# MHS Research Paper Style Guide

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Statement of Purpose

This guide provides information to teachers and students about how to write a formal literary or research paper. It standardizes the practice of conducting research among the departments, and this parity is intended to aid students in mastering the skills needed to conduct research successfully.

The Modern Language Association (MLA) style is commonly used by both secondary and post-secondary institutions. The exception is the science department which uses the APA research style.

Plagiarism

Plagiarism, according to MLA, “is the act of using someone else’s ideas or phrasing and representing those ideas or phrasing as one’s own, either on purpose or through carelessness. Ideas or phrasing includes written or spoken material, from whole papers and paragraphs to sentences and phrases. It can also include statistics, lab results, artwork, etc. Someone else can mean a professional source, such as a published writer or critic in a book, magazine, encyclopedia, or journal; an electronic resource such as material discovered on the World Wide Web; another student’s work, a paper writing “service” (online or otherwise) which offers to sell written papers for a fee.”

Plagiarism of any kind constitutes academic dishonesty and bears academic ramifications. It will not be tolerated from any student in any subject.

The MHS policy on plagiarism and academic honesty states, “Students are responsible for the honest completion and representation of their work. Students who violate this area of their responsibility must accept the consequences for their action. These consequences are also described in the secondary students’ handbooks. Teachers are responsible for reviewing this policy at the beginning of each course/grade level.” For any specific writing project, it is best for students to check with their respective teacher as to individual class writing policies and expectations in regard to plagiarism.

It is a serious and punishable violation. Researched information that is paraphrased or quoted directly must be cited. Factual material such as statistics must also be acknowledged. Common knowledge such as dates, simple definitions, or commonly known observations do not need to be acknowledged. Crediting your sources by using embedded citations along with a Works Cited page allows the reader to easily determine from where the material has been taken. Use the chart below as a quick check when writing. If you are not sure whether material needs to be acknowledged, always ask for clarification from your teacher or librarian.
Some Useful Web sites for Making Notes and Avoiding Plagiarism

- MHS Library Citation Page  
  https://www.masd.k12.wi.us/mhs/library/MHS-citation.cfm
- Noodle Tools – MHS subscription service that creates MLA citations  
  Log into your school Google account → Google Apps Icon → Noodle Tools
- Purdue OWL (Online Writing Lab)  
  https://owl.purdue.edu/owl/research_and_citation/resources.html
- Using Diigo (Diigo.com) for Online Note Taking & Annotations  
  https://www.diigo.com/learn_more/research
- How Not to Plagiarize  
  http://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/
- The SQ3R Reading Method  
  http://www.studygs.net/texred2.htm

Definition of Academic Misconduct/Cheating

Academic misconduct / cheating is an act in which a student:

a) seeks to claim credit for the work or efforts of another without authorization or citation;
b) uses unauthorized materials or fabricated data in any academic exercise;
c) forges or falsifies academic documents or records;
d) intentionally impedes or damages the academic work of others;
e) engages in conduct aimed at making false representation of a student’s academic performance; or
f) knowingly assists other students in any of these acts.

Your classroom teacher may add to this definition. Be sure to check with your respective teacher!
Introduction

Authentic research is an invaluable skill that can be applied not only to educational endeavors but also in the workplace. Research allows the freedom to pursue personal interests and formulate questions about subject matter.

A report is not a research paper. In a report, information is gathered and summarized; there is no judgment, evaluation, or point of proof. It simply finds all the relevant material on an issue and reports it back. Unlike the report, a research paper is persuasive in that it takes a stand on an issue, makes a point to be proven or makes a judgment to be defended. In other words, the research paper takes the information and then does something relevant and original with it.

An Example: Although you may begin your investigation of a topic by gaining some general background information on it, a research paper benefits greatly from more specific research questions. For example, a student research paper might begin with questions about the controversy surrounding an art exhibit at the Brooklyn Museum. What was so controversial about this exhibit? Why did the mayor of New York City believe that public funds should be withdrawn from the Museum if it did not withdraw the exhibit? Stopping here might produce a report about the facts of the controversy. However, a research paper would delve into the issues surrounding the controversy. What is art and what is obscenity? Who should decide this? What is the role of government in censoring art? How do we interpret the art of a different culture? Investigating these questions might lead to both print and on-line sources that offer different opinions and explanations. The student then might arrive at their thesis or position statement and draw upon their sources to support their informed argument.

Additional Examples

Report
The sinking of the USS Maine

Research Paper
The sinking of the USS Maine was incorrectly judged by the American public to be the work of the Spanish government.

Report
F. Scott Fitzgerald’s use of simile and metaphor as seen in The Great Gatsby

Research Paper
F. Scott Fitzgerald’s The Great Gatsby is an example of a socio-political climate of the 1920s
Overview of the Steps to Writing a Term Paper

**Step One:** Understanding the Scope of Your Assignment
**Step Two:** Choosing Your Topic and Developing a Working Thesis
**Step Three:** Beginning Your Research
**Step Four:** Taking Notes
**Step Five:** Sorting Cards and/or Making a Working Outline
**Step Six:** Drafting: How to Integrate and Balance Your Paper
**Step Seven:** Revising
**Step Eight:** Editing and Proofreading

**Step One: Understanding the Scope of Your Assignment**

First, you need to ask yourself:

- What are the page requirements for this paper?
- What are your teacher’s preferred spacing, font, margin options, and feeling about the use of images and/or tables ‘cut and pasted’ into the body of your text?
  - The MLA standard is one inch margins and 12-point Times New Roman font.
- Will this paper research a broad topic or specific text/texts?
- What kinds of sources are acceptable for your topic?
- What ‘point of view’ should be used in writing the paper?

You can write a paper from three different points of view, singly or in combination:

**First Person Point of View:** Uses “I” and is employed in personal research papers when your experience or opinion is directly desired by your teacher. “We” is a form of first person plural that is often used as a writing ‘style’—Example: “We see that the characters are not fully developed.” While this is a stylistic choice, it also has implications for a reader you have just lumped into your point of view. Therefore, you should carefully consider your intent and the preferences of your instructor before using “we”.

**Second Person Point of View:** Uses “you” and is useful when a teacher wants you to directly address your reader. Example: “You can see that this president made many enemies.”

**Third Person Point of View:** No visible speaking voice. In this point of view, the author is implied (meaning it’s your name on the paper so the implication is that the ideas in it are yours, eliminating the need for “I”). Using “I think” or “I believe” as opposed to impartial statements usually weakens a paper. Ex: “I believe Dickens meant to symbolize the working poor in this section of the story”, versus “Dickens means to emphasize the working poor in this section of the story.”

**Note:** Your teacher may designate the point of view you may use in a paper.

Be sure you know what is permitted.
Step Two: Choosing Your Topic and Developing a Working Thesis

Be sure to note what kinds of topics your instructor allows and by what date you need to make your choice. Start by brainstorming a few of your favorite ideas to see where you might develop them. Next, do some preliminary research to narrow your options and share your best idea with your teacher for approval. Choose a topic with which you feel comfortable. A paper is almost always better when a writer is actually interested in the topic. After your topic is approved, develop a working thesis statement to guide your research. This statement may change somewhat as you continue to do research. Your instructor may wish to be notified if this occurs.

Formulating the Problem/Thesis Statement

By this time a topic has been chosen and work has been completed for preliminary research. This will generate the ability to think about a problem or question concerning the topic. A thesis statement is the declarative answer to a research question or problem posed from the topic. It becomes the point one is attempting to prove in the research paper.

<table>
<thead>
<tr>
<th>General Topic</th>
<th>Research Questions</th>
<th>Problem/Thesis Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Etymology</td>
<td>What influenced changes in language during a particular period?</td>
<td>Due to the influence of other languages, the English language developed dramatically during the period 800 AD to AD 1100.</td>
</tr>
<tr>
<td>Criminals’ Rights</td>
<td>Are they spelled out? Are they federal, state, or local?</td>
<td>Forensic testing DNA can result in injustice.</td>
</tr>
<tr>
<td>Birth Defects</td>
<td>What causes them?</td>
<td>Alcohol use by an expectant mother causes irreparable damage to the developing fetus.</td>
</tr>
<tr>
<td>Prejudice and Discrimination</td>
<td>How can prejudice and discrimination be overcome?</td>
<td>Prejudice and discrimination can be overcome by accepting the differences in people including gaining knowledge, practicing tolerance and respect, and learning to value others.</td>
</tr>
</tbody>
</table>
Types of Thesis Statements

Closed Thesis Statements

A closed thesis is a statement of the main idea of the argument that also previews the major points the writer intends to make. It is “closed” because it limits the number of points the writer will make. For instance, here is a closed thesis on the appeal of the Harry Potter book series:

The three-dimensional characters, exciting plot, and complex themes of the Harry Potter series make them not only legendary children’s books but enduring literary classics.

This thesis asserts that the series constitutes a “literary classic” and specifies three reasons—characters, plot, and theme—each of which would be discussed in the argument. A closed thesis often includes (or implies) the word because. This one might have been written as follows:

The Harry Potter series has become legendary children’s books and enduring classics because of its three dimensional characters, exciting plot, and complex themes.

Indeed, that statement might be a good working thesis.

A closed thesis is a reliable way to focus a short essay, particularly one written under time constraints. Explicitly stating the points you’ll make can help you organize your thoughts when you are working against the clock, and it can be a way to address specific points that are required by the prompt or argument.

Open Thesis Statements

If, however, you are writing a longer essay with five, six, or even more main points, then an open thesis is probably more effective. An open thesis is one that does not list all the points the writer intends to cover in an essay. If you have six or seven points in an essay, for instance, stringing them all out in the thesis will be awkward; plus, while a reader can remember two or three main points, it’s confusing to keep track of a whole string of points made way back in an opening paragraph. For instance, you might argue that the Harry Potter series is far from an enduring classic because you think the main characters are either all good or all bad rather than a bit of both, the minor characters devolve into caricatures, the plot is repetitious and formulaic, the magic does not follow a logical system of rules, and so on. Imagine trying to line all those ideas up in a sentence or two having any clarity or grace at all. By making the overall point without actually stating every subpoint, an open thesis can guide an essay without being cumbersome:
The popularity of the Harry Potter series demonstrates that simplicity trumps complexity when it comes to the taste of readers, both young and old.

Counterargument Thesis Statements

A variant of the open and closed thesis is the counterargument thesis, in which a summary of a counterargument usually qualified by although or but precedes the writer’s opinion. This type of thesis has the advantage of immediately addressing the counterargument. Doing so may make an argument seem both stronger and more reasonable. It may also create a seamless transition to a more thorough concession and refutation of the counterargument later in the argument. Using the Harry Potter example again, let’s look at the counterargument thesis:

Although the Harry Potter series may have some literary merit, its popularity has less to do with storytelling than with merchandising.

This thesis concedes a counterargument that the series “may have some literary merit” before refuting that claim by saying that the storytelling itself is less popular than the movies, toys, and other merchandise that the books inspired. The thesis promises some discussion of literary merit and a critique of its storytelling (concession and refutation) but will ultimately focus on the role of the merchandising machine in making Harry Potter a household name.

Less Effective Thesis Example (closed thesis):

Pearl demonstrates devilish qualities as a child because of her insubordinate behavior toward her mother, her treatment toward other children and adults, and her fiery personality.

Listing your support within your thesis might be acceptable in some early high school writing. As your writing develops, supportive concepts should be addressed in the introductory paragraph prior to the thesis as it funnels to the most finite information. This allows the thesis statement to focus on the core concept of the paper. Your teacher can tell you if which approach should be used.
More Effective Thesis Example (open thesis):

Thus, there is great evidence throughout the novel that demonstrates Pearl contained devilish qualities as a child as opposed to that of a devout Puritan.

More Effective Thesis Example (counterargument, open thesis):

While Hester Prynne may arguably appear to maintain an evil persona contradictory to Puritan beliefs, there is great evidence through *The Scarlet Letter* that demonstrates Pearl contained devilish qualities as a child as opposed to that of a devout Puritan.

Restatement of Thesis:

*Restated thesis should be the first sentence of your concluding paragraph but it should be a revised version of your current thesis. Do not copy the statement verbatim but rewrite it. Check with your instructor for any other preferred concluding paragraph conventions.*


Step Three: Beginning Your Research

Take time to visit the library as it is the best place to start your quest for information. Be sure to utilize both print and electronic resources. The library has access to a large number of online databases. If you are not sure where to start, simply ask for a little guidance and help.

Accessing Resources

Locate

- Explore a variety of resources
  - Did I examine a variety of resources from my school library? Print, online, media?
  - Did I explore other sources: organizations, experts, libraries?
  - Have I looked at all relevant perspectives?
  - Will I need to gather primary data by survey or interview?

- Use the computer as an access TOOL
  - What keywords string together for successful searches?
  - Have I explored my library’s subscription databases?
  - Which search engines are best for this topic?

- Track searches on an organizer
  - Did I take notes on what I have done so I don’t repeat and redo work?

Gather

- Follow the clues with in resources
  - Did I look at table of contents, indexes, and summaries?
  - Did I record specific page numbers, insert sticky notes, bookmark Web sites?
  - Did I find any visual information, e.g. charts, graphs, pictures?
  - Have I started my list of sources?
  - Have I saved or printed digital abstracts, summaries, lists, and important articles?

Select

- Select the best and most suitable resources
  - Did I skim through resources to get an overview?
  - Did I find enough useful resources for my topic?

Collaborate

- Check/conference with the teacher and/or librarian.
- Share findings and ideas with others in the group, class, partner.
**Skimming a Book**

1. Flip through the book from cover to cover. This gives you a general impression. Is the print easily read? Are there illustrations?
2. Flip through a second time. Look for chapter headings, summaries, questions, vocabulary lists, indexes, etc.
4. Look at the preface. Does the author express a particular point of view or bias?
5. What other useful information is contained here?
6. Skim the table of contents for relevant sections.
7. Read opening and closing paragraphs of selected chapters. They often contain summaries.
8. Check the index for specific references to your topic.

**How to Skim an Article or Chapter**

1. Glance quickly through the article to get an overall impression of length and organization.
2. Read the title, headings, captions, words in heavy print, italicized words, etc.
3. Look closely at illustrations, charts, graphs, maps, etc.
4. Read first and last paragraphs.
5. Read the first sentence (usually the topic sentence) of other paragraphs.
6. Read any questions at the end of the chapter or article.
## Selecting the Best Online Resources for Your Information Needs

### I need a few good hits fast or am trying to find a broad academic subject

<table>
<thead>
<tr>
<th>Resource</th>
<th>Link</th>
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</thead>
<tbody>
<tr>
<td>SIRs Database / Topic Browse</td>
<td>MHS → Library → Online Databases</td>
</tr>
<tr>
<td>Gale (any) / Topic Browse</td>
<td>MHS → Library → Online Databases</td>
</tr>
<tr>
<td>Gale Virtual Reference Library (GVRL)</td>
<td>MHS → Library → Online Databases</td>
</tr>
<tr>
<td>Encyclopedias Britannica &amp; World Book</td>
<td>MHS → Library → Online Databases</td>
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</table>

### I need to focus my search

<table>
<thead>
<tr>
<th>Resource</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIRS OR Gale</td>
<td>MHS → Library → Online Databases</td>
</tr>
<tr>
<td>Badgerlink</td>
<td><a href="http://www.badgerlink.net">http://www.badgerlink.net</a> (use public library card for home access)</td>
</tr>
</tbody>
</table>

### I need biographical information

<table>
<thead>
<tr>
<th>Resource</th>
<th>Link</th>
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<tbody>
<tr>
<td>Gale Virtual Reference Library (GVRL)</td>
<td>MHS → Library → Online Databases</td>
</tr>
<tr>
<td>Biography.com</td>
<td><a href="http://www.biography.com/search">http://www.biography.com/search</a></td>
</tr>
</tbody>
</table>

### I need government information

<table>
<thead>
<tr>
<th>Resource</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>CQ Researcher</td>
<td>MHS → Library → Online Databases</td>
</tr>
<tr>
<td>National Archives</td>
<td><a href="http://www.archives.gov/">http://www.archives.gov/</a></td>
</tr>
</tbody>
</table>

### I need current news

<table>
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<tr>
<th>Resource</th>
<th>Link</th>
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</thead>
<tbody>
<tr>
<td>World News Digest</td>
<td>MHS → Library → Online Databases</td>
</tr>
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</table>

### I need perspectives from other countries

<table>
<thead>
<tr>
<th>Resource</th>
<th>Link</th>
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<tbody>
<tr>
<td>Gale Global Issues</td>
<td>MHS → Library → Online Databases</td>
</tr>
<tr>
<td>World News Digest</td>
<td>MHS → Library → Online Databases</td>
</tr>
<tr>
<td>World Press Review</td>
<td><a href="http://www.worldpress.org/index.htm">http://www.worldpress.org/index.htm</a></td>
</tr>
</tbody>
</table>

### I need primary sources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Memory</td>
<td><a href="http://www.loc.gov/collections">http://www.loc.gov/collections</a></td>
</tr>
<tr>
<td>Library of Congress</td>
<td><a href="http://www.loc.gov">http://www.loc.gov</a></td>
</tr>
<tr>
<td>National Archives &amp; Records Administration</td>
<td><a href="http://www.archives.gov/index.html">http://www.archives.gov/index.html</a></td>
</tr>
</tbody>
</table>
Online Databases Available via MHS Library

All of these databases are linked from the High School Library Website. Please visit this site; there is a great deal of information for both students and teachers. Passwords for home use can be obtained through the library circulation desk. Additions/updates are made each year; check for new databases.

ABC-Clio
Offers multiple historical, geographical, and cultural databases from reliable resources; combines both primary & secondary sources.

<table>
<thead>
<tr>
<th>Database</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>American History</td>
<td>From the explorers of the Americas to today’s headlines, investigates the people, events, and themes of our nation’s evolution.</td>
</tr>
<tr>
<td>World Geography</td>
<td>Global literacy, focusing on the geographic, political, social, economic, and cultural forces that influence our world.</td>
</tr>
<tr>
<td>World History: Ancient</td>
<td>Covers human history in all corners of the globe—from prehistoric times to the beginnings of the Renaissance.</td>
</tr>
<tr>
<td>World History: Modern</td>
<td>A comprehensive electronic library of historical reference materials and interactive curricular units</td>
</tr>
</tbody>
</table>

Badgerlink
Provides access to articles from thousands of newspaper and periodical titles, image files, and other specialized reference materials and websites.

- **Follow this pathway to make navigating this large site easy and fast:**
  - Click “All Resources”  Click the first resource shown  Click “Choose Databases”
  - This will give you a pop up window in which you **always** select MAS Ultra, Academic Search, MasterFile.
  - Then read through the other sources that would work for your specific topic  Click OK
  - Select Advanced Search to use the Boolean AND – NOT – OR along with the full text option.

Use the left side bar to refine your search results.

CQ Researcher
A reference tool providing for its in-depth, unbiased coverage of health, social trends, criminal justice, international affairs, education, the environment, technology and the economy. Each report provides an introductory overview, which includes three pro-con debates; a background and chronology on the topic; an assessment of the current situation; tables and maps; a pro/con debate by representatives of opposing positions; and bibliographies of key sources.

CultureGrams
Experience the cultures of more than 200 countries in reports that include maps, statistics, a glossary, and in-depth info. Includes the States Edition touring the 50 U.S as well as the Canadian Provinces Edition.

Gale

<table>
<thead>
<tr>
<th>Database</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opposing Viewpoints</td>
<td>The study of today’s current social issues around the world.</td>
</tr>
<tr>
<td>Science</td>
<td>Contextual information on hundreds of today’s most significant science topics.</td>
</tr>
<tr>
<td>Global Issues</td>
<td>Supports global awareness and provides a global perspective with integrated news, viewpoints, primary source docs, videos, statistics, and more.</td>
</tr>
<tr>
<td>GreenR</td>
<td>A global reference on the environment, energy, and natural resources.</td>
</tr>
<tr>
<td>Virtual Reference Library</td>
<td>Specialized reference sources for research composed of E-books</td>
</tr>
<tr>
<td>Fine Arts &amp; Music</td>
<td>Articles pertaining to drama, music, art history, and filmmaking.</td>
</tr>
</tbody>
</table>

SIRS Researcher
SIRS provide relevant, credible information on social issues, science, history, government, and the arts and humanities. Offerings relevant, credible resources aligned to that tell the whole story on the major issues of the day.

World News Digest – Facts on File
Authoritative world news coverage from 1940 through current times.
Why reinvent the wheel and spend hours searching for relevant information when it is already available? The entire MHS Library site contains many sections that can save you a great deal of time and make your work much easier. Especially refer to each section offered to assist with your research and work.

- **Library FAQs** – Information regarding hours, checkout policies, fines, etc.
- **Online Databases** – All of the MHS links for the subscription resources. THE go-to page for research.
- **Fact Check Like a Pro** – Learn how to tell accurate news from fake news is an important skill that will be used throughout your life.
- **Secondary Resources** – Save yourself time by going directly to the resources you need: Images – Research – Creative Tools – World Language - Career & College – Current Events & News – Art Resources
- **Citation Help** – Links to NoodleTools, Purdue OWL resource site, and examples of MLA citation sources.
- **Find a Book** – Quick resource to the Destiny card catalog to look up books. Award winners are listed at the bottom.
- **Find Articles** – Quick links to the main magazine & journal subscription resources.
- **Avoiding Plagiarism** – Easy to follow flow chart to test if you may inadvertently be plagiarizing. Simple comparison of “report” vs. “research”.
- **District Policies** – Links to online policies for MASD.
Finding a Book at MHS Library

The Online card catalogue, which can be accessed at school or at home, is Destiny. A basic Library Search lets you find materials by keyword, title, author, subject, or series.

A basic **Keyword** search on human genetics provides results such as the following:

![Image of Destiny catalogue search results]

- WebPath Express and Web Sites tab are recommended Internet sites.
- Icons indicate different types of material.
- Note availability of item.
A **Power Search** lets you add search terms, specify format or a certain date.

Combine search terms with Boolean operators

Specify material type or date of publication to narrow the search.

Select your reading level by grade or Lexile under Reading Programs

Click **Details** icon to learn more about a result or to expand your search.

Click on book cover to access table of contents, book reviews, and chapter excerpts.

Connect to WebPath Express sites related to your topic

Links to other materials about this topic

Publisher, date, format information for works cited page.

**The debate over human cloning: pro/con issue**

*David Goodnough.*

*(Series: Hot pro/con issues)*

1 of 1 copy is available locally. There are no off-site copies of this title. *See all…*

Provides an overview of the technology and history of cloning and presents arguments for and against human cloning.

**Additional Info**

- Human cloning
- Includes bibliographical references (p. 63) and index.
- Wilson's Junior High School, September 2003
- The Science Teacher (N.S.T.A.), March 2003
- Interest grade level: Young Adult Follett Library Resources
Dewey Decimal Classification System

000 Generalities
030 General Encyclopedic Works
070 News media, Journalism, Publishing

100 Philosophy & psychology
100 Philosophy & Psychology
130 Paranormal phenomena
135 Dreams & Mysteries
150 Psychology

200 Religion
201 Philosophy of Christianity
215 Science & Religion
216 Good & Evil
296 Judaism
297 Islam

300 Social sciences
301 Sociology & Anthropology
310 General Statistics
320 Political Science
330 Economics
340 Law
350 Public Administration
370 Education
380 Commerce, Communications,
390 Customs, etiquette,
398 Folklore
399 Customs of war & diplomacy

400 Language
413 Dictionaries
433 German Dictionaries
443 French Dictionaries
453 Italian Dictionaries
463 Spanish Dictionaries
473 Classical Latin Dictionaries

500 Natural sciences & mathematics
510 Mathematics
516 Geometry
526 Mathematical Geography
530 Physics
540 Chemistry & Allied Sciences
550 Earth sciences
570 Life sciences
580 Botanical sciences
590 Zoological sciences

600 Technology
611 Human Anatomy
616 Diseases
621 Applied Physics
630 Agriculture
640 Home Economics & Family Living
657 Accounting
660 Chemical Engineering
677 Textiles
687 Clothing
694 Wood Construction Carpentry

700 The arts
720 Architecture
730 Plastic arts Sculpture
740 Drawing & Decorative Arts
750 Painting & Paintings
752 Color
760 Graphic Arts Printmaking
770 Photography
780 Music
790 Recreational & Performing Arts
793 Games & amusements

800 Literature & rhetoric
809 Literary History & Criticism
810 American Literature
811 Poetry
812 Drama
813 Fiction
814 Essays
815 Speeches
816 Letters
817 Satire & Humor
820 English & Old English
830 Germanic Literature
840 Literatures of Romance Languages
850 Italian, Romanian, Rhaeto-Romanic
860 Spanish & Portuguese Literatures
869 Portuguese
870 Italic literatures Latin
889 Modern Greek
890 Literatures of other Languages

900 Geography & history
909 World History
910 Geography & travel
911 Historical Geography
912 Graphic Representations of Earth
913 Ancient World
914 Europe
915 Asia
916 Africa
917 North America
918 South America
930 History of ancient world
940 General history of Europe
950 General History of Asia & Far East
960 General history of Africa
970 General history of North America
980 General history of South America
999 Extraterrestrial worlds
Internet Searching (Keyword, Topic, Boolean)

Keyword Search
- TOPIC: Margaret Atwood and theme of survival in her novels
- KEYWORDS: Margaret Atwood | theme | survival | novels

Choosing Keywords
1. Use unique words
   - tigers (too general)
   - Bengal tigers (more specific)
2. Multi-step process
   - Do your initial search.
   - Scan the first couple of pages of results for relevancy.
   - Revise your search.
3. Narrow your search
   - if keywords produce too much information, revise your search by adding another key word, e.g., Bengal tigers’ habitat.
4. Upper and lower case
   - Java (coffee/island)
   - JAVA (programming language)
5. Initial caps for proper names
   - Person - Celine Dion
   - Geographic - United Arab Emirates
   - Title - Merchant of Venice
6. Check spelling (if no results found)
   - Note: American spelling -
     centre vs. center
     labour vs. labor
     theatre vs. theater

Boolean Searching - is a complex search using operators such as AND, OR, NOT, and the tilde symbol ~
to define the relationships between the terms in your search

Use AND to find only those articles containing ALL your search terms - NARROWS
- cities AND investing AND education
- +cities +investing +education

Use OR to find those articles with any one, or combinations, of your terms - BROADENS
- city OR municipality
- city municipality

Use NOT to find any articles that exclude one or more terms - ELIMINATES
- cities NOT towns
- cities -towns

Use ~ to find synonymous terms
- ~moon base will result in results that include:
  - moon base, lunar base, moon colony, etc.
Step Four: Taking Notes

Most writers will resist taking actual physical notes on their subject since it can be time consuming. However, this is one of the most successful ways to keep your information organized and avoid a paper that gives information by source rather than by topic. It also aids in making sure your writing is your own. Your teacher may present note-taking methods for you to use, such as note cards.

Using Diigo to Annotate Online Research Sources

Diigo is an online tool that enables users to collect, highlight/annotate, access, and share information on a variety of devices. Once you create an account at www.diigo.com you’ll be successfully registered and activated.

Your next step is to add the Diigo app to any device you may have and the Diigo extension to your Chrome web browser. For the Chrome extension you will see the Diigo icon at the end of the address bar. Search for Diigo Extension or go to diigo.com and click on the “Install Extension”.

With Diigo, you can:

- Highlight/annotate text on webpages in up to four colors
- Add comments to your highlights
- Add floating sticky notes to record your own thoughts
- Save bookmarks and organize them via tags in your Diigo database
- Add a description to remind you why you saved this particular bookmark
- Tag your annotations for easy organization and searching
Using Note Cards and Bibliography Cards

As you read a source (book, periodical article, Internet site, etc.) use the NOTE CARD form below to record information that might be useful in writing your paper later. Write a separate card for each important summary, paraphrase or quotation.

Be sure to do the following on every NOTE CARD:

1. Identify the main idea of your note with a brief heading in the upper left corner of each card. (The heading should match the topics and sub-topics in your OUTLINE.)

2. Record notes in summary, paraphrase or quotation form.

3. Include the source number in the upper right corner to insure accurate documentation in your paper. This links your source card to that source, and it will also link each of your note cards to its corresponding source card.

4. Place the author and page number(s) in the lower left corner in parenthesis with no comma. Writing it in the correct format here means it is ready to be inserted in your paper without adaptation.

General Example

<table>
<thead>
<tr>
<th>Heading</th>
<th>Source #</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Specific Topic of This Note)</td>
<td></td>
</tr>
<tr>
<td>Notes in Quotation, Paraphrase or Summary Form.</td>
<td></td>
</tr>
<tr>
<td>(Author Page#)</td>
<td></td>
</tr>
</tbody>
</table>

Specific Example

<table>
<thead>
<tr>
<th>Characters</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Manager in <em>Heart of Darkness</em> is based on Camille Delcommune. He was the manager of the Knichassa Station and Conrad’s boss.</td>
<td></td>
</tr>
<tr>
<td>(Smith 23)</td>
<td></td>
</tr>
</tbody>
</table>

Works Cited Card Example

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describes the people and policies that bring oil to the United States. Includes discussion of distribution, drilling, the NYMEX oil market.</td>
</tr>
</tbody>
</table>
Step Five: Sorting Cards and/or Making a Working Outline:

If you take notes using the card method, the number of note cards you gather for your paper will vary significantly depending on your topic and assignment. A rough estimate is that you may need 50-100 cards for a 5-10 page paper, although you may not use all of them.

- Read the notes you have written and sort each one into a pile reflecting a topic or area of research.
- Designate one pile for your introduction and one for your conclusion.
- Ideally, you should have at least five piles, since fewer than 5 piles will make it difficult to create a paper with enough divisions.
- Focus on having the same number of cards per pile to help add balance to your paper.
- If you have a lot of piles with only one or two cards in them, you can either toss them as irrelevant to your paper or try to fit them into another pile.
- Do not remove cards from a pile that ‘duplicates’ the same information from two sources. This, in fact, will be used to add balance and support to the paragraphs, illustrating that you researched several sources.

To create your working outline, begin with the first pile and fill in that topic heading as Roman numeral I. Continue with each pile until all the major Roman numerals are filled in for your outline. Then go back pile by pile and fill in the subdivisions of the main topic heading to reflect your notes (A, B, C, 1, 2, and 3).

For those using a different note-taking method, you will still want to gather your thoughts and your research in an organized outline. Constantly rifling through a randomly-ordered stack of research when trying to write your paper will cost you more time than it takes to organize the research and plan when to use it.

Develop an Outline

To prove or validate the problem/thesis, an organized answer is necessary that includes various concepts and facts. The paper should follow both a logical and chronological sequence.

The capital letter subheadings and Arabic number supporting detail headings will be completed from preliminary research. This working outline may need to be reworked as new sources are discovered. The finished paper will be only as good as this planning effort. Be complete and scholarly.

For a paper on Views of American Indians, the outline will need headings such as:

- European attitudes toward American Indians
- Colonists’ treatment of the American Indians
- Results of conflicts between the colonists and American Indians

These will become Roman numeral headings in a topic outline.
Sample Topic Outline

I. European Attitudes
   A. (Subheading)
      1. (Detail Heading)
      2.
   B. (Subheading)
      1.
      2.

II. Colonists' Treatment of American Indians
   A. (Subheading)
      1. (Detail Heading)
      2.

III. Results of conflict between colonists and American Indians
   A. (Subheading)
      1. (Detail Heading)
      2.

NOTE: Teachers may offer different outline forms for writing projects. If so, be sure to follow the one prescribed by your classroom teacher.

Revised Thesis Statement and Outline

Statement:
Visual media is a communicative medium that relies on an investigative methodology to achieve solutions that transmit cultural information. This practice is often pursued with a commodified end result in mind. However, visual media is an important component of social discourse that relies on the objective exploration of its practitioners in order to retain an authentic voice. For this reason, new paradigms for visual investigation that treat art and design practice as a social science should be pursued in order to maintain a healthy society.

Outline:

I. History of visual media
   A) Cave paintings
   B) Early books
   C) Traditional Art
      1) The church as patron
      2) Enter Secular Patronage - Renaissance, Medici's, etc.
      3) Modern economic model
   D) Commercial Art
   E) Contemporary Design

II. Importance of History
   A) Psychological Answer: society as entity
      1) Repression versus acceptance - Nathaniel Branden
      2) Collective Consciousness - Jung
   B) Pragmatic Answer
      1) Building on Knowledge - no reinventing the wheel

III. Modern Psychological Impact: Visceral Connections (sensory perception,
      A) Marshal McLuhan
      B) Communication as Culture

IV. Commodity and Production
    A) Kalle Lasn
    B) Maude Lavin

VI. New Paradigms: Case Studies
    A) Collaboration: Community Advocacy
    B) Educational: Multidisciplinary

VII. New New Paradigm: Social Scientific Visual Investigations
    A) Art Methodology
    B) Design Methodology
    C) Interdisciplinary Methodology

VIII. Solution?: Interdisciplinary Methodology
Step Six: Drafting: How to Integrate and Balance Your Paper

Begin writing from your note cards and/or outline. More information may be needed for some paragraphs. Wait until you have drafted the entire paper before you return to research your gaps.

Quotes – Paraphrases – Summaries

<table>
<thead>
<tr>
<th>WHEN do I QUOTE an author?</th>
<th>HOW do I QUOTE an author?</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ When the wording is exceptionally effective</td>
<td>▪ Always use quotation marks and precise wording.</td>
</tr>
<tr>
<td>▪ When meaning or emotion of the passage would be lost in rewording</td>
<td>▪ Keep direct quotes to a minimum. Fewer quotes are more powerful quotes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHEN do I PARAPHRASE an author?</th>
<th>HOW do I PARAPHRASE an author?</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ When you want to include information you have found, but want to write it in your own words</td>
<td>▪ Rewrite the sentence or passage in your own words. Changing a few key words is NOT acceptable.</td>
</tr>
<tr>
<td>▪ When the information you have found needs to be reworded in a less complex way</td>
<td>▪ No quote marks are necessary, but you must cite.</td>
</tr>
<tr>
<td></td>
<td>▪ Using “paraphrase indicators” (see below) will help you in writing a paraphrase.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHEN do I write a SUMMARY?</th>
<th>HOW do I write a SUMMARY?</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ When the source offers common knowledge that you want to remember</td>
<td>▪ Common knowledge does not require a citation.</td>
</tr>
<tr>
<td>▪ When you only want to record an overview of a paragraph of a whole article rather than record a specific idea within an article</td>
<td>▪ No quote marks are needed for information summary, but everything that is not common knowledge requires a citation.</td>
</tr>
</tbody>
</table>

Quote Examples

- Aiming to discuss Pearl as a devil child and find evidence that proves that point

**Actual Quote:**
Pearl was a born outcast of the infantile world...An imp of evil, emblem and product of sin, she had no right among christened infants.

**Paraphrase** (*restate the whole source in your own words - can/should be as lengthy as the original statement)*: Upon her birth, Pearl was already deemed an outcast. She was a result of sin and therefore a symbol of it, thus having no connection to the other Puritan children.

**Summary** (*restating in your own words - literally sums up the whole concept in one sentence)*:
Pearl was immediately seen as an outcast because she was a result of her mother’s sin.

**Direct Quote:**
“Pearl was a born outcast of the infantile world. An imp of evil, emblem and product of sin, she had no right among christened infants” (Hawthorne 45).
Turning these into statements that connect to my essay and using MLA to document:

**Paraphrase example:**

Pearl was given an unfair advantage that other children didn’t have to deal with. **Upon her birth, Pearl was already deemed an outcast.** She was a result of an evil sin and therefore made a symbol of it, thus having no connection to the other Puritan children (Hawthorne 95-96). Therefore, it is clearly shown that Pearl was receiving similar punishments that her mother was given due to Hester’s sin. Pearl had no control over being a part of this sin, and yet society looked down upon her from the moment she was born.

**Summary Example:**

Pearl was given an unfair advantage that other children didn’t have to deal with. **Pearl was immediately seen as an outcast because she was the result of her mother’s sin (Hawthorne 95-96).** Most other children were not born into this disadvantage, clearly showing reasons why Pearl might have been more prone to acting devilish.

**Direct quote example:**

Pearl was given an unfair advantage that other children didn’t have to deal with. According to Hawthorne, “**Pearl was a born outcast of the infantile world. An imp of evil, emblem and product of sin, she had no right among christened infants**” (95-96).

**Paraphrase Indicators**

Using these words will help alert your reader that you are **paraphrasing**.

- Demonstrates
- Shows
- Argues
- Claims
- Reports
- proposes
- examines
- notes
- indicates
- observes
- finds
- points out
- discusses
- hypothesizes
- defines
- identifies
- states
- explains
- describes
- suggests

**Example:**

In *Newsweek*, Johnson **claims** that apes make better pets than monkeys (Johnson 36). However, Nelson **demonstrates** that monkeys are generally more loyal (Nelson 69).
Documenting Sources

Because you are borrowing the words, facts, or ideas of others when you do research, you must tell readers that you have borrowed the material and from where you have borrowed it. To make sure your work is honest rather than plagiarized, you must acknowledge all borrowed material in two locations:

1. with in-text parenthetical citations within your essay, and,

2. with an alphabetized list of your sources on a separate page at the end of your essay.

You must give credit to the author of anything you use in your essay, not only direct quotations and paraphrases, but also opinions and ideas, and facts or figures (unless the material is widely known, such as a date).

Teachers require special documentation styles or formats in their students’ essays.

In the past, this has meant using either numbered footnotes at the bottom of each page or numbered endnotes at the end of the essay, followed by a bibliography listing all sources. Footnotes and endnotes have been replaced with the more modern technique of using embedded citations (also known as in-text parenthetical citations) within the text of the essay. These citations are placed at the end of a quotation or paraphrased sentence and are placed in parentheses. An embedded citation serves two purposes. The citation tells readers that the material is borrowed, and it also refers readers to more detailed information about the source so that they can locate it. The older term, Bibliography, has been replaced by Works Cited because sources now usually include electronic and visual material as well as print sources. You may also be required to create a Works Consulted page that lists the sources you actually used and consulted in preparing your work. Always check with your teacher regarding what is required.

The two documentation styles which are used most often are:

- **Modern Language Association (MLA)** which is used for English, history, the arts, and languages. This style gives authors’ names and page numbers for citations which are embedded in the essay, and then has a Works Cited list, containing full bibliographic information, at the end of the essay.

- **American Psychological Association (APA)** which is used for science, the social sciences, business, and mathematics. This style gives authors’ names, publication dates, and page numbers for citations which are embedded in the essay, and then has a References list, containing full bibliographic information, at the end of the essay.


For each research assignment, ask your teacher which documentation style should be used.
MLA Documentation Style, 8th Edition
Embedded | Parenthetical Citations

The author’s last name and the page number from which the quotation, paraphrase, or idea is taken must appear in the text, and a complete reference must appear in your Works Cited list. The author’s name may appear either in the sentence itself or in parentheses following the quotation, but the page number should always appear in the parentheses.

For websites you no longer need to reference a page or paragraph, simply list the author’s name.

Direct Quotation - One Author
Some argue that “a dream is the fulfillment of a wish” (Freud 154).

Freud states that “a dream is the fulfillment of a wish” (154).

Paraphrase of Author’s Idea - One Author
The historian, Crane Brinton, believes that the French and Russian revolutions had similar causes (155).

If you are using several books by the same author, add an abbreviation of the title so that the reader knows which source you have used.

Direct Quotation - More Than One Work by the Same Author

“There is room enough in anyone’s backbone for too much duplicity” (Laurence, Jest 182).

Place quotations longer than four typed lines in a block of lines and omit the quotation marks. Start the quotation on a new line, making sure you indent one inch. Your citation should come after the closing punctuation mark.

Long quotation
Ralph and the other boys finally realize the horror of their actions:

The tears began to flow and sobs shook him. He gave himself up to the first time on the island; great shuddering spasms of grief began to wrench his whole body. His voice rose under the black smoke before the burning wreckage of the island; and infected by that emotion, the other boys began to shake and sob too. (Golding 186)

Ind

NOTE:
The period is placed at the end of the sentence, NOT after the page number. Applies to indented quotations ONLY.
When quoting from plays, cite the act, scene, and line numbers for Shakespeare’s plays, and the page number, act, and scene (if any) for other plays.

**Direct Quotation – Play by Shakespeare**

One Shakespearean protagonist seems resolute at first when he asserts, “Haste me to know’t, that I, with wings as swift / As meditation … / May sweep to my revenge’ (Ham. 1.5. 35-37).

Mark breaks in short quotation of verse with a slash, ( / ), at the end of each line of verse (a space should precede and follow the slash).

**NOTE:** Some teachers may use Roman numerals e.g. (Ham. I.V. 35-37).

**Examples**

**Direct Quotation – Play**

In *Death of a Salesman*, Linda defends Willie Loman by stating: “He’s not the finest character that ever lived. But he’s a human being, and a terrible thing is happening to him. So attention must be paid. He’s not allowed to fall into his grave like an old dog. Attention, attention must finally be paid to such a person” (Miller 56; act 1).

**Poetry**

When short (fewer than three lines of verse) quotations from poetry, mark breaks in short quotations of verse with a slash, ( / ), at the end of each line of verse (a space should precede and follow the slash).

Cullen concludes, “Of all the things that happened there / That's all I remember” (11-12).
MLA Documentation Style
Preparing Your Works Cited List

This list, placed on a separate piece of paper at the end of your essay, should include all the sources you have quoted, paraphrased, or summarized. It provides the information necessary for a reader to locate any sources you cite. Each source you cite in your essay must appear in your Works Cited List.

General Rules:

- Arrange your sources in alphabetical order by the first element of the entry.
  - List authors by last name, follow it with a comma, and then first name.
  - If a source has more than one author, invert only the first author’s name, then continue listing other authors.
  - If there is no author use the first letter of the first word in the title
  - When putting titles in alphabetical order, ignore ‘A’, ‘The’ or ‘An’.
- Whole works (books, journals, newspapers, etc.) are italicized
- Indent the second and third lines five spaces.
- Capitalize each word in the titles of books, articles, etc., not including ‘A’, ‘The’, or ‘An’.
- If you are listing more than one source by the same author, put the sources in alphabetical order by title, and instead of repeating the author’s name, use three hyphens (- - -).
- If the entry form calls for inclusive page numbers but they are not available, use “n.pag.” to indicate this to the reader.
- Months with four or fewer letters e.g. May, June, and July are not abbreviated the remaining months
  NOTE: September uses 4 letters.

Sample Works Cited

Note: Remember to use italics rather than underlining. Sources are in alphabetical order. Everything is DOUBLE-SPACED. Second line is indented 5 spaces
Check with your teacher for other preferences.


"Fight Against Root Causes Violence." *Editorial, USA Today* 23 July 2018: 10A.

# Books

Last Name, First Name. *Book Title*. Publisher, Year of Publication.

<table>
<thead>
<tr>
<th>Format</th>
<th>Examples</th>
</tr>
</thead>
</table>
### Government Publication
*Title of Document: Subtitle if Given.* Edition if Given, Name of Government Department – Agency or Committee, Publication Date.


### Pamphlet
Author. *Title of Pamphlet: Subtitle if Any.* Publisher/Organization Name, Date. Pamphlet.


### A translated work
Author. *Title.* Trans. Name of Translator. Place of Publication: Publisher, Year.


### A novel or a play from a book that is a collection of several novels or plays


### Magazines, Newspapers or Journals

**Format**

Author’s Last Name, First Name. "Title of Article: Subtitle if Any." *Title of Magazine*, vol. Volume Number, no. Issue Number, Date of Publication, pp. Page Numbers.

### Magazine article, with author given


### Newspaper article, with author given


### Newspaper article, without author given

## A Work Cited Only on the Web (Not on Online Databases)

**NOTE:** URL **should** be included unless instructor states otherwise.

### Format

Author's Last Name, First Name. *Title of Website*, Name of Organization Affiliated with the Website,
Date of copyright or date last modified/updated, URL. Accessed access date.

### Examples

**A website article**


## Periodicals on the Web with Print Publication Data (Including from Online Databases)

### Format

Author's Last Name, First Name. "Title of Article: Subtitle if Any." *Title of Magazine*, Date of Publication,
URL. Accessed Access date.

### Examples

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


**A Scholarly Journal in an Online Database**


**A Periodical Publication in an Online Database**


## Songs/Song Lyrics

### Example

Music

### Social Media on the Web - Blog

**Format**

Author's Last Name, First Name or Username if real name not provided. "Title of Blog Post." *Name of Blog*, Blog Network/Publisher if given, Day Month Year of Blog Post, URL of Blog Post. Accessed Day Month Year blog was visited.

**Example**

**Blog Post**


### Social Media on the Web - Tweet

**Format**

Author's Twitter Handle. "Entire text of the tweet". *Twitter*, Day Month Year of Tweet, Time of Tweet, URL.

**Example**

**Tweet**

@ReallyVirtual (Sohaib Athar). "Helicopter hovering above Abbottad at 1AM is a rare event." *Twitter*, 4 Jan. 2013, 3:58 p.m. twitter.com/reallyvirtual/status/64780730286358528?lang=en.

### Social Media on the Web – Online Video

**Format**

Last Name, First Name of Video Creator of Username of Creator. "Title of Video." *Title of the Hosting Website*, Day Month Year of Publication, URL of Video. Accessed Day Month Year video was viewed.

**Example**

**YouTube**


**Interviews – Personal & Published (Print or Broadcast)**

**Format**

Last Name of Person who was interviewed, First Name. Interview. By Interviewer First Name Last Name. Day Month Year of interview.

**Example**

**Live Personal Interview vs. Published Interview**


OR


**Podcasts**

**Format**

“Title of Episode.” *Title of Podcast Show*, Date of Podcast, URL.

**Example**


**Images – Original Format**

**Slide/Transparency**


**Cartoon**


**Map**

How Do I Document Within My Paper?

Writers identify the source of words or ideas that they quote, paraphrase, or summarize. It is plagiarism to take credit for another person’s original words or ideas.

Citing sources gives you credibility. A reference note shows that you drew your conclusions from quality sources and research studies.

What do I need to document?

- All material that has been directly quoted.
- Facts and ideas that have been paraphrased or summarized (unless common knowledge).

What is common knowledge?

- Common knowledge is a piece of information that is generally known and acknowledged to be true by anyone who is interested in the subject.
- Generally, common knowledge is the information you find in four or more sources.
- If in doubt, always document.

How do I document using parenthetical citations?

- Refer to the source and page number at the end of the sentence that contains the fact.
- Use the author’s last name only (unless you have two authors with the same last name).
- Use no punctuation or abbreviation for the page.
- The period for the end of the sentence comes AFTER the documentation.

What if?

- There is no author given?
  - Use the first key word in the title and punctuate appropriately
- Several titles have the same first key word?
  - Include the next key word in the title
- The same author writes several sources?
  - After the author’s last name, include the first key word in the title.
- There is no page number (such as an Internet site)
  - Some teachers may request a page # or paragraph # that you count and add to the citation.

Examples

<table>
<thead>
<tr>
<th>Direct Quote from a Book with One Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Overpopulation impacts on the economy, environment, and politics” (Hollister 73).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example of a Paraphrase with Author’s Name Mentioned in Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>According to Leigh Calvez, studies by the Ocean Mammal Institute indicated that Hawaiian humpback whales were affected by the noise of marine engines. (41).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example of a Paraphrase of Information Found on an Internet Site with no Author, pg number, several articles with same key word</th>
</tr>
</thead>
<tbody>
<tr>
<td>With about 100 million television sets in use, television is the main source of information and home entertainment for most of Japan’s population (“Japan: Popular”).</td>
</tr>
</tbody>
</table>
Beth Catlin
Professor Elaine Bassett

English 106
3 August 2009

Andrew Carnegie: The Father of Middle-Class America

For decades Americans couldn’t help but love the red-headed, fun-loving Little Orphan Annie. The image of the little girl moving so quickly from poverty to wealth provided hope for the poor in the 1930s, and her story continues to be a dream of what the future just might hold. The rags-to-riches phenomenon is the heart of the American Dream. And few other people have embodied this phenomenon as much as Andrew Carnegie did in the late 1800s and early 1900s. His example and industry caused him to become the father of middle-class America.

Andrew Carnegie can be looked to as an ideal example of a poor immigrant making his way up to become leader of the capitalist world. Carnegie was born into a poor working-class family in Scotland. According to the PBS documentary “The Richest Man in the World: Andrew Carnegie,” the Industrial Revolution was difficult on Carnegie’s father, causing him to lose his weaving business. The Carnegie family was much opposed to the idea of a privileged class, who gained their wealth simply by inheritance (“Richest”). This type of upbringing played a large factor in Andrew Carnegie’s destiny. In order to appease his mother’s desire for material benefits, and perhaps in an effort to heal his father’s wounds, Carnegie rejected poverty and cleaved to prosperity.
MLA Style: Sample ‘Works Cited’ List

A works cited list gives the full publication information for the sources cited in your parenthetical notes. Each entry in the works cited list must be cited in your text; likewise, each source you cite in your essay must appear in your works cited list.

**Basic Rules**

- Title page at the center-top – Works Cited
- Double-space all entries
- Do not put extra lines between entries.
- Authors' names are inverted (last name, first name). If a piece has more than one author, invert only the first author’s name.
- Alphabetize the entries.
- If no author is given, alphabetize by the title of the piece.
- Use hanging indents. The first line of each entry should begin at the left margin. Indent all following lines one-half inch.
- Adhere to MLA style format for each type of resource

Name Page#

Works Cited


“Hearing is Believing.” *Newsweek* 5 Aug. 2004:44.

Hollister, Jane. *Computers Are Driving Me Crazy*. Chicago:

Step Seven: Revising

Revising can be a difficult idea to grasp, but if you take the time do to it, it will most certainly raise your final grade. Revising means re-visioning your paper. In this step you are still not concerned with spelling, grammar and sentence construction - you are focusing on the content and organization of your paper. Ask yourself questions such as whether each section of the paper contributes to the thesis, whether the paper stays focused, whether each section has sufficient research to prove its point, etc.

Step Eight: Editing and Proofreading

This is one of your “final” steps. In addition to reviewing your paper yourself, it can also be useful to have a third party review your paper. This is also the time to create a title page if your instructor desires one. Some teachers prefer a specific format for the first page instead.

MLA STYLE: EXAMPLE TITLE PAGES