent throughout the paper. (See Works Cited/Bibliography Formats in this manual.)
- G. List the publisher's name just as it appears on the title page.
- H. For journals and periodicals, dates are written in the European notation format (day month year), with the longer months abbreviated (7 Feb. 1996). May, June, and July should be written out.
- I. Remember that *A*, *An*, or *The* when appearing as the first word of a title is ignored, when alphabetizing. So you would write *The Cardinal Falcon* out like this, but alphabetize it under Cardinal when placing it in your Works Cited without an author.

VII. Bibliography

The **Bibliography** lists all the references you checked in the process of your research, even if you didn't cite them in your paper.

- A. Use a two-inch top margin and center the heading, Bibliography.
- B. Bold the heading, Bibliography, and use font size 12.
- C. Always double space the entries and between entries.
- D. For each entry, after the first line, indent subsequent lines five spaces. Check your word processing manual to see how this is done. It is best not to use tab on the second and third lines as this can cause problems when you go to print—especially when you word process on one computer and print from another
- E. Titles of books, periodicals, films, etc. are placed in *italics* or underlined. Be consistent throughout the paper. (See Works Cited/Bibliography Formats in this manual.)
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- I. Remember that *A*, *An*, or *The* when appearing as the first word of a title is ignored, when alphabetizing. So you would write *The Cardinal Falcon* out like this, but alphabetize it under Cardinal when placing it in your Bibliography without an author.

VIII. Miscellaneous

- A. Remember to spell check.
- B. Proof read, always! Have someone else proofread for you, or read it aloud.
- C. Preview the report before printing. This can save a lot of paper and \$\$ by making corrections before you print!

“Spell Check Her Poem”

Eye halve a spelling check her
It came with my pea sea.
It plain lee marks four my revue,
Miss steaks eye can naught see.
I've run this poem threw it,
I'm shore your please too no
It's let her perfect inn it's weigh,
My check her tolled me sew!



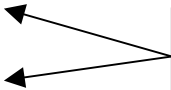
*4" from top of paper;
From 1" margin, space down
approximately 10 returns, OR go into
form in your word processing document
and change the top margin to 4 inches.*

Title page is optional in MLA
Style. Check with your teacher
for his/her preference.

Creationism: The Birth of a Documented Paper

by

Freddie Falcon

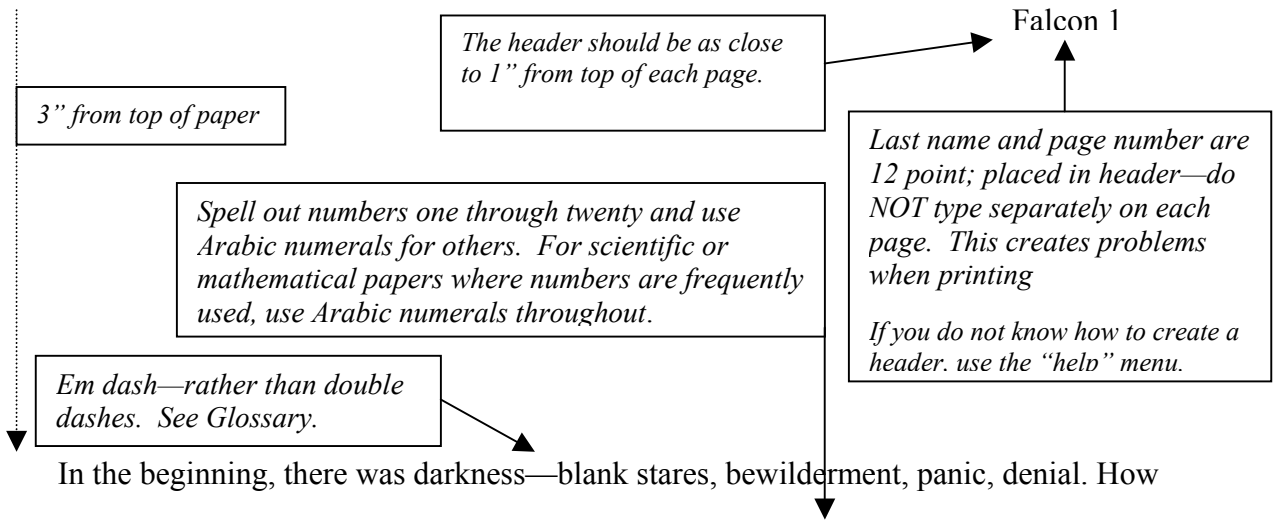


Set document for
double spacing.

Computer Basics

Ms. Della Mar

September 7, 2003



In the beginning, there was darkness—blank stares, bewilderment, panic, denial. How are topics chosen? How are sources found? Can it be possible that 60-plus cards are used for works cited and note cards? Why is parenthetical citing so important? Why are both a controlling purpose and a thesis required? What students need to realize is that their fears and anxieties are normal, for “research is like sailing off the edge of the map into unknown territory” (Shepherd 2). Students can use a guide while searching, analyzing, organizing, and writing. In this way their research becomes “a systematic process of exploration and discovery—means of attaining new knowledge and gaining fresh insights to previously held values and beliefs” (Canavan and Brandon 239). The dark mystery and heavy burden of a research paper can lighten by taking the tasks one step at a time. Just as some believe that the world was created in six days (Gen. 1.1-31), so can the creation of a research paper be completed by accomplishing six critical steps: topic selection and narrowing, works cited cards, reading and note cards, outline and thesis, rough draft, revisions and final draft.

Thesis statement—what your paper will address.

As students recognize that a research paper is different from a report of information, the first ray of light illuminates. A report is a recording of data from outside sources placed within a student’s paper. The information base definitely belongs to other sources—collected, organized and compiled by the writer. For such a report, the writer is an

Do not use 2nd person “you.”

“observer” with a “passive role” (Sebranek, Meyer, and Kemper 70). For a research paper, one’s topic is “open for debate” so that a writer gathers information to “formulate” a “position or thesis”; this means a student is “intellectually active” (70). Thus, the best way to use active thinking throughout this research process is to carefully select a topic that appeals to the writer.

Complete and meaningful research means selecting a topic area that “will satisfy a personal need: a question you want to answer, a condition you want to investigate, an issue you want to explore” (Sebranek, Meyer, and Kemper 72). Writers need to consider subjects or books or school courses they have enjoyed, activities or careers or hobbies, questions they have, mysteries they want explained, or some part of history researchers want to come to life (DeStefano). Researchers need to ask if information is available on this topic, and if there will be enough time to complete the research. A preliminary investigation should begin in the school and public libraries. Researchers should then prewrite with clustering, free writing, questioning, and brainstorming. This leads to the evaluation of possible topics: is the topic interesting, fun and challenging to learn more about; significant, “worth your time and energy”; objective, able to be supported with facts; and narrow enough to be fully treated? (Shepherd 25-26).

Note the question mark at end of sentence with period after the citation.

To narrow means to limit one’s subject. Sebranek, Meyer, and Kemper recommend that students “develop a preliminary focus” or controlling purpose to make clear what “you plan to cover in your research paper” (73). According to Robert Shepherd,

The following is a LONG quote of more than four typed lines. Indent 1” from the left margin with no quotation marks.

This is a sentence or pair of sentences that tells what you want to accomplish in your paper . . . It controls, or guides, your

research. The statement . . . usually contains one or more key words that tell what the paper is going to accomplish. Key words that often appear in statements of controlling purpose include *analyze, classify, compare, contrast, define, describe, determine, establish, explain, identify, prove, and support*. (26)

One must complete preliminary research in order to move from a general idea to a more specific or narrowed purpose. For example,

Note: Period is before citation in a long quote.

two controlling purposes on windsurfing could be “The purpose of this paper is to compare the skills needed to either be a top-rated board surfer or windsurfer,” or “The purpose of this paper is to describe the physical and mental fitness needed in order to be a successful windsurfer.” This concludes step one, the first personal shedding of light into the dark mystery of research: the selection and narrowing of a topic. The controlling purpose does not appear in a paper except through the formulation of the thesis statement. Now it is time for greater awareness as the search for sources begins.

Researchers must be open to the many possibilities of who or what are sources. One’s search for working sources (also called working bibliography) can include the library and its many reference works, other people, institutions and organizations, the government, public library, library media center, bookstores, bibliographies, online information services, and audio and/or visual media (Shepherd 30-31). It is critical to evaluate each source and determine if the source is authoritative, unbiased, up-to-date and credible (31-32). Often, key primary sources, or potential interview candidates, are overlooked. However, these individuals, Robert Shepherd emphasizes, “can be a researcher’s greatest resource” (30). Students always need extra resources. For each source, students can create a working source

3” x 5” card. After this step, writers are ready to gather information and take notes, allowing the light to spread on their research process.

The next step is time-consuming, yet extremely rewarding. Students make critical thinking choices about their sources, evaluating what information is essential to the controlling purpose. Shepherd advises, “Do not read, view, or listen to every part of every source. Concentrate on those parts that are relevant to your topic and your purpose” (35). Students should use three basic types of notes. A direct quotation uses “a source’s exact words when they include essential information, when the source’s language is unique or distinctive, and when the source is considered an expert on the subject” (Sebranek, Meyer, and Kemper 74). The student indicates a direct quote by using quotation marks. A paraphrase repeats a key idea from the source, using one’s own words and putting quotation marks around key words or phrases borrowed directly from the source (74). This method is extremely helpful to a researcher and is the most common note form (*Research Style*). A summary retraces the thinking of the source by narrowing or reducing “what you have read to a few important points” (Sebranek, Meyer, and Kemper 74). Being an effective notetaker helps one avoid plagiarism.

<p><i>Consult the SDUHSD Academic Honesty Policy.</i></p>

Writers need to incorporate active thinking when taking notes. “If the information, idea, or statement is not common knowledge, and if it came from an outside source, then you must credit that source. Failure to do so constitutes plagiarism” (Shepherd 40). “The more sources you use, the less likely you are to use another author’s words” in an unconscious action (Osher et al. 21). With more sources, one is able to find different data, make comparisons and contrasts, make connections between different sources, and draw conclusions. With less information, “the less you will have to say and therefore, the more

you'll find yourself relying on another author" (21). Thus, the writer parrots or reports instead of using active thinking to promote the thesis.

Students need to enjoy their notetaking, for this is essential to successfully creating their papers. Notetakers must be accurate, distinguishing between fact and opinion, double-checking page references, and only including essential parts of a quotation. "Indicate omissions of nonessential material from a quotation by using ellipsis points, a series of three or four spaced dots. Use three dots with spaces (. . .) when cutting material within a single sentence" and four dots with spaces if "cutting a full sentence, a paragraph, or more than a paragraph from a quotation" and when "cutting material from the end of a sentence" (Shepherd 39). Once note cards are accumulated, the researchers are ready for organization, using their controlling purposes to create strong thesis statements based on their notes.

On each of the note cards at this time, in the upper left-hand corner, students need to be sure to have designated a focus—the topic of each note card. Each paper can have three to six strong focus areas where key research has occurred. These focus ideas help develop the thesis by showing support for the controlling purpose of the paper. According to Joseph Gilbadi in the newest *MLA Handbook*, a thesis is then written which "formulates both your topic and your point of view"; it is the "answer to the central question or problem you have raised" (30). The controlling purpose transforms and emphasizes active thinking. According to a UCSD freshman writing handout, the thesis presents a narrowed subject and a strong attitude, and is best when written as a declarative complex sentence, which is a why or condition statement (Moretti, *What* 16). Such a thesis uses focus vocabulary (Moretti). The research takes shape with the thesis statement guiding the writing of the outline.

An abbreviated title is used when the author has more than one work referenced in the same paper.

An outline can either be a “sentence outline . . . containing entries that are all complete sentences, or it can be a topic outline, containing entries that are words, phrases, or clauses” (Shepherd 44). In her book, *Writing Practices*, Moretti states that “some teachers will prefer or request a particular outline type, or even a combination of the two” (81-82). The outline needs to be typed and the thesis statement needs to be written at the top. There is no need to outline either the thesis/introduction or the clincher/conclusion paragraphs. One’s note cards at this point are divided into separate focus aspects, with some notes designated for use in the thesis and clincher paragraphs (Moretti).

The focus areas or topic sentences become the major sections of the paper introduced on the outline by Roman numerals (I, II). Each major section is divided into two or more subsections introduced by capital letters (A, B, C). These are important general facts, observations, and analyses. Then, the subsections or concrete details become the 1, 2, and 3’s—showing proof from the note cards for one’s thesis (Shepherd 44-45). Eric Jensen in Barron’s *Student Success Secrets* stresses, “When you take good notes and organize them into a logical sequence, your term paper will practically write itself” (175). The note cards represent the persuasive, concrete details needed for the paper. And so, the writing starts with the thesis paragraph.

Many teachers require at least three subsections for each major section. Be sure to know the specific requirements for your paper.

The thesis paragraph has essential components. First, writers capture attention with either a startling fact, historical comment, analogy, figurative language, imagine if, quotation, or a series of rhetorical questions, grabbing the reader’s attention (Moretti, *Writing* 81). Then, they introduce the topic area, its “scope, width, and direction,” giving any useful data and definitions using parenthetical citing (Jensen 169). Students provide significance and

relevancy, the appeal of the topic both emotionally and logically, possibly explaining why the writer has chosen this topic, e.g., the topic's timeliness and relevance. It is essential in this paragraph to capture and engage the reader's attention.

Writers then state the thesis in one (or two sentences), using dynamic vocabulary about a precise subject with a definite opinion. Two thesis paragraph variations include starting with an epigram, a quotation that is centered on page one before the beginning of the thesis paragraph to set a clear attitude or ending the paragraph with a teaser that tantalizes or motivates the reader to read on (Moretti, *Writing* 84). Once the thesis paragraph is written, it is time to arrange one's note cards in order according to the outline and then, using both, to write the body of the research paper.

It is the time to write the rough draft, to blend notes with outline structure, remembering that approximately 50% of a final draft will be documented with parenthetical citations, integrating the research sources. The other approximately 50% is commentary, weaving the thesis opinion throughout the paper with focus and a logical development of key analytical points. Writers must effectively introduce quotations and comment on all specifics. The paper represents the formal writer's voice, blending coherently one's sources' data with the thesis opinion (Moretti, *Writing* 83). Shepherd reinforces, "A research paper is a type of objective, formal writing . . . avoid making the paper personal and subjective . . . avoid using informal language . . . Do not use such words as *I, me, my, mine, we, and our*" (47).

This is a rough draft; an unfinished work in progress. Shepherd reminds students to "concentrate on getting your ideas down in an order that makes sense" and then deal with the details of grammar, spelling, usage, and mechanics because "Drafting is still discovery time" (48-49). Some cards will not be used, while some

Avoid ending a paragraph with a citation.

thesis statements will need to be modified. Students must look at their outlines, for each main point becomes essential to the thesis development. Each Roman numeral focus/topic sentence will convert to two to five paragraphs for one's research paper. The I, II, and A, B, C points become key topic sentences for the body of a paper. The amount of specific information will determine where one's paragraphs need to end and how long each paragraph will be. Add clincher or clincher/transition sentences—the thesis links—to provide logical coherency and meaningful commentary (Moretti, *What* 345). Now, the first draft is almost written.

The last steps to finalize a research paper are critical. It is important for a clincher paragraph to restate the main idea with principal arguments and a universal appeal. “The conclusion is an opportunity to be imaginative. Almost anything is acceptable as long as the reader is left with a satisfactory sense that the treatment of the subject has been completed” (Shepherd 56). A poor conclusion can ruin the entire paper. As Shakespeare's Desdemona complained, “Oh, most lame and impotent conclusion!” (Oth. 2.1.162). The conclusion deserves as much time and energy as the opening and body of the paper (DeStefano). References back to one's opening tie the end to the beginning and provide evidence of thoughtful planning. After the clincher paragraph is written, the many revisions and the completion of the Works Cited or Bibliography page follow.

The writing of a research paper seems at first like an unapproachable task, but by taking the paper one step at a time, a student realizes that with determination, hard work, and curiosity, a research paper is not a daunting experience. Author Doris Lessing instructs, “Learn to trust your own judgment, learn inner independence” (qtd. in Sebranek, Meyer, and Kemper 77). A well-written research paper does just that.

**** Notice that all sources—books, newspapers, web sites, etc.—are alphabetized together and not numbered. ****

Works Cited

Create the Works Cited or Bibliography by using the small arrows along the top ruler to set up a “hanging indentation.”

The Bible. New American Standard Version. Colorado Springs: International Bible Society, 1977.

Note that the title, The Bible, in NOT in italics. Titles of sacred writings do NOT apply to this rule.

Canavan, P. Joseph, and Lee E. Brandon. *Paragraphs and Themes*. 5th ed. Toronto: D. C. Heath, 1990.

DeStefano, Vince. “Guidelines for Better Writing.” *Better Writing*. 1 Nov. 1997. N. pag. Available <http://www.usa.net/~vined/horme/betterwriting.html>.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 4th ed. New York: MLA, 1995.

There is no pagination given at this Internet site. Notice the parenthetical citations in the paper have no page numbers.

Jensen, Eric. *Student Success Secrets*. 3rd ed. USA: Barron’s, 1989.

Moretti, Christine. Personal interview. 29 Oct. 1997.

---, *What You Really Need to Know to Write a Paper*. La Mesa, CA: Highlander Press, 1999.

---, “Writing Practices.” *English Journal* Feb. 1998: 81-85.

Notice the triple dashes to indicate the author has not changed.

Osher, Carleen et al. *Senior Project: Student Manual*. 5th ed. Oregon: Far West Edge, 1995.

Research Style: A Pamphlet to Help the Young Researcher. New York: MLA, 1998. N. pag.

Sebranek, Patrick, Berne Meyer, and Dave Kemper. *Writers INC*. 3rd ed. Wisconsin: WRITE SOURCE, 1992.

Shakespeare, William. *The Tragedy of Othello, the Moor of Venice*. New York: Washington Square Press, 1961.

Shepherd, Robert D. *Writing Research Papers*. Illinois: McDougal, Littell, 1994.

Walker, Lisa, “New Space Shuttle Named Falcon I.” *The San Diego Union Tribune* 20 Aug.

2002, late ed.: A3+.

The plus sign indicates the article continues on nonconsecutive pages.

Guidelines for Work Cited Cards

Also called a working bibliography, these are alphabetized for your final Works Cited page.

Use 3" x 5" lined cards. One card for each source.

<p>1</p> <p>Abbot, Bud. <i>Keep Laughing While Writing</i>. Los Angeles: Red Rabbit Publishing, 1943.</p> <p>TPHS Library 808.12 Abbot 234-307</p>	<p>Number each Works Cited Card.</p> <p>Use the <u>correct MLA style format</u>, including the hanging indentation on all lines after the first. (See pages 27-37). This is a sample of a proper book citation.</p> <p>To save time later when you are searching for the book again, give the name of the library where you found the source, the call number, and the pages used.</p>
<p>2</p> <p>Costello, Louis. "How to Make Money While Writing About the Big Time." <i>Life</i> Mar. 1945: 26-29.</p> <p>TPHS Library 2nd Floor, Periodicals Ms. Politzer, was helpful</p>	<p>New number for the next card.</p> <p>Notice that you write continuously the correct information until you reach the end of the citation. DO NOT write each item on a different line.</p> <p>This area is for the writer to keep track of where/how the information was found. Be sure to include it. Sometimes your teacher will want you to bring your sources back and this information will save a lot of time.</p>
<p>3</p> <p>Murphy, Richard. Personal interview. 5 Oct. 2002.</p> <p>Mayor Murphy's Office San Diego, Phone 619-295-5555 Questions & answers in my notebook</p>	<p>New number for the next card.</p> <p>Create an individual Works Cited/Bibliography card for every source, even interviews like this one. Writing it in proper format now will save time later.</p> <p>Again, this is your own area for information. Include whatever you think could be useful at a later time. Since most teachers do not look at these cards, do not worry about following a particular citation rule.</p>

Guidelines for Note Cards

Use 3" x 5" or 4" x 6" lined cards for taking notes from your sources.

Option: Colored cards may be used to represent different

- sources, or
- focus/topic sentence in your paper.

Information on every Note Card should include:

* Number of source, corresponds to the same number on Works Cited Card.

2

Economics of Writing

“Never forget to write down any ideas for a good comedy act. You will be surprised how many times this can come in handy. I recall once when Abbot and I were . . .”

(Costello 27).

Number corresponds with your Works Cited card number (pg. 15).

Focus or topic sentence.

Sample of a direct quote note card.

Author and page number for the quote on this card. This is important when you write your paper and saves you from looking through the entire book again. It's also written just as it will appear in the actual paper.

2

Joy of Writing

Costello interviewed several actor friends and asked about their reasons for being in the “business.” They all said that they would do comedy for free because “it is always the joy of the performances that keeps me coming back time and time again,” reported Abbot to Costello.

(Costello 35).

Number corresponds with your Works Cited card number (pg. 15).

Focus or topic sentence.

Only one fact or quote per note card.

Page number for this is different from the one above. Be sure to keep track of your page numbers. You don't want to go back and search later.

Source: author's last name and the page number on which information is found, written in parentheses, and ending with a period. This will aid you when writing your paper since the reference will not change.

Suggestion:

Use highlighters with the note cards—once you are definite about your focus choices/topic sentences. Organize your paper using different highlighter colors to accent and group the cards that will be used in particular paragraphs. Arrange the cards by color to create the outline.

Sample of a Summary Note Card:

<p>Joy of Writing</p> <p>Speech Writing</p> <ul style="list-style-type: none">• Can be enjoyable• Find a need in the listener• Relate to the listener's personal life• Keep it simple! <p>(Murphy)</p> <p>See notes on interview, page 2</p>	<p>3</p> <p>Number corresponds with your Works Cited card number (pg. 15).</p> <p>Focus or topic sentence. This could be highlighted. All "Joy of Writing" cards might be in blue. Then when you create your outline, put all the blue note cards together to create that section of our outline.</p> <p>You may want to add a note or two to yourself about this particular source or summary.</p>
---	---

Sample of a Summary Note Card:

<p>Economics of Writing</p> <p>Speech writing can earn a writer dollars:</p> <p>Dick Murphy said that he pays several speech writers to help her with the writing of important speeches. He has employed over the years dozens of writers. These writers . . .</p> <p>(Murphy)</p> <p>(Call Murphy to check on the amount paid for writing. Is it by speech or by the hour?)</p>	<p>3</p> <p>Number corresponds with your Works Cited card number (pg. 15).</p> <p>Focus or topic sentence.</p> <p>More notes to yourself about this source or, in this case, to get more information before writing the paper.</p>
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Note: Some teachers may use an alternative note-taking system for research. This model is simply a suggestion for those who would like help getting organized. Always follow the instructions of your teacher.

What's the difference between Works Cited Cards, Bibliography and Works Cited?

Works Cited Cards are 3" x 5" cards, each with a separate source, found during the research phase. It is possible that NOT ALL source cards will be used in the Works Cited page of the research report. This is also known as a Working Bibliography.

A **Bibliography** is a separate alphabetical list of all the sources the researcher consulted but did NOT use in the parenthetical citations when preparing the research paper. Some teachers may ask for a full bibliography AND a Works Cited page.

The **Works Cited** in the research paper lists ONLY those sources the researcher actually cited in his/her paper. Follow guidelines for format starting on page 28.

Creating the Outline from the Note Cards

Follow these steps when using your note cards to build/create an outline:

1. Separate your note cards by focus/topic sentence, saving some cards for use in the introduction and clincher paragraphs. Keep a stack of unneeded cards. **Never throw anything away until weeks after your grade comes back!** We have seen many final papers disappear from faulty disks, or total hard drive meltdowns. If you still have your notes, it will be far easier to re-write your paper if need be. Also, your teacher may want to see your sources written on your note cards.
2. Review your focus and with your outline, write your thesis statement.
3. Depending on your thesis attitude, arrange your focus sets of note cards in an order that is both logical and persuasive. One's strongest argument should be the last section of the paper.
4. Your teacher may request you that you either make a sentence outline or a topic outline or a combination of the two.

Example:

Outline

Thesis: The dark mystery and heavy burden of a research paper can lighten by taking the tasks one step at a time. Just as some believe that the world was created in six days, so can the creation of a research paper be accomplished by following six critical guidelines.

- I. Finding the right topic for research is a major responsibility for a student to undertake.
 - A. A report is different from a research paper.
 1. Observer, a passive roll
 2. Active thinker to formulate a thesis attitude
 - B. Meaningful research means satisfying a personal need.
 1. Enjoyment, career, questions, mysteries, history
 2. Ask preliminary questions and brainstorm
 - C. Is this topic important enough for me?
 1. Interesting, significant, objective
 2. Narrowed to a controlling purpose
- II. After the controlling purpose is determined, it is time to begin the Working Bibliography. . . .

Important:

If the outline is to be given to the teacher, it needs to be typed and double spaced.

Each focus aspect should be strong enough to represent a Roman numeral section in the outline with at least an A and B idea and two specific details under each. (Some teachers require that a paper include a C also) These items come from your note cards and represent the integration of ideas found in a minimum of two or three sources per focus section (I, II).

It is not always necessary to outline the thesis and clincher paragraphs. Ask your teacher.

Check to make sure that the information included definitely supports the thesis and is necessary for the paper and not just "excess fluff."

How to Create a Rough Draft by Using the Outline and Note Cards

Outline

Thesis: The dark mystery and heavy burden of a research paper can lighten by taking the tasks one step at a time. Just as some believe that the world was created in six days, so can the creation of a research paper be accomplished by following six critical guidelines.

- I. Finding the right topic for research is a major responsibility for a student to undertake.
 - A. A report is different from a research paper.
 - 1. Observer, a passive roll
 - 2. Active thinker to formulate a thesis attitude
 - B. Meaningful research means satisfying a personal need.
 - 1. Enjoyment, career, questions, mysteries, history
 - 2. Ask preliminary questions and brainstorm
 - C. Is this topic important enough for me?
 - 1. Interesting, significant, objective
 - 2. Narrowed to a controlling purpose
- II. After the controlling purpose is determined, it is time to begin the Working Bibliography. . . .

Thesis statement that will be copied directly to the end of your introduction.

Each Roman numeral section is one part of the body of your paper and can be converted into a single paragraph or more, depending on how much information is included with specifics. Each paragraph in a research paper should not be longer than a half page, for a writer is "building a case or argument" for a particular opinion. The shorter paragraphs show one's active thinking and connections of material.

To begin the body of your rough draft, you need your outline, your note cards in the order you plan to use them, and your active mind which will provide the thesis links and commentary development throughout the paper. Here are your important commentary clinchers and transitions which compose approximately 50% of your paper. Remember, the rest is your documented note cards.

In this example, the writer chose to make three body paragraphs—one representing I, A, 1, 2; one B, 1, 2; and lastly, C, 1, 2. Please refer to the sample research paper and notice the opening and last lines of each paragraph. It is important to clinch and transition with key vocabulary that represents the focus aspect. Besides within the paragraph the phrases you the writer add, here is your place for commentary expression. State what is important about the information you have just shared and reinforce your thesis attitude. Your style of expression allows your voice to be heard in this paper, particularly now. Do not, however, use "I believe," "In my opinion," etc. Speak authoritatively.

Before introducing the next Roman numeral, be sure to adequately clinch the central idea in the preceding section. Here, you are building your thesis opinion.

A goal is to blend direct quotations with summary and paraphrase notes. Avoid overuse of quotations, for then your writer's voice is lost and becomes reporter-ish. Your energy and your appreciation of your research need to be part of your thesis attitude.

Preparing Parenthetical Citations

Citations within the research paper, using ().

Preparing parenthetical citations to document your sources is fairly straightforward. These citations make your sources easily accessible to your reader. The following guidelines will help you to cite your sources properly.

1. Parenthetical Basic Citation

Place the citation at the end of the sentence that contains the material being documented. The citation should appear after the text of the sentence but before the end mark.

- a. Author's last name
- b. Page number, if a book or periodical
- c. No commas separating the two

Sample:

Most citations in your research paper will look like this.

Once footnoting was the means to acknowledge a source, but “the method of documentation most widely used today is called parenthetical documentation” (Shepherd 63). Does the historian “want more documents than he can really use?” (James 19).

Notice the question mark is within the quotes and the period is after the citation.

2. Parenthetical citation of a long quotation

When documenting a long quotation that is set off from the text, place the citation after the end punctuation. Space twice before the citation.

Unlike the old footnotes, which could have been quite lengthy, it is important to keep parenthetical references as brief—and as few—as clarity and accuracy permit. Give only the information needed to identify a source, and do not add a parenthetical reference unnecessarily. Identify sources by author. (Gibaldi 187)

A long citation is made up of four lines or more.

In your word processing document highlight the quoted material and move the margin 10 spaces in. The period is placed before the citation on a long quotation.

3. Parenthetical citation of an anonymous work or a source with NO author

When there is no author given or the work is anonymous, give an abbreviated, or shortened version of the title, followed by the page number.

The Egyptians of ancient Egypt did not live with dramatically new fads and changes. “Their way of living changed very little through the years” (“Ancient Egypt” 127).

4. Parenthetical citation of an encyclopedia article

When citing an article in a reference work that is arranged alphabetically (like an encyclopedia or similar reference work) and does NOT have an author, give only the title or a shortened version of the title. **No page numbers** are given for an encyclopedia citation because each edition varies. With the heading one can easily locate the information referred to.

The only way to drive to Alaska is by way of the Alaska Highway, which is the only land route between Alaska and the rest of the mainland United States (“Alaska Highway”).

Note the quotation marks around the title because this is an article not a book.

5. Parenthetical citation of a work by two or three authors

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

Remember that a report is a documented paper where the writer is an “observer” who has collected, organized, and copied the information (Sebranek, Meyer, and Kemper 70).

The period follows the citation.

6. Parenthetical citation of a work by more than three authors

When citing a work by more than three authors, give the last name of the first author, followed by *et al.* and the page number. *Et* is the Latin word for and while *al.* is an abbreviation for the Latin word *alii*, meaning *others*.

The beauty of design comes in what is seen or experienced. The visual quality of a work becomes the human experience (Gatto et al. 345).

7. Parenthetical citation of a quotation appearing in a source

When citing a source that is quoted by someone else within your source, use the abbreviation *qtd. in* (which means **quoted in**).

Shakespeare's *Macbeth* says, "Life's but a walking shadow" (qtd. in Shepherd 51).

8. Parenthetical citation of a multi-volume work

To cite a page number in a multi-volume work that is not an alphabetically organized reference work, give the author's name, the volume number, a colon, and page reference.

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

When citing a volume and page, separate the two by a colon and a space.

9. Parenthetical citation from a portable database (i.e., CD-ROM, disks, tapes) source

Always give the information in a parenthetical citation like the Basic Citation (see #1, page 20) when possible. If a portable database (CD) has an author, then give the author. If page numbers are given in the portable database, give the page number in the parenthetical citation, i.e., (Jones 23). If there are no page numbers, then leave the page numbering off, i.e., (Jones). Just as in #3, page 21, if there is NO AUTHOR for your CD, then use the title, i.e., ("Ancient Egypt").

If no pages are given in the CD, show this in the Works Cited page by writing N. pag. which means no pagination given.

Traveling through Egypt today, one sees the remains of many civilizations from centuries earlier ("Egypt").

This is an example from a research paper. No page number because none was given on the CD.

Works Cited

"Egypt." American Electronic Encyclopedia. Vers. 2.1 CD-ROM. New York: American Publishers, 1996. N. pag.

This is an example from the Works Cited page showing the citation's information when no pagination is given.

10. Parenthetical citation from an Internet source

Follow the same guidelines as the basic parenthetical citation (#1) using

- First the author's name (if given)
- If no author, give the article title, no more than three words with ellipsis following if the title is longer than three words
- Page number, if there are page numbers (If no page number, the Works Cited will have *N. pag.* for *no pagination given*, as in example #9)

11. Parenthetical citation from the Bible

When citing the Bible in the text of a research paper, identify the book (Matthew, Mark, Genesis), chapter and verse in parenthesis following the quotation.

The book of Proverbs notes the imminent destruction pride will bring: "Pride goes before destruction, and a haughty spirit before stumbling" (Prov. 16.18).

The book of the Bible is not in italics or in quotes and, unless at the beginning of a sentence, "the" is not capitalized.

12. Parenthetical citation from a play

Set dialogue between two or more characters off from your text by indenting 1" from the left margin. Begin each part of the dialogue with the character's name written in all caps and follow the name with a period (not colons). Indent all subsequent lines in that character's speech an additional 3 spaces. Maintain this pattern throughout the entire quote.

LIZA. What's to become of me? What's to become of me?

HIGGINS. How the devil do I know what's to become of you? What does it matter what becomes of you?

LIZA. You don't care. I know you don't care. You wouldn't care if I was dead. I'm nothing to you—not so much as them slippers.

HIGGINS. Those slippers.

Maintain the indentation for all characters based on the spacing of the longest character's name.

13. Parenthetical citation of dialogue

When quoting dialogue from a novel (where the text alternates between characters with line breaks, indent the entire passage and single space. No starting/ending (outside) quotation marks are needed since the indentations show that it is taken from the text. Retain all dialogue (inside) quotations marks.

[From the student paper] Lennie’s constant need for reassurance predominates the novel.

From the darkness Lennie called, “George—you asleep?”

“No, whatta want?”

“Let’s have different color rabbits, George.”

“Sure we will,” George said sleepily. “Red and blue and green rabbits, Lennie. Millions of ‘em.” (Steinbeck, *Mice* 33)

[Student paper continues after double space, returning to regular formatting]

14. Parenthetical citation from Shakespeare

When quoting from Shakespeare, name the play and the speaker; then identify the act, scene and the line numbers in parentheses following the quotation.

Romeo, in his soliloquy about Juliet, says that even the moon envies her beauty. “It is the East, and Juliet is the sun! / Arise fair sun, and kill the envious moon, / Who is already sick and pale with grief” (2.2.2-4).

If you quote a part of a poem, you may incorporate two or three lines by using a slash with a space on each side to separate the lines. Ask your teacher.

15. A quote from a dictionary

When citing a dictionary, name the dictionary in your text and then give the definition.

Webster’s Unabridged Dictionary defines envy as “as painful or resentful awareness of an advantage enjoyed by another, accompanied by a desire to possess the same advantage.”

Italicize the word you are emphasizing, such as “envy” here.

16. APA Style Documentation

Established by the American Psychological Association (APA), this style is frequently used by business, the social sciences, and some of the life sciences. The date of publication is often crucial in scientific research and thus the APA emphasizes the date by placing it in parenthesis following the name of the author. For further instruction in APA style documentation see any of these sources:

http://www.columbia.edu/cu/cup/cgos/idx_basic.html

<http://owl.english.purdue.edu/internet/resources/sourceofinfo.html#style>

http://webster.comnet.edu/apa/apa_index.htm

http://www.vanguard.edu/faculty/ddegelman/index.cfm?doc_id=796

Guidelines for Rough Draft Revision Process

A. Content and Organization

- Does your paper adequately support or prove the thesis?
- Does your introduction capture your reader's attention and provide significance and relevance for your topic?
- Does your thesis statement give a specific narrowed subject and a definite attitude?
- Do your body paragraphs combine effective quotations and meaningful summaries and paraphrased details?
- Does your paper present evidence from a wide variety of up-to-date sources?
- Have all unnecessary or irrelevant materials been deleted to allow for strong coherency?
- Have you created vocabulary and/or commentary transitions that link the documentation directly to your thesis?
- Have you maintained short body paragraphs with dynamic topic sentences?
- Does your clincher paragraph reemphasize your thesis and give your readers a sense of completion or awareness with a universal appeal?

B. Style

- Have you employed sophisticated sentence structure, incorporating sentence variety?
- Have you avoided wordiness and used clear, concrete specifics?
- Does your paper have a writer's voice, a tone of persuasive ownership, instead of a third person reporter?
- Is your diction (vocabulary) effective with only some key repetitions?
- Does your title sparkle?

C. Format

- Have you avoided plagiarism by completely documenting all sources?
- Is your Works Cited and/or Bibliography representative of only sources documented or consulted within your paper?
- Did you follow all title page, margin, and pagination rules?
- Have you proofread for all spelling, usage, and punctuation errors?
- Have you read your paper aloud for coherency?
- Have you carefully proofread each rough draft, taking your time between drafts to find new possibilities?

NOTE: Many teachers require that your paper be submitted to a web-based plagiarism service prior to the paper's due date. Make sure you follow directions in doing so.

Creating the Works Cited/Bibliography Pages

It's a good idea to start typing your **Works Cited** page(s) early in the research writing project. Each time you add a source to your rough draft you can type that source into your Works Cited page. Your Works Cited page(s) will then grow with your rough draft. Just remember to take out any sources from the Works Cited page(s) if you later drop them from your paper. **A Works Cited page contains only those sources you actually cite in the body of your research paper.**

A **Bibliography** is a listing of all sources you consulted, even those NOT cited in your paper. Some teachers may want both the Works Cited AND the Bibliography. Either way, the documentation remains the same.

In the end, ALL references are alphabetized together using the first letter of each source. DO NOT separate the citations or group them in any way. The alphabetical listing is the only organization required. Do not number your sources.

Works Cited/Bibliography Format

The following are forms for Works Cited/Bibliography entries. Use these forms on your Works Cited cards so that when you create the final list, you will already have the correct form.

Books

A. One author

To create the hanging indentation format, check your word processing manual. Do NOT use tabs to create the second and third line indentations. This can cause major problems with you print.

Schlessinger, Arthur M. *A Thousand Days: John F. Kennedy in the White House*. Boston: Houghton, 1965.

The entries are double-spaced, just as your entire paper will be.

Note that book titles are italicized (or underlined if the page is hand written).

B. Two or three authors

Berry, Mary Frances, and John W. Blassingame. *Long Memory: The Black Experience in America*. New York: Oxford UP, 1981.

Foxgard, Helene Frances, Jerry A. Schinkler, and Mary Rogers. *The West of the Past*. Lost Angeles: University Press, 1994.

Authors appear in the order listed from the book. Do NOT re-alphabetize them.

C. Four or more authors

Gatto, Joseph, et al. *Exploring Visual Design*. 2nd ed. Worcester: Davis, 1987.

The abbreviation *et al.* means "and others." Use *et al.* instead of listing all the authors.

Also, note the 2nd ed., which means "second edition." If your title page gives a particular edition, include that in your entry.

D. No author given

Encyclopedia of Photography. New York: Crown, 1984

Literary Market Place: The Directory of the American Book Publishing Industry. 1992 ed.

New York: Bowker, 1991.

E. An editor, but no single author

Nabokov, Peter, ed. *Native American Testimony: A Chronicle of Indian-White Relations from Prophecy to the Present, 1492-1992*. New York: Viking-Penguin, 1991.

F. A multi-volume work

Child, Francis James, ed. *The English and Scottish Popular Ballads. 1883-98*. Vol 1.

New York: Dover, 1965.

Inge, M. Thomas, Maurice Duke, and Jackson R. Bryer, eds. *Black American Writers: Bibliographical Essays*. 2 vols. New York: St. Martin's, 1978.

Keir, Malcolm. *The Pageant of America*. Vol. 5. New Haven: Yale University Press, 1926.

Lauter, Paul, et al., eds. *The Heath Anthology of American Literature*. 2nd ed. 2 vols. Lexington: Heath, 1994.

Wellek, Rene. *A History of Modern Criticism, 1750-1950*. Vol. 5. New Haven: Yale UP, 1986.

If you have used only one volume of a multi-volume work, cite only that volume as in the Child, Keir, or Wellek entries. Then you give only page numbers when you refer to that work within the text. When indicating one particular volume, the Vol. is capitalized. When referring to the total of volumes in a set, the abbreviation is lower case, e.g. 8 vols.

If you have used more than one volume of a multi-volume work, cite the entire work. Note the et al. used in this entry which has four or more editors.

G. A republished book or a literary work available in several editions

Clemens, Samuel L. *The Adventures of Tom Sawyer*. 1876. New York: Dodd, 1984.

Steinbeck, John. *The Grapes of Wrath*. 1939. New York: Penguin, 1976.

Give the date of the original publication after the title. Then give complete publication information, including the date of the edition that you have used.

Parts of Books

A. Work in an anthology

Alexander, Charles. "Eleanor Roosevelt." *The McGraw-Hill Encyclopedia of World Biography*.

Ed. David Eggenberger. New York: McGraw Hill, 1973. 265-267.

Kendrick, Walter. "Stephen King Gets Eminent." *The Village Voice* 26 (29 Apr. – 5 May 1981):

45. Rpt. in *Contemporary Literary Criticism*. Ed. Daniel Marowski. Vol. 37. Detroit: Gale, 1986. 197-198.

Note that *Rpt. in* means reported in. Use *Rpt. in* when there is an article that was originally printed one place but now is reprinted in another source, like the *Contemporary Literary Criticism* volumes. The number 26, after *The Village Voice* is the volume number of that edition. The number 45, which comes after the date of the magazine, is the page number on which the article, "Stephen King Gets Eminent," appeared in *The Village Voice*.

B. A poem, short story, essay, or chapter in a collection of works by one author

Cather, Willa. "Joseph and His Brothers." *Cather: Stories, Poems, and Other Writings*. Comp.

Sharon O'Brien. New York: Viking, 1992. 859-71.

Here *comp.* means compiled by.

C. A reprinted article or essay (one previously published elsewhere)

Searle, John. "What Is a Speech Act?" *Philosophy in America*. Ed. Max Black. London: Annen,

1965. 221-39. Rpt. in *Readings in the Philosophy of Language*. Ed. Jay F. Rosenberg and

Charles Travis. Englewood Cliffs: Prentice, 1971. 614-28.

"Rpt. In" means reported in.

Ed. stands for editor.

Holy Texts

The Bible. New American Standard Version. Colorado Springs: International Bible Society, 1977.

Using underlining and quotation marks to indicate titles does NOT apply to the names of sacred writings.

Encyclopedias

A. An article in an encyclopedia with no author

“Alaska—The 49th State.” *Compton’s Encyclopedia*. 1981 ed.

B. An article in an encyclopedia with an author

Schmitt, Barton D., and C. Henry Kempe. “The Trojan War.” *The Encyclopedia Americana*. 1998 ed.

Dictionaries

“Falconry.” *Webster’s Third New International Dictionary of the English Language Unabridged*.

1991.

“Ampersand.” *The Oxford English Dictionary*. 1997.

Periodicals

A periodical is a publication that appears regularly at fixed intervals, such as a magazine, a scholarly journal, or a newspaper.

A. An article in a magazine

Bazell, Robert. "Science and Society: Growth Industry." *New Republic* 15 Mar. 1993: 13-14.

Carnahan, Frances. "What a World!" *Early American Life* April 1992: 2-4.

"How to Stop Smoking." *Newsweek* 6 Aug. 1993: 79.

The article has no author.

This is an article in a weekly magazine. There is a specific date given, rather than just the month. Note that there is no period after the title of the periodical. All periodical/magazine titles are italicized.

B. A book or movie review in a magazine

To cite a review, give the reviewer's name and the title of the review (if there is one); then write *Rev. of*, the title of the work reviewed a comma, the word *by*, and the name of the author.

Kauffmann, Stanely. "A New Spielberg." *Rev. of Schindler's List*, dir. Steven Spielberg. *New Republic* 13 Dec. 1993: 30.

Schickel, Richard. "Travolta Fever: The Onetime Teen Idol Has Had His Share of Career Ups and Downs." *Rev. of Pulp Fiction and Get Shorty*. *Time* 16 Oct. 1995: 92+.

The 92+ means that the article begins on page 92 and is continued to other pages. See the section of CD-ROM for an entry using this article found on a CD-ROM news source.

C. An article in a pamphlet

Cooper, Mary H. "Renewable Energy: The Issues." *CQ Researcher* 7 Nov. 1997: 963-70+.

"Fuel Cells Offer Hope for Clean Cars." *EPA Updates* 7 Nov. 1997: 3-4.

This source is a minor article found in EPA Updates.

This source is one of the main articles in CQ Researcher. The titles of small pamphlets are not italicized.

D. An anonymous article

“The First Catch of the Season.” *Field and Stream* 7 Mar. 1998: 14-17.

“Greater Love Hath No Man.” *English Journal* Sept. 1997: 45+.

E. And editorial

“Secret Fishing Holes.” Editorial. *San Diego Union Tribune* 6 Sept. 1998: C4.

Shepherd, Gerald. Editorial. *The Daily Californian* 10 Oct. 1998: B1-2.

F. An article in a scholarly journal

Ter-Saakyants, Galina. “Course Structure for the Accelerative Teaching of French.” *The Journal of Accelerative Learning and Teaching* 20.3-4 (1995): 103-115.

Scholarly journals usually appear only about four times a year, and the issues present learned articles containing original research and original interpretations of data and texts. Note that the 20.3-4 means Volume 20, Issues #3 and #4. The year is placed inside brackets followed by a colon

G. An article in a newspaper

Give the section of the newspaper and the page number as in the “Greeley” entry, when available.

Greeley, Andrew. “Today’s Morality Play: The Sitcom.” *New York Times* 17 May 1997, D9.

“Kozyrev’s Mission to Washington.” Editorial. *Boston Globe* 14 June 1992: 78.

The “Kozyrev’s” entry is an editorial. Note that June was spelled out because Jun. would have taken just as many spaces. Any paper edition or section information comes after the year, which is followed by a comma. Place a colon just before the page numbers.

Media and Other Sources

A. An interview

For purposes of documentation, there are three kinds of interviews: 1) published or recorded interviews, 2) interviews broadcast on television or radio, and 3) interviews conducted by the researcher. Begin your entry with the person interviewed.

Jackson, Jesse. Personal interview. 6 May 1995.

King, Stephen. Telephone interview. 10 Sept. 1996.

Lansbury, Angela. Interview. *Off-Camera: Conversations with the Makers of Prime-Time Television*. By Richard Levinson and William Link. New York: Plume-NAL, 1986. 72-86.

Updike, John. Interview with Scott Simon. Weekend Edition. Nat'l Public Radio. WBUR, Boston. 2 Apr. 1994.

B. A letter or e-mail

You may be doing some research through e-mail and have important information you wish to put in your paper. Use this entry format for your citing.

Chavez, Victor, Presiding Judge of the Los Angeles Superior Court. E-Mail to the author. 5 Nov. 1999.

Hart, Benton. Letter to Jackie Dewald-Mason. 8 Sept. 1995.

Lueke, Frank. E-mail to the author. 1 Feb. 1998.

Rudman, Warren. Letter to the author. 2 May 1987.

Someone else may have received a letter with information that you wish to include in your research.

These are e-mails or letters you, the author, have received personally.

C. A film

The Grapes of Wrath. Dir. John Ford. With John Carradine, Jane Darwell, and Henry Fonda. Writ. Nunnally Johnson. Twentieth Century-Fox, 1940.

D. A videocassette

Alzheimer's Disease. American Institute of Nursing, 1985.

Gold, Rich. "How to Build a Winning Attitude." *Success Through Motivation*. Learning Forum Success Products, 1988.

The Allen entry includes information on the series, Success Through Motivation. There are no quotes and the series is not placed in italics. It comes before the publication information.

E. A work of art

Catlin, George. Four Bears, Second Chief, in Full Dress. National Museum of American Art, Smithsonian Institution, Washington, D.C.

F. Television or radio program

Give the episode name, followed by any significant information that you can include about the episode's writer, director, producer, or actors. Then give the series or program name, followed by an information that you can include about the series' writer, director, or producer. Then give the network, the local station, the city, and the date of the airing of the program.

"A Desert Blooming." Writ. Marshall Riggan. *Living Wild*. Dir. Harry L. Gorden. Prod. Peter Argetine. BPS. WTTW, Chicago. 29 Apr. 1984.

G. A recording (compact disc or audiocassette tape)

Carson, Saul. *Voices Toward Peace*. Narr. Ralph Bellamy. Audiocassette. United Nations Archives, 1961.

(Narr. means narrated by.)

Estefan, Gloria, "Tus Ojos." *Gloria Estefan: Mi Tierra*. CD. Sony Music Entertainment, Inc., 1993.

Rock, Chris. *Rock On!* Audiocassette. Frank Music Corp., 1999.

H. A magazine article on microfiche

Microfiche are not often used today due to increased technology and the ability to store information on databases that can be accessed through the Internet. Still, many libraries still have thousands of records (including old newspaper and magazine articles) stored on these rolls of film.

In the entry below the magazine was printed with a volume 25 and number 1. The microfiche is purchased by UMI service—University Microfilms International, Ann Arbor, Michigan. Since this service is so well known, you only need to write UMI. Look at the microfiche plastic sheet to see the vendor’s name, in this case it was in the upper right corner. UMI’s number 12015 is added at the end for further reference information.

Harris, Richard. “Raid at Son Tay.” *American History Illustrated*. 25.1 Apr. 1990: 58-65.

UMI: fiche, 12015.

I. A CD-ROM disk (used to access information; e.g., Shakespeare on CD-ROM, etc.)

Through the school network, the Library Media Center houses several CD-ROMs available for your research. If you are unsure, ask your Library Media teacher.

In general, cite as you would a book but with a description of the media—in this case, CD-ROM. Give as much information as is possible. Look for details about the CD under the “help” menu choice and “about” subheading in the application itself. If you cannot find a city or publisher, then cite what is available.

Chaucer: Life and Time. 1st ed. CD-ROM. Primary Source Media Limited. 1995.

“Fashion.” Chronicle of the 20th Century. 1st ed. CD-ROM. DK Multimedia. 1996.

The Oxford English Dictionary. 2nd ed. CD-ROM. Oxford UP. 1992.

Here is an example of a non-periodical publication on CD-ROM.

J. Websites/Internet Sources

The Internet contains hundreds of database services, many of which require a subscription. Your school probably subscribes to some of them and, therefore, you may not have the same access to a database from home. Ask your Library Media Teacher about the services available on campus. Also, be aware that online databases are continually updated, corrected, and otherwise revised without notification to users.

Online citations for electronic text need to include as many of the following items as possible or as appropriate:

1. **Name of author (if given)**
2. **“Title” of the material, article or document (in quotation marks)**
3. **Date of the material (if given)**
4. ***Title of the database (in italics)***
5. **Date of access (when you accessed the material)**
6. **Address you accessed (see the Farnsworth, King, and U.S. Population entries below)**

TYPING ALERT! If you are using a word processing program (e.g. MS Word), when you type the carrot, website address, and then closing carrot, the typing program will want to automatically make it into an HTML link. **BEFORE** continuing to type, click the undo typing button at the top of your tool bar and it will bring back the carrots and take away the blue link.

Farnsworth, Malcolm. “What Was Watergate?” 15 June 1996. Watergate. 11 Sept. 1998.

<http://www.watergate.org/>.

“The Great Depression.” Britannica Online. 30 Sept. 1999.

King, Stephen. “The Green Mile Home Page.” 1996. Icon CMT Corp. 1 Sept. 1998.

<http://www.greenmile.com/>.

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Glossary

Appendix - supplementary material at the end of an article, document, or test, used for additional explanations (e.g., graphs or pictures)

Clincher Sentence - an ending sentence in a paragraph which sums up fully the intent of a main point

Controlling Purpose - the writer's personal goals for the paper

Direct Quotation – “repeats the words of the source exactly”

Documentation - material included in a research paper to tell the information sources

Em Dash - a long dash without spaces on either side, typed as two hyphens (—). Usually word processing programs will turn the two dashes into a longer one when the next complete word is typed.

Focus Aspect - the breakdown or brainstorming into parts of the controlling purpose.

Orphan - a single line of text at the bottom of a page

Paraphrase - repeats an idea from the source but uses different words, summing it up one's words

Parenthetical Citation - method of documentation that is used within the text of the paper

Plagiarism - the act of intentionally or unintentionally treating work done by others as your own

Return - inserting a new paragraph by pressing the “return” or “enter” key

Serif Font - letter type with a fine line finishing off the main strokes of a letter as in “m” (sans serif letters have no lines on the letters as in “m”)

Summary - repeats in different words and at the same time condenses an idea taken from the source

Thesis Statement - a strong declarative sentence (or sentences) which has (have) a narrowed specific subject and a definite attitude or opinion about the subject and controls the direction of the paper

Transition Sentence - a sentence at the start or end of a paragraph which serves as a link between two key points

Widow - last word of a sentence isolated on a separate page

Working Bibliography - a list of sources (books, magazines, Internet, etc.) that the researcher uses in the beginning of the research. These are listed on note cards, giving all information, as is needed on a Works Cited page. See Works Cited below.

Works Cited - a list of only sources actually referred to in the research paper. See samples of Works Cited.