

This booklet belongs to:

Hilltop High,
a California Distinguished School

Style Manual
for
Documented Papers

\$4.00
at ASB

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Hilltop High School

555 Claire Avenue
Chula Vista, CA 91910

Sample letter
with letterhead.

August 31, 1999

← Date is 2"-2 1/2" to 3 1/2 " from top

All Hilltop Students, Parents, and Staff
555 Claire Avenue
Chula Vista, CA 91910
Dear Lancers:

Welcome to the wonderful world of research—^{Use a colon} a place of active learning for those with curious minds! We are proud to have developed the *Hilltop Style Manual for Documented Papers* that will serve as a guide on your discovery to a new world of learning.

This document was developed as a user-friendly resource to help students with documented paper assignments during their Hilltop years. "A Guideline for Word Processing" has been included to give the standard final draft requirements for all papers. A properly formatted research paper is included as an instructional device on how-to create a research paper. *The Modern Language Association (MLA) Handbook* has been consulted for the Parenthetical Citation and Works Cited entries. Valuable handouts are also included, allowing all to view examples of research components and to provide helpful advice for each research step in the process.

A research paper allows time to think and reflect about subjects that are meaningful to us. The discovery allows for curiosity, surprises, and intellectual growth: the more we read, think, and write, the more we know. Again, welcome to the world of research; enjoy your discoveries!

Respectfully submitted,

Deborah Haynes,
English teacher

Susan Head,
Librarian

← Use a comma

← 4 returns after comma

Font style of letter is Palatino,
12 point; except for header.

Notes

The resounding words in the Helix halls are these, “Don’t **procrastinate!**”

Research needs to be done in STEPS. **Chunk** your work.

Lao-tzu said in the 6th Century B.C.,

“The journey of a thousand miles must begin with a single step.”

Table of Contents

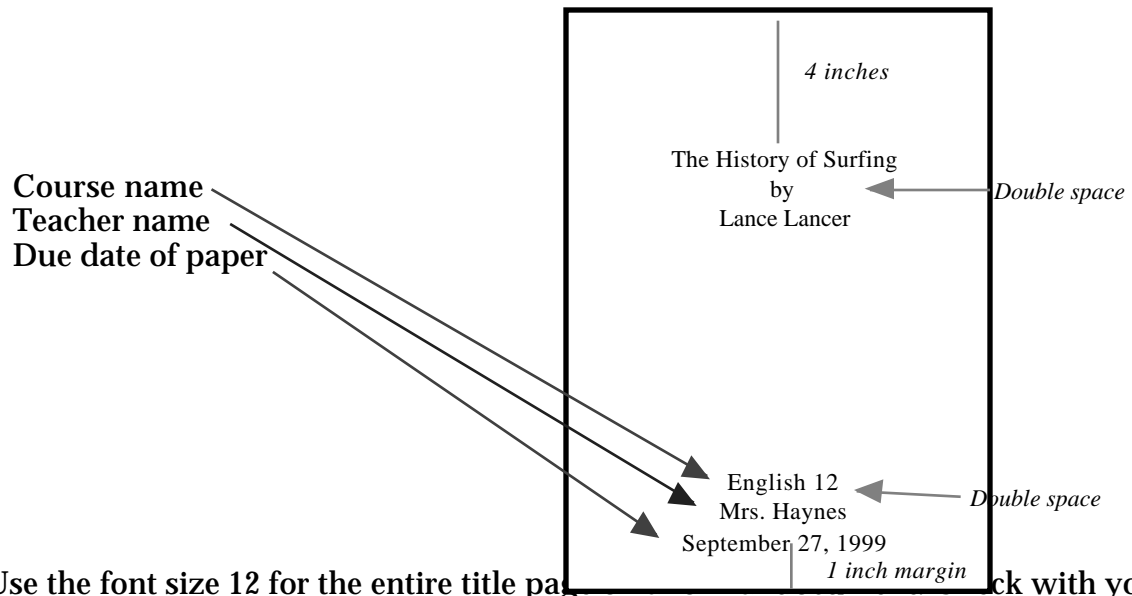
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Notes

Guidelines for Word Processing a Paper

I. Title Page

- 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 formal name (no nick names on a formal paper).
 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.
- C. In order to avoid problems with pagination you may wish to create your title page as a separate document.
- D. There is no need for a **title** on page one when accompanied by a Title Page.

II. Spacing, Margins, Justification

- A. 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 inches from the top of the page.
- D. One-inch top margin on all other pages.
- E. One space at the end of sentences (after the period).
- F. Justification is left for document body; DO NOT USE full justification.

III. Font

- A. Use 12 point.
- B. The best fonts to use are those which are easy to read and do not spread themselves. Use **Palatino, School Book, New Century School Book, Bookman, Palisade, and Times Roman.**
- C. Use bitmapped fonts on low-resolution printers and Postscript fonts on Postscript printers. Almost any font with a city name is a bitmapped font. (This booklet most often uses Palatino.)
- D. Notice in this manual the sample research paper uses 12 point font even on the title page.

Refer to the book, *The Mac (or PC) is NOT a Typewriter*, by Robin Williams for more details.

IV. Page and Page Numbering Information

- A. Page should not end with a hyphenated word.
- B. Page should not have a widow or an orphan line at the beginning or end. (For sample, see Lancer paper, pages 3 & 8.)
- C. Every page, including page one, has Last name and page number in the header.
- D. Header is in the upper right corner, one-half to one inch from the top edge of the paper, right justified.

V. Headers and Footers

- A. Learn how to create headers and footers 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. Check to be sure it is in 12 point font, NOT bold.
- C. Less formal papers can be more creative. Ask your teacher which is appropriate for this particular paper.

Create HEADER do not type into document directly!

Lancer 1

3 inches from top, page 1

Nreiar akf lsaj . La'lk wf oe akleja
eioflkej aowj aeogkg, akdoe eoalk eoa
asrlfk adf. Uadifu asefi aioj jfoja efof
aefoj oe-a aroif (Tienv 327).

Takdio weri asej wr oarew aek a
slkgr algkdafg alkgr arlkadfgk aekoae
aweo Kae kjdfi ad a;loreo ase0or
aopgrok aoorp rop. Wkd aijeo e0alm
aekro lwlsk arfk aefkmaer aefk aroa
aseokf aefk aweojas eorka weroa wekj
wi weoi e aewk ekr.

Lancer 2

awpopt ep tr epo glrp ap tqpykh n
esply. Jaloe awel po4t 5t;p ;erg;ldf
aer dg. Teojr eekj gtm dlq sdl atp.
Erok rseot aksdjf asekj erkj aertlk.
Nowrj aek lertlker qeropa rtlkd
slkgr algkdafg alkgr arlkadfgk
aerlkgk dra[prty t;lt rty[rtoear. Hpor
aerto dfg ero dr ertloyt erotk arel
reoie. Wheponm aerj earoti erato
ertj (akdj 5). Aalkd er eartj erto ertlk
rltk. Yuol erok rseot aksdjf asekj
erkj aertlk eo ase0or aopgro. Juadrr

- C. An essay or a formal paper that *is less than* four pages in length does not require a title page and, instead, needs to have the MLA heading in the upper left corner of the first page. The header is still present.

HEADING:

Single or Double
spaced, ask teacher.

Student name
Teacher name
Course name
Date paper is due: day month year

Plain text or **bold**, using
same font as document.

Must be **DOUBLE**
spaced!!

Lancer 1
Lance Lancer Mrs. Haynes English 12 27 Sept. 99
Title of Paper
Nreiar akf lsaj . La'lk wf oe akleja eioflkej aowj aeogkg, akdoe eoalk eoa asrlfk adf. Uadifu asefi aioj jfoja efof aefoj oe-a aroif. Takdio weri kjdfi ad a;loreo ase0or aopgrok aoorp rop. Wkd aijeo e0alm aelkro lwlsk arfk aefkmaer aeof ekr. If alk

VI. Works Cited Page

- Use a two-inch top margin and center the heading, **Works Cited**.
- Bold the heading, **Works Cited**, and use font size 12.
- Always double space the entries and between entries.
- Use hanging indentation paragraphs. 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 wordprocess on one computer and print from another!
- List in your **Works Cited** only the entries which were actually cited within your text. A Bibliography is a list of books on the subject but not used in the body of the research paper. A Bibliography page is not necessary.
- Titles of books, periodicals, films, etc. are placed in *italics* when using wordprocessing or underlined when typing on the typewriter. (See Works Cited Forms in this manual.)
- When appropriate, use the shortened forms of the publisher's name, i.e. *Random* instead of *Random House*.
- Dates are written in the European notation format: day month year, with the longer months abbreviated: 7 Feb. 1996. May, June, and July can be written out.
- Remember that *A*, *An*, or *The* when appearing as the first word of a title is ignored. So you would write out *The Lavender Lancer* like this but alphabetize it under *Lavender* when placing it in your Works Cited without an author.

VII. Miscellaneous

- Remember to spellcheck.
- Proof read, always! Have someone else also proof read for you.
- Preview** the report before printing. This can save a lot of paper and \$\$ by making corrections before you print!

4" from top of paper;

Set wordprocessor for double spacing;

From 1" margin, space down

approximately 10 returns.

The Creation of a Documented Paper

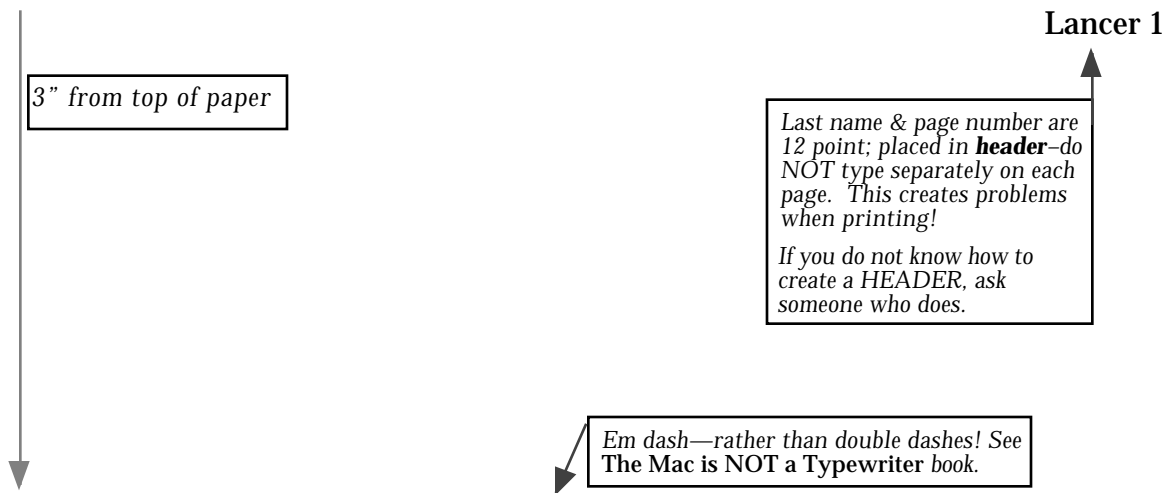
by

Lance Lancer

English 12

Mrs. Virginia Martinez

September 7, 1999



In the beginning, there was darkness—blank stares, bewilderment, panic, denial. How are topics chosen? How are sources found? Can it be possible that sixty 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? The darkness loomed heavily. And yet, 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). While charting in this new territory; that is—searching, analyzing, organizing, and writing, students can use a guide. In this way their research becomes “a systematic process of exploration and discovery—a 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. “Research is the recreation of the truly curious and committed” (Sebranek, Meyer, and Kemper 69).

Thesis Statement, know yours!

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 to be placed within a student’s paper. The information base

Put in a hard return after your name in the HEADER.
Keeps document separate from your HEADER.

Lancer 2

definitely belongs to other sources—collected, organized and compiled by the writer. For such a report, the writer is an “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.

Wanting to complete 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: is information available on this topic and will there be enough time to complete the research? Some preliminary investigating using the library and authorities in their school and community should follow. Researchers should actually prewrite with clustering, free writing, questioning, 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 at end of citation. Refer to 2.7.7 in MLA book.

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 margin, no quote marks. MLA 2.7.2.

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)

Note: Period before citation in a long quote.

One must complete preliminary research in order to move from a general idea to a more specific or narrowed purpose. For example, 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 shedding of light into the dark mystery of research: the selection and narrowing of a topic. 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/media center, bookstores, bibliographies, online information services, and audio and/or visual media (Shepherd 30-31). It is critical to evaluate each source; is the source 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 source possibilities. For each source, students 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 (“Classroom Connect”).

Avoid orphans, one line floating by itself, see Mauul, page 2.

Step three is time-consuming, yet extremely rewarding. Students are making

critical thinking choices about their sources. 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 note taker helps one to avoid plagiarism.

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 note taking, for this is an essential light ray to create their papers. Note takers 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, taking their controlling purposes and creating 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**—this is the aspect of the topic with which each note card deals. Each paper can have three to six strong focus areas where key research has occurred. These **focus** ideas help develop a **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, thus, becomes transformed, emphasizing active thinking. According to a UCSD, freshman, writing handout; the thesis can be one or two sentences in length, 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 (Schille, *What* 16). Such a thesis uses **focus** vocabulary (Schille). The light starts to shine as the research takes shape—with the thesis statement guiding the writing of the outline.

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*, Schille 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 (Schille).

The focus areas become the major sections of the paper introduced on the outline by Roman numerals (I, II). Each major section (focus aspect) is divided into two or more subsections introduced by capital letters (A, B). These are critical general facts, observations, and analyses. Then, the subsections or concrete details become the 1, 2, 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). And so, the writing starts with the thesis paragraph.

The light, showing one’s progress, is definitely increasing; students have now reached step five, drafting the 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 (Schille, *Writing Practices* 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. What is the topic’s timeliness and impact? Students also **explain** the focus organization through a brief, yet effective preview (Schille).

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 (Schille, *Writing Practices* 84). Once the thesis paragraph is written, it is time to arrange one's note cards in order according to one's outline, and then using both, to write the body of the research paper.

Note the numbers here were written out.
See MLA 2.5.2.

Step six represents that the light is almost ready to overtake any darkness or doubts that the writer has. It is the time to write the rough draft, to blend notes with outline structure, remembering that approximately seventy per cent of a final draft will be documented with parenthetical citations, integrating the research sources. The other approximately thirty per cent is commentary, weaving thesis opinion throughout the paper with focus vocabulary and a logical development of key analytical points. The paper also represents the formal writer's voice, blending coherently one's sources' data with the thesis opinion (Schille, *Writing Practices* 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, meaning 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 (48). "Drafting is still discovery time" (49). Some cards will not be used; some 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 aspect will convert to two to five paragraphs for one's research paper. The I, II, and A, B 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. Research

paper paragraphs should be no longer than one-half page. One will need to add clincher or clincher/transition sentences—the thesis links—to provide logical coherency and meaningful commentary (Schille, *What* 345). Now, the first draft is almost written.

The last steps to finalize a research paper are most 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). However, 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. After the clincher paragraph is written, the many revisions and the completion of the Works Cited page follow. The writing of a research paper seems at first like an unapproachable task that places a student writer in the dark with doubts, fears, and confusion. But by taking the paper one step at a time, a student realizes that with determination, hard work, and curiosity, the light of success will shine. Author Doris Lessing instructs, “Learn to trust your own judgment, learn inner independence” (qtd. in Sebranek, Meyer, and Kemper 77). Suddenly there was light. Now the author can rest.

Create Works Cited by using the tabs in your wordprocessor to line up a hanging indentation.

Works Cited

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

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

See McStudent 1 for parenthetical citation.

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*. Online. GRONet.

1 Nov. 1999. N. pag. Available <http://www.usa.net/~vined/horme/betterwriting.html>.

There is no pagination given at this internet citing. Note the parenthetical citations in McStudent 2, 8 have no page numbers.

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

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

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.

Schille, Judy. Personal interview. 29 Oct. 1999.

---, *What You Really Need to Know to Write a Paper*. Chula Vista, CA: Lancer Press, 1998.

---, "Writing Practices." *English Journal* Feb. 1999: 81-85.

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.

Referred to in the info boxes & excellent sources:

Williams, Robin. *The Mac Is NOT a Typewriter*. Berkeley, CA: Peachpit Press, 1990. (Also, *The PC is NOT a Typewriter*.)

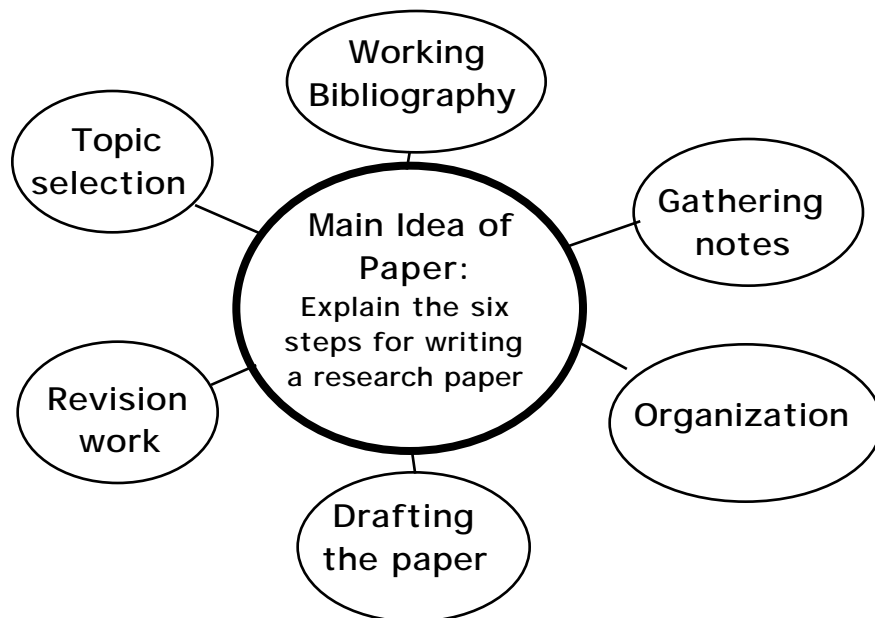
How to Create Focus Aspects from a Controlling Purpose

[or Brainstorming Your Topic]

Once a controlling purpose is selected, brainstorm key ways that this task could be accomplished in the paper. What are possible details you need to uncover with your research? Remember, each **focus element** should use two or three sources to help develop fully the aspect (focus or point), using authorities and details to provide persuasion.

Controlling Purpose Statements with Focus Possibilities:

Sample #1



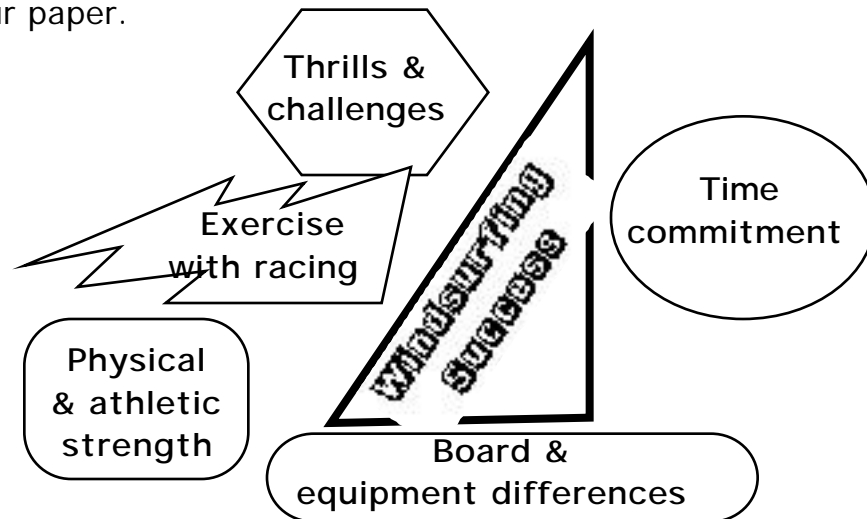
[This is a sample mindmap done before Lance Lancer began writing the document used in this manual.]

After you have all the topics down on paper, you will be able to choose the ones that you plan to research. If during the beginning of your research, you have a difficult time locating information on one or two topics or aspects of your paper, then look back at your brainstorming page and choose one or two others.

Save your brainstorm paper. It can come in handy later. You can also use this technique to organize your paper before you begin writing. Develop a "mindmap" of each aspect.

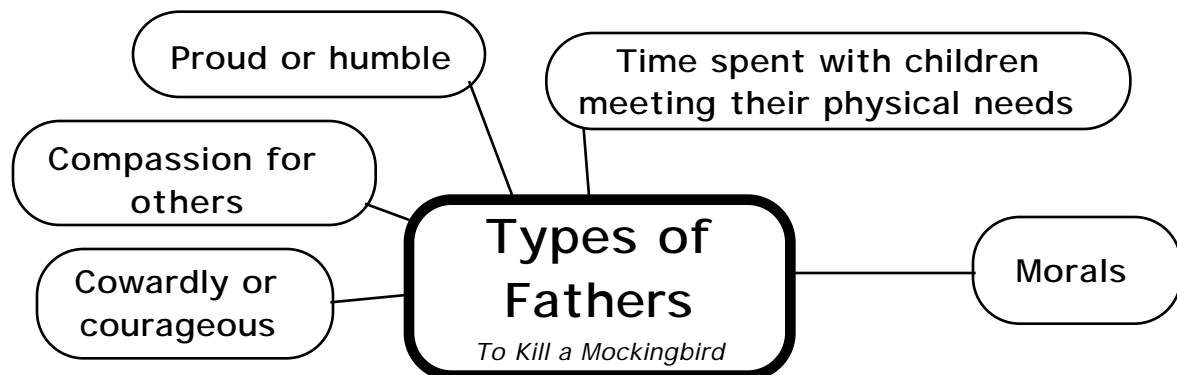
Sample #2

The purpose of this next paper is to describe the physical and mental fitness needed in order to be a successful windsurfer. Brainstorming is useful to allow your mind to flow with ideas. You may come up with more topics than you plan to use in your paper. That is okay. Just let the ideas flow onto your paper. Ask others what they would want to know if they were reading your paper.



Sample #3

The purpose of this paper is to contrast the types of fathers Atticus Finch and Bob Ewell are in Harper Lee's *To Kill a Mockingbird*.



As research reading and note taking begin, determine which focus elements are worth further investigation. These aspects then become key concepts to help develop one's thesis attitude. This is the time to be flexible, finding those ideas or issues most worthy of your research. When you take notes, either pencil in your focus elements or wait until you have done sufficient reading to determine which will be your three, four, or five areas needed to accomplish your purpose and, thus, help create a thesis opinion.

Guidelines for Work Cited Cards

← Also called
Working
Bibliography

← These become your Works Cited!

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

1 ← Number each **Works Cited Card**.

← Use the correct MLA Works Cited style format, including the hanging indentation! (See pages 31-39). This is a sample of a book format.

← To save time later when you are searching for this book, give the name of the library where you found the source & the call # & pages used.

Abbot, Bud. *Keep Laughing While Writing*. Los Angeles: Red Rabbit Publishing, 1943.

Hilltop Library
808.12 Abbot
Pages: 234-307

2 ← New number for the next **Works Cited Card**.

← Notice that you write continuously the correct information until you reach the end of the citation. **Don't** write each item on a different line!

← This area is for the student to keep track of where the information was found. Be sure to use it!

Costello, Louis. "How to Make Money While Writing about the Big Time." *Life*. Mar. 1945: 26-29.

SDSU Library
2nd Floor, Periodicals
Librarian, Ms Jones, was helpful.

3 ← New number for the next **Works Cited Card**.

← You will create a Works Cited Card for every source, even interviews, like this one.

← Student Information Area: Whatever information you think might be useful later, place in this section of your Works Cited Card.

Golding, Susan. Personal interview. 5 Oct. 1998.

Mayor Golding's Office
San Diego, Phone # 295-5555
Questions & answers in notebook.

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 aspects in your paper.

Information on every Note Card should include:

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

The diagram illustrates two examples of note cards. Each card is a rectangle with a title, a quote, and a source citation. Annotations with arrows point to specific parts of the cards and provide instructions.

Card 1: Economics of Writing

Number 2 ← Number corresponds with your **Works Cited Card** number.

Focus aspect ←

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. ←

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).

Card 2: Joy of Writing

Number 2 ← Number corresponds with your **Works Cited Card** number.

Focus aspect ←

Only one fact or quote per card!

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

Joy of Writing

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

(Costello 28).

Source: author's last name and the page number on which information is found, written in parentheses, ending with a period. This will aid you when you write your paper.

Idea: Use highlighters with the note cards—once you are definite about your focus choices. Organize your paper using different highlighters colors to accent the focus words in upper left corner. Then organize 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>(Golding).</p> <p>See notes on interview, page 2.</p>	<p>3 ← Number corresponds with your Works Cited Card number.</p> <p>← Focus aspect, could be highlighted. All "Joy of Writing" might be in blue. Then when you create your outline, you will put all blue note cards together to create that section of your outline.</p> <p>← You may need to add a note or two to yourself about this particular source or summary.</p>
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Sample of a Summary Note Card:

<p>Economics of Writing</p> <p>Speech Writing can earn a writer dollars:</p> <p>Susan Golding said that she pays several speech writers to help her with the writing of important speeches. She has employed over the years dozens of writers. These writers</p> <p>(Golding).</p> <p>[Call Golding to check on the amount paid for writing. Is it by speech or by the hour?]</p>	<p>3 ← Number corresponds with your Works Cited Card number.</p> <p>← Focus aspect</p> <p>← More notes to yourself about this source.</p>
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Note: Some teachers may use an alternative note-taking system for research. Follow 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 29.

How to Create a Research Thesis from a Controlling Purpose/Focus Aspects

You need to fully develop a purpose from your research. If your notes do not satisfy what your original purpose was, be sure to adjust your position. One's documentation within the body of a research paper must support a **specific opinion in a thesis statement**. Your purpose now *needs to be persuasively written in a declarative sentence with a specific and narrowed subject, a definite attitude about this subject (your opinion/commentary), strong word choice with focus vocabulary, and preferably a why or condition statement to show a relationship to be proved. A thesis statement can be one or two sentences in length.*

Example 1:

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.

[The purpose of this paper is to explain the six steps for writing a research paper.]

Example 2:

By featuring three types of sails, windsurfing appeals to not only the strong and athletic individual who dares to endure a maximum workout or to compete in a mind and body battle, but also to one who enjoys the leisure of sailing and the fun and freedom of ocean play.

[The purpose of this paper is to describe the physical and mental fitness needed in order to be a successful wind surfer.]

Example 3:

Despite the fact that both white men live in the small southern town of Maycomb, Atticus Finch alone displays fatherly qualities to be admired in Harper Lee's *To Kill a Mockingbird*. His compassion not only reaches out to his children, but to all citizens, causing him to use sound moral judgments, so unlike Bob Ewell whose selfishness and lack of morals create a man unfit to raise his seven children.

[The purpose of this paper is to contrast what types of fathers Atticus Finch and Bob Ewell are in Harper Lee's *To Kill a Mockingbird*.]

A thesis statement, one or two sentences, should be the last sentence(s) in the thesis paragraph.

Creating the Outline from the Note Cards

Follow these steps when creating your outline from your note cards

1. Separate your note cards by focus aspects, 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!
2. Review your focus areas and with your outline, write your thesis.
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 will request you to either make a *sentence outline* or a *topic outline* or a combination of the two.

Example:

<p style="text-align: center;">Outline</p> <p>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.</p> <p>I. Finding the right topic for research is a major responsibility for a student to undertake.</p> <p style="padding-left: 2em;">A. A report is different than a research paper.</p> <p style="padding-left: 4em;">1. An observer, a passive role</p> <p style="padding-left: 4em;">2. An active thinker to formulate a thesis attitude</p> <p style="padding-left: 2em;">B. Meaningful research means satisfying a personal need.</p> <p style="padding-left: 4em;">1. Enjoyment, career, questions, mysteries, history</p> <p style="padding-left: 4em;">2. Ask preliminary questions and brainstorm</p> <p style="padding-left: 2em;">C. Is this topic important enough for me?</p> <p style="padding-left: 4em;">1. Interesting, significant, objective</p> <p style="padding-left: 4em;">2. Narrowed to a controlling purpose</p> <p>II. After the controlling purpose is determined, it is time to begin the Working Bibliography. . . .</p>	<p>Important:</p> <ol style="list-style-type: none">1. The outline needs to be typed and <u>double spaced</u>.2. Each focus aspect should be strong enough to represent a Roman numeral section in the outline with at least an A & B idea and two specific details under each. 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).3. It is not necessary to outline the thesis and clincher paragraphs.4. Check to make sure that the information included definitely supports the thesis and is necessary for the paper and not just "excess fluff."	<p>Teachers: You may choose to direct students to create a linear outline with bullets rather than numbers & letters. Can students create a linear outline from a mind map?</p>
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How to Create a Rough Draft by using the Outline and Note Cards

Outline of Research Paper

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 than a research paper.

1. An observer, a passive role
2. An 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. . . .

A thesis paragraph has already been written, so it is now time to write the body of your research paper. Look at your outline.

Each Roman Numeral section is one part of the body of your paper and can be converted into two to five separate paragraphs, 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 attitude development throughout the paper. Here are your important commentary clinchers and transitions which compose between 25% - 30% 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 represent 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.

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 needs to be part of your thesis attitude.

Citations within the research paper, using ().

Preparing Parenthetical Citations

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 (Shepherd 64).

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:

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).

Most citations in your research paper should look like this. Learn it.

Note the question mark is within the quotes, period 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. MLA 5.3.

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)

Long citations are four lines or more.

[Note that the quote is **indented twice**. In your word processing document highlight the quoted material and move the margin 10 spaces in. Note where the period is placed before the cite 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, copied the information (Sebranek, Meyer, and Kemper 70).

Note: 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*. *Al.* is an abbreviation for the Latin word *alii*, meaning *others*. [MLA 5.2]

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 multivolume work.

To cite a page number in a multivolume 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 & page, separate the two by a colon & a space. MLA 5.4.3.

[Refer to MLA 5.1- 5.4 or Shepherd, pages 64-67 for specific parenthetical citations.]

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 22] 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 26, 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. Note: no page number!

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 information given when there is NO PAGINATION GIVEN. See MLA 4.6.25.

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., just like the example in #9 above.)

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. See MLA 4.8.

Note: the book of the Bible is NOT in italics nor in quotes.

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

12. 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).

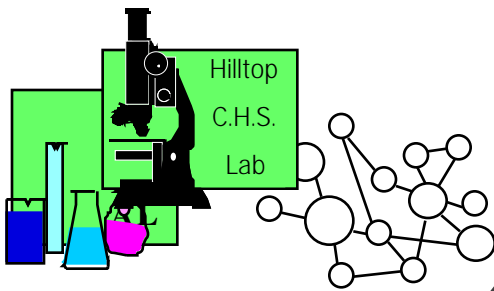
MLA 2.7.3: If you quote a part of a poem, you may incorporate two or three lines by using a slash with a space on each side to separate the lines.

13. A quote from a dictionary.

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

MLA 2.3.1 says to italicize a word you are emphasizing, such as *envy* here.

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.”



Ask your science teacher for his or her style for all science research papers. The science department may use APA Style.

▷ Science Students:

All parenthetical citations for science research papers should include the author’s last name or article title and year date instead of the page number.

Even in the Egypt of 2300 B.C., insects were a challenge to human inhabitants. Of course, a species still known today, the cockroach, was a well-known visitor to homes of the pharaohs and their citizenry (“Ancient Egypt” 1995).

Guidelines for Rough Draft Revision Process

[To be done over & over again!]

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 relevancy 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 commentary transitions that link your documentation directly to your thesis?
- Have you remembered to incorporate sentences that clinch and transition between key specifics and focus aspects?
- 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 (not over five words in length) spark?

C. Format

- Have you avoided plagiarism by completely documenting all sources?
- Is your works cited representative of only sources documented 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?

(From Shepherd 58-60)

Let's Begin the Works Cited!

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 in cited in your paper. Some teachers may want both the Works Cited AND the Bibliography!

A Works Cited source without publisher, publishing date or pagination

When a book or other source does not indicate the publisher, place or date of publication, or pagination, use the following abbreviations for the missing information:

Capitals used
just like you
would in a
sentence.

- N.p.** Inserted before the colon, n.p. indicates no place.
- N.p.** Inserted after the colon, indicates no publisher.
- N.d.** No date of publication given.
- N. pag.** No pagination given.

Do not use n. pag. in a
parenthetical citation.

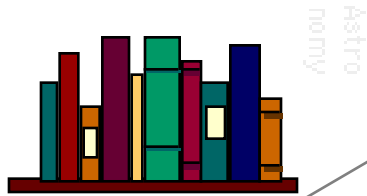
▷ Works Cited for Science Students:

Refer to your science teacher regarding the use of APA style for your science classes or Senior Projects with a science theme. The book *Publication Manual of the American Psychological Association (APA Style)* is available in the Hilltop Library.

Works Cited Forms

The following are forms for Works Cited (bibliographic) entries . Use these forms on your Works Cited cards so that when you create the list in the Works Cited, you will already have the correct form.

Books



To create the **hanging indention** format, check your word processing manual. Do NOT use tabs to create the second and third lines of a hanging indention. This can cause major problems when you print.

For Atlases, cite as a book.

A. One author

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

[The entries are double spaced, as your entire paper will be. Note that wordprocessed papers use italics when showing book titles. Do not use underline, except when typing on a typewriter.]

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*. Los Angeles: University Press, 1994.

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 multivolume 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 more than one volume of a multivolume work, cite the entire work. Note the *et al.* used in this entry which has four or more editors.

If you have used only one volume of a multivolume 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, i.e., 8 vols. MLA 4.6.15

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*.

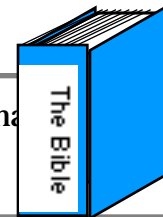
C. A reprinted article or essay (one previously published elsewhere)

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*.

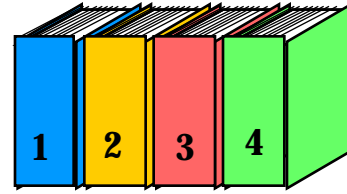
The Bible



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. MLA 2.6.5.

Encyclopedias



A. An article in an encyclopedia with no author

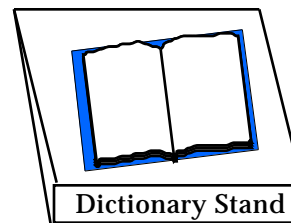
“Alaska--The 49th State.” *Compton’s Encyclopedia*. 1981 ed.

Notice that the Alaska entry does not have an author. Most encyclopedia articles today do have authors. The author is usually given credit at the end of the encyclopedia article. Sometimes only their initials are given. Check with the Librarian if you are not sure where to find the author’s name.

B. An article in an encyclopedia with an author

Schmitt, Barton D., and C. Henry Kempe. “Child Abuse.” *The Encyclopedia Americana*. 1980 ed.

Dictionaries



“Envy.” *Webster’s Third New International Dictionary of the English Language Unabridged*. 1971.

“Pride.” *The Oxford English Dictionary*. 1961.

Periodicals



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

Refer to MLA 4.7

A. An article in a magazine

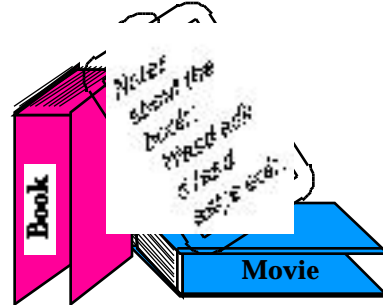
This is an article in a weekly magazine. There is a specific date given, rather than just the month. Note, there is no period after the title of the periodical.

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 Crib Deaths." *Newsweek* 6 Aug. 1973: 79.

This article has no author.



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. See MLA 4.7.10 for more detailed information.

Kauffmann, Stanley. "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. 1999: 92+.

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

C. An article in a newspaper

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

"Fuel Cells Offer Hope for Clean Cars." *CQ Researcher* 7 Nov. 1997: 972.

This article is one of the main articles in the CQ Researcher pamphlet.

This article is a minor article found in the CQ Researcher pamphlet.



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. An 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 at the Technical Higher Education Institute in Kiev." *The Journal of Accelerative Learning and Teaching* 20.3-4 (1999): 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 & #4. The year is placed inside brackets followed by a colon.]

G. An article in a newspaper

Greeley, Andrew. "Today's Morality Play: The Sitcom." *New York Times* 17 May 1987, sec. 2: 1+.

"Kozyrev's Mission to Washington." Editorial. *Boston Globe* 14 June 1992: 78.

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

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.

SIRS Social
Issues
Resources
Series

Futurist ldl
lskeqwel

Holding Back
the Sea

Article # 47

Upper left-hand corner has periodical information.

Title of Article

Number of SIRS Article

H. An article from SIRS in paper format

Art. at the end of the Jacobson entry stands for article.

Jacobson, Jodi L. "Holding Back the Sea." *Futurist* Sept.-Oct. 1990: 20-27. *Earth Science*. Ed. Eleanor Goldstein. Vol. 1. Boca Raton: SIRS, 1991. Art. 25.

---. "What's Under the Sea?" *Discover* Nov. 1991: 12-15. *Earth Science*. Ed. Eleanor Goldstein. Vol. 1. Boca Raton: SIRS, 1991. Art. 47.

To cite two or more articles (or books) by the same author, give the name in the first entry only. MLA 4.6.3.

Media and Other Sources

A. An interview

Jackson, Jesse. Personal interview. 6 May 1999.

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*. Natl Public Radio. WBUR, Boston. 2 Apr. 1994.

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. For more detailed information on this see MLA, 4.10.8.

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 research paper. Use this entry format for your citing.

Clinton, William, President of the United States of America. E-mail to the author. 5 Nov. 1998.

Sybert, Sharon. Letter to Jerry Rindone. 8 Sept. 1999.

Cole, Charles. E-mail to the author. 1 Feb. 1998.

Harmon, Dirk. Letter to the author. 2 May 1998.

Someone else may have important information from a letter source 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.

Allen, 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

"The Bookman Episode." Writ. Marshall Riggan. *Jerry Seinfeld*. Dir. Harry L. Gorden.
Prod. Peter Argentine. NBC. KNSD, San Diego. 29 Apr. 1995.

Give the episode name, followed by any significant information that you wish to include about the episode's writer, director, producer, or actors. Then give the series or program name, followed by any information that you wish to 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.

G. A recording (LP, compact disc, audio-cassette tape)

Narr. means narrated by. MLA 4.10.1.

Carson, Saul. *Voices toward Peace*. Narr. Ralph Bellamy. LP. United Nations Archives, 1961.

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

Willson, Meredith. *Meredith Willson's Marching Band!* LP. Frank Music Corp. 1957.

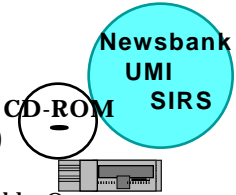
Microfiche

H. A magazine article on microfiche

Harris, Richard. "Raid at Son Tay." *American History Illustrated*. 25.1 Apr. 1990: 58-65.
UMI: fiche, 12015.

In this entry the magazine was printed with a volume 25 and number 1. The microfiche is purchased from the 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.

I. A CD-ROM disk (used to access information; i.e., UMI, electronic encyclopedias on CD-ROM, SIRS or Newsbank on CD-ROM, etc.)



[A CD-ROM is a compact disk that can store large amounts of information and is portable. Our UMI is on CD-ROM at the district on large juke boxes. We just do not see them! If you are unsure of the media, ask a Librarian. MLA 4.8.1]

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. If you cannot find a city or publisher, then cite what is available.

Here is an example of a nonperiodical publication on CD-ROM, which is a CD you would purchase to use for a computer.

"Emily Bronte." *Discovering Authors*. Vers. 1.0. CD-ROM. Gale. 1992.
The Oxford English Dictionary. 2nd ed. CD-ROM. Oxford UP. 1992.
Rentmeester, Marlien. "Totally Board." *Seventeen* 12 Dec. 1999: 40-42. CD-ROM. UMI Jan. 1998.
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. 1999: 92+. CD-ROM. UMI. Jan. 1998.
Zeigler, Mark. "Powerful National Team Finally Receiving Its Due." *The San Diego Union-Tribune*. 9 Nov. 1999: D-1. Newsbank. Dec. 1998.

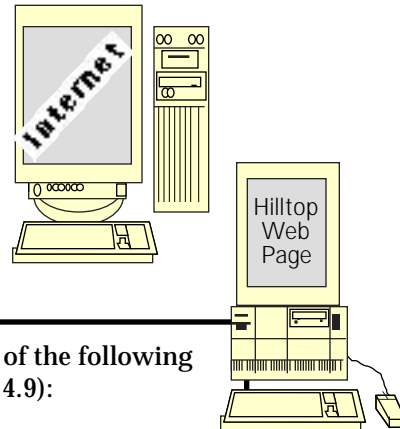
Remember, this Newsbank entry was accessed by a CD-ROM, not the internet!

For current date of the Newsbank CD-ROM, look at the search screen. It will give the dates available for searching, i.e.: From 11/1/85 to 12/5/98.

The Schickel review was reached through the vendor, UMI-Proquest, which each district library pays a yearly fee to use. If you are unsure of a vendor or the format used, ask a Librarian. Note the electronic publication date is given after UMI-Proquest. This information is located in the "Select Search Method" screen of UMI. It is in the upper left corner; i.e., Jan 1992-Apr 1996. The last date tells when the UMI was most recently updated.

J. An online database service

[According to MLA 4.9, online databases “differ from CD-ROMs and other portable database products. . . . Online databases are not portable or even tangible; you cannot buy them in a store or carry them around. . . . Online databases may be 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 (similar to MLA, 4.9):

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. Publication medium (Online).
6. Name of the computer service. (For users of the Hilltop network, use: **SUHSD**, which is the SUHSD wide area network).
7. Date of access (when you accessed the material).
8. Address you accessed (see the King entry below).

* K.I.S.S. = Keep It Simple, Senior! *

Farnsworth, Malcolm. “What Was Watergate?” 15 June 1996. *Watergate*. Online. GRONet. 11 Sept. 1998. N. pag. Available <http://www.watergate.org/>.

“The Great Depression.” *Compton’s Online Encyclopedia*. Online. America Online. 30 Sept. 1998.

King, Stephen. “The Green Mile Home Page.” 1996. *Icon CMT Corp.* Online. GRONet. 1 Sept. 1998. N. pag. Available <http://www.greenmile.com/>.

Some of these cites do not have pagination. Note the N. pag.

“U.S. Population by Age: Urban and Urbanized Areas.” 1990 *U.S. Census of Population and Housing*. Online. GRONet. 1 Sept. 1998. N. pag.

Zeigler, Mark. “Powerful National Team Finally Receiving Its Due.” *The San Diego Union-Tribune*. 9 Nov. 1999: D-1. Newsbank. 5 Dec. 1998.

Note that first Zeigler is a Newsbank entry, second was accessed through Sign-On SD.

Zeigler, Mark. “Powerful National Team Finally Receiving Its Due.” *The San Diego Union-Tribune*. 9 Nov. 1999: D-1. Sign-On San Diego . 5 Dec. 1998.
Available:uniontrib.com/news/utarchives/index.html.

[At the end of your entry, it is important to add as supplementary information the electronic address you used to access the document; precede the address with the word *Available*. Your instructor may require this information. Note that the period after *com/* is not part of the address but shows the end of the entry. MLA 4.9.3]

Glossary

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

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

Controlling Purpose - “a sentence or pair of sentences that tells what you want to accomplish in your paper” (Shepherd 26)

Direct Quotation - “repeats the words of the source exactly” (Shepherd 35)

Documentation - “material included in a research paper to tell the sources from which information was taken” (Shepherd 35)

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

Outline - a listing of main features or ideas of something under discussion; a sentence outline contains complete sentences whereas a topic outline uses words, phrases, or clauses (Shepherd 44)

Paraphrase - “repeats an idea from the source but uses different words” (Shepherd 35) and often includes quoted phrases; summing it up on one’s own words.

Parenthetical Citation - “method of documentation” that is used within the text of the paper (Shepherd 63)

Plagiarism - “the act of intentionally or unintentionally treating work done by others as your own” (Shepherd 39)

Summary - “repeats in different words and at the same time condenses an idea taken from the source” (Shepherd 35)

Thesis Statement - a strong declarative sentence(s) which has a narrowed specific subject and a definite attitude or opinion about the subject

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

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 sample of Works Cited page on Lancer 9.

Font style for most of manual is Palatino, 12 point; as is this page.