

SOUTH TAHOE HIGH SCHOOL ENGLISH DEPARTMENT RESEARCH GUIDE

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GETTING STARTED

I. SELECT A TOPIC

- Select a general topic which is not too broad or too narrow for the required length.
- Study the Topic Checklist below. Then select your own general topic. Keep revising until it passes all **Checklist** criteria.

TOPIC CHECKLIST

<input type="checkbox"/> Not too broad	“Preparations for D-Day” not “Causes of World War II”
<input type="checkbox"/> Not too narrow	“Impact of Foreign Car Imports” not “The BMW Hood”
<input type="checkbox"/> Not too technical	“Chemotherapy For Cancer” not “Carcinoma of the Pancreatic Duct”
<input type="checkbox"/> Scholarly	“Influences on Crane’s <u>Red Badge</u> ” not “Rollerblades”
<input type="checkbox"/> Interesting to you	
<input type="checkbox"/> OK with teacher	

II. POSE A QUESTION WORTH RESEARCHING: What do you want to know about this topic? **Brainstorm or free write, then choose a specific focus for research.**

Examples:

- Should the use of lie detectors be banned?
 - Why would someone choose to be a clown?
- *These questions should not be able to be answered with a yes/no—they lead to an opinion about the topic

Done **thoughtfully**, this step will help **shape** your research and form your **thesis statement**.

III. SEARCH FOR INFORMATION

You can use:

Primary Sources: First hand material, such as interviews, letters, documents, plays, novels, news stories.

Secondary Sources: Material written about primary sources, events or ideas.

You need to be aware of:

- Copyright dateUse the most recent unless historically significant.
- Author’s reputation.Use the most well-known in field, prolific, and scholarly.
- Scholarship. Use detailed/ accurate information—not unsubstantiated
- Relevance. Use material that relates closely to topic.
- BibliographyUse extensive, scholarly sources.
- Objectivity.Use sources that show both sides of an issue

LOCAL REFERENCE ACCESS

STHS Library

- | | |
|--|--|
| • College and Career Center | • Online Databases (subscription sources) |
| • Reference Books | • Encyclopedias: print and electronic |
| • Dictionaries: good as resource but do NOT count as a required source | • Internet (see below for important note) |

Community Sources

- | | |
|------------------------------------|---|
| • El Dorado County Library | • Lake Tahoe Community College |
| • Lake Tahoe Historical Society | • Community Service/ travel organizations |
| • <i>Tahoe Daily Tribune</i> | • Interviews |
| • South Tahoe Chamber of Commerce. | |

IV. MAKE YOUR SOURCE CARDS

- Source information from references is noted on 3 x 5 card (one source per card).
- Make source cards for all sources used in paper and on Works Cited page.
- **It is VITAL that you use the correct format for your reference cards.**
 - This information goes directly into your Works Cited at the end of your paper.

A SPECIAL NOTE ABOUT INTERNET SOURCES

Evaluate internet sources:

- **Who wrote the web page?** *Determine if the writer is a qualified and knowledgeable expert.*
- **Is the information accurate?** *Is the information given factual or just opinion?*
- **Is the information up-to-date?** *Check the date it was created and/or last updated.*
- **Is the information biased (expressing only one point of view)?** *The site might be biased.*
- **Is this a personal web site?** *Such sites are NOT acceptable sources for your research.*
- **Is this a reliable web address (URL)?**

Do you know the key to sites?

 - *.gov* indicates sites that contain information from a government agency
 - *.edu* are educational sources; university sites are almost always reliable
 - *.org* is a non-profit organization; be sure to look to the source
 - *.com* is a business. Businesses trying to sell a product might be unreliable.
 - *.net* indicates a variety of organizations that offer internet services.

ENGLISH DEPARTMENT POLICY REQUIRES:

1. **ALL internet materials must be printed out and brought in for the teacher to approve.** ONLY approved sources may be used
 2. **All print outs must include:**
 - the Home Page, which will have the title, etc.
 - the copyright information or last date the website was updated
 - the information you intend to use
 - the **http://** - that is the Uniform Resource Locator, or URL
- *A paper taken from the internet or any other source, including another student from STHS, constitutes plagiarism and will result in immediate failure.**

*** NEW MLA GUIDELNES * as of 2009**

- **No More Underlining!** MLA now recommends italicizing titles of books, periodicals, films
- **No More URLs!** *teacher reserves the right to ask for URL to still be included on WC page if the path to the source is unclear
- While website entries will still include authors, article names, and website medium, **every** entry now receives a medium of publication marker: Most entries will be listed as **Print or Web**, but other possibilities include **Performance, DVD, or TV**. Most of these markers will appear at the end of entries; however, markers for **Web sources are followed by the date you accessed the source.**
- **New Abbreviations: N.p., n.d., n.pag:**
 - Web source entries **now require publisher name** (when no publisher name appears on the website, write **N.p.** for no publisher given); this is in the sponsor position
 - a **date of publication** (When sites omit a date of publication, write **n.d.** for no date)—this follows the name of the sponsor/publisher
 - For online journals that appear only online (no print version) or on databases that do not provide pagination, **write n. pag. for no pagination.**

MLA 2009 SAMPLE CHANGES IN ENTRIES

- **BOOKS: Book citations remain largely the same: author, title, and publishing information --there is also the addition of the medium of publication at the end of the entry--Print**

Carré, Mike le. *The Tailor of Tales*. New York: Schuster, 1996. Print.

- **SCHOLARLY PUBLICATION (JOURNAL):** Regardless of pagination, all scholarly publication citations include both volume and issue numbers. End citations with the medium of publication--Print.

Alson, Frederick A. and Marguerite L. Marms. "Wyman Reid Grene, American Bontanist." *Bios* 23.1 (1957): 26-35. Print.

- **ONLINE PERIODICALS:** Online periodicals include both the name of the website in italics and the website publisher.

*Note that some sites will have different names than their print formats, such as ones that include a domain name like .com or .org.

*NEW MLA--If no publisher is listed, use N.p. to denote no publisher name given. Follow with date of publication, Web as medium of publication, and date of access.

Lumell, Sam. "Of the Sea and the Sky." *New York Times*. *New York Times*, 26 Nov. 2007. Web. 1 Dec. 2007.

Colen, Elizabeth. "Four Ways to Avoid People While Traveling." N.p. n.pag. 27 Nov. 2007. Web. 28 Nov. 2007.

- **ONLINE DATABASE SCHOLARLY JOURNAL ARTICLE:** Cite online journal articles from an online database as you would a print one.
 - Provide the database name in italics
 - Library information is no longer required
 - If source is only found online, list n.pag for no page
 - List the medium of publication as Web
 - End with the date of your access

Bermer, James D. and Helmut J. Schmidt. "Regulation of DNA Content in Paramecium." *The Journal of Cells* 76.1 (1978): n.pag.. *JSTOR*. Web. 20 Nov. 2006.

- **ONLINE-ONLY PUBLICATION :**
 - For articles that appear in an online-only format or in databases that do not provide a page number, use the abbreviation *n. pag. for no pagination*.
 - End the citation with the medium of publication--Web
 - Provide the date of your access

Kesl, Fian, and Nadia Kusche. "Rationalities and Resistance in Welfarism." *Social Work & Society* 7.1 (2007): n. pag. Web. 1 Oct. 2007.

BOOKS (source cards and Works Cited also follow this format)**ONE AUTHOR**

Tompkins, Jane. *West of Everything: The Inner Life of Western*. Chicago: Oxford UP, 1992. Print.

- author's **name**, last name first, **period**
- **title** and **subtitle**, italicized, **period**
- **place** of publication, **publisher**, and **date** of publication (**use most recent date**), **period**.
- use a **colon** (:) between where published and publisher
- publication medium (new in MLA as of 2008)

TWO OR THREE AUTHORS

- **Name them in the order in which they are presented on the title page.**
- **Use the last name first only for the first author; all the rest appear first name first.**

Rico, Barbara, and Sandra Mano. *American Mosaic: Multicultural Readings in Context*. Boston: Houghton, 1991. Print.

Bentley, Nicolas, Michael Slater, and Nina Burgis. *Dickens Index*. New York: Oxford UP, 1999. Print.

FOUR OR MORE AUTHORS

- **Cite only the first author, name reversed, followed by “et al.”**

Medhurst, Martin J., et al. *Cold War Rhetoric*. New York: Greenwood, 1990. Print.

EDITORS

- **Use the abbreviation “ed.” for editor or “eds.” for multiple editors**

Anaya, Rudolfo, and Francisco Lomeli, eds. *Aztlán: Essays on the Chicano Homeland*. Albuquerque: Academia-El Norte, 1989. Print.

AUTHOR AND AN EDITOR

- **Begin with the author and title, followed by “Ed.” and name of the editor.**

Franklin, Benjamin. *The Autobiography and Other Writing*. Ed. Kenneth Silverman. New York: Penguin, 1986. Print.

CORPORATE AUTHOR

- **List the entry under the name of corporate author, even if it is also the name of the publisher.**

Fidelity Investments. *Mutual Brokerage Services Handbook*. Boston: Fidelity Investments, 1993. Print.

UNKNOWN AUTHOR

- **Begin with the title.**
- **Alphabetize by the first word, except for *a*, *an* and *the***

Times Atlas of the World, The . 9th ed. New York: Times, 1992. Print.

MULTIVOLUME WORK

- **Include the number of volumes before the city and publisher, using “vols.”**

Mark Twain: Collected Tales, Speeches, and Essays. 2 vols. New York: Harper, 1992. Print.

- **If your paper cites only one of the volumes, write the volume number before the city and publisher, then write the total number of volumes after the date.**

Mark Twain: Collected Tales, Speeches, and Essays. Vol. 2. New York: Harper, 1992. 2 vols. Print.

ENCYCLOPEDIA OR DICTIONARY (printed or electronic)

Arrange by--

- **the author of the entry (if any)**
- **the entry heading or title (not using *a*, *an*, or *the*)**
- **title of the encyclopedia or dictionary**
- **the edition number (if any) or media (online, CD-ROM)**
- **date of the edition.**
- **Publication medium (Print, Web) *Web sources must include date of access**

Jones, Kenneth. “Croatia.” *The New Encyclopedia Britannica*: Online. 1991. Web. 10 Sep 2008.

“Bosnia.” *Encyclopedia Britannica*. 3rd Edition. January 1988. Print.

Oxford Dictionary and Thesaurus. American Edition. 1996. Print.

WORK IN AN ANTHOLOGY

- **Begin with author and title of the selection.**
- **Then give the title and the editor of the anthology.**
- **After the publishing information, give the page numbers on which the selection appears.**
- **Publication medium**

Synge, J. M. “On an Anniversary.” *The New Oxford Book of Irish Verse*. Ed. Thomas Kinsella. Oxford: Oxford UP, 1986. 318. Print.

SACRED TEXTS

- **Give the title of the edition of the sacred text (taken from the title page), italicized**
- **The editor’s or translator’s name (if any)**
- **Publication information**
- **Medium of publication**

Holy Bible. Weaton: Tindale, 2006. Print.

The Qur’an: Translation. Trans. Abdullah Yusuf Ali. Elmurst: Tarique, 1999. Print.

FOREWORD, INTRODUCTION, PREFACE OR AFTERWORD

- **Begin with the author of that element.**
- **Identify the element being cited, followed by the title of the book, etc.**
- **Publishing information**
- **Provide page numbers**
- **Publication medium**

Murray, Charles. Foreword. *Unfinished Business: A Civil Rights Strategy for American's Third Century*. By Clint Bolick. San Francisco: Inst. for Public Policy, 1990. ix-xiii. Print.

PERIODICALS**SIGNED ARTICLE IN A MONTHLY MAGAZINE**

- **Begin with the **author** of the article followed by a **period**.**
- **Next is the “**title of the article**” followed by a **period**.**
- **Next is the **title of the magazine**, *italicized* **NO PERIOD**.**
- **Following that is the **month and the year** published, followed by a **colon**.**
- **Page numbers** in which the article appears.
- **Period.**
- **Publication medium**

***NEW MLA NOTE:**

- *For articles appearing on consecutive pages, provide the range of pages. When an article does not appear on consecutive pages, give the number of the first page followed by a plus sign: 32+*

Lucas, John. “The End of the Twentieth Century.” *Harper's*. Jan. 1993: 39-58. Print.

Lucas, John. “What Now?” *Animals Weekly*. Feb. 1994: 28+. Print.

SIGNED ARTICLE IN A NEWSPAPER

- **Begin with the author of the article.**
- **Next comes the title of the article, in quotation marks.**
- **Following is the name of the newspaper, *italicized*.**
- **Last is the date, the section letter or number, and the page number.**

Sun, Leana H. “Chinese Feel the Strain of a New Society.” *Washington Post*. 13 June 1993: A1+. Print.

UNSIGNED ARTICLE IN A NEWSPAPER or MAGAZINE

- **Begin with the article title enclosed in quotation marks.**

“Radiation in Russia.” *U.S. News and World Report*. 9 Aug. 1993: 40-42. Print.

WEB SITES (new MLA guidelines)

- **Begin with the name of the author or editor**
- **title of the site, *italicized*.**

- Provide the sponsor or publisher of the site
- The date of publication or last update
- Publication medium (Web)—for Web publications
- followed by the date you accessed (this isn't new, but the order of this information is)

***If the website has no title, substitute a description (such as Home page) for the title, neither italicized nor in quotation marks.**

AN ENTIRE WEBSITE WITHOUT A TITLE

Smith, Jake. Home page. Sumter Natl. Laboratory, 2 Nov. 2005. Web. 2 June 2006.

AN ENTIRE WEBSITE WITH AUTHOR

Peterson, Sarah. *The Life and Times of Martin Luther*. Sarah Peterson, 2001. Web. 23 Jan. 2005.

AN ENTIRE WEBSITE WITH CORPORATE (GROUP) AUTHOR

United States. Environmental Protection Agency. *Drinking Water Standards*. EPA, 28 Nov. 2005. Web. 24 Jan. 2006.

AN ENTIRE WEBSITE WITH AN UNKNOWN AUTHOR

Margaret Grand Papers Project. History Dept., Pepperdine U, 15 Nov. 1999. Web. 1 Jan. 2005.

AN ENTIRE WEBSITE WITH AN EDITOR

Hamm, Sam, ed. *Internet History Sourcebook*. Duke U, 2 Oct. 2000. Web. 17 June. 2005.

***NOTE:**

If your instructor requires a URL for Web sources, include the URL, enclosed in angle brackets, at the end of the entry. When a URL in a works cited entry must be divided at the end of a line, break it after a slash. Do not insert a hyphen.

Pattinson, Susan. *The Life of Mary Lindner*. Susan Pattinson, 2001. Web. 23 Jan. 2005 <http://www.susanpattinson.com/index_files/lindner.htm>.

ADDITIONAL ONLINE SOURCES

ONLINE BOOKS

- When a book or a book-length work such as a play or a long poem is posted on the Web as its own site, give the title of the work and the print publication information, if available.
- Follow with the title of the Web site on which the book appears, the medium, and date of access

Reary, Michael. *Mouths to Feed*. Columbia: MOT P, 1996. *The MOT Press*. Web. 1 Jan. 2005.

Jones, Harry A. *Incredible Accidents*. Ed. Marly Smith. Boston, 1801. *Documenting Our Lives*.
Web. 2 Mar. 2006.

WORK FROM A DATABASE SERVICE SUCH AS *GALE RESEARCH*

- **List the publication information for the source.**
- **Give the name of the database--such as *GALE Research*, italicized**
- **Publication medium**
- **Your date of access.**

Mowers, John. "About Time to Interview?" *College Focus* 52.3 (2004): 101-12. *Gale Research*.
Web. 22 Sept. 2007.

ARTICLE IN AN ONLINE JOURNAL *same publication information as for a print journal-
see print sources

ARTICLE IN AN ONLINE MAGAZINE OR NEWSPAPER

- **Author**
- **Title of the article (in quotation marks)**
- **Title of the online magazine or newspaper (italicized)**
- **Sponsor or publisher of the site (use "N.p." if there is none)**
- **Date of publication**
- **Publication medium**
- **Date of access**

Kline, Steph. "Birthing." *Pregnancy.com*. Coastal Media Group, 2 Nov. 2004. Web. 8 Jan. 2006.

AN ONLINE NEWSPAPER

Rogers, Lon. "Education." *New York Times*. New York Times, 9 Apr. 2004. Web. 2 Feb. 2007.

AN ENTIRE WEBLOG *these can only be used as sources if approved by classroom
teacher

Cite a blog as you would an entire Web site:

- **Give the author's name**
- **Title of the blog, italicized**
- **Sponsor or publisher of the blog (use "N.p." if there is none)**
- **Date of most recent update**
- **Publication medium**
- **Date of access**

Blitzer, Wolfe. *The Burn*. Washington Sentinel, 7 Apr. 2005. Web. 17 Aug. 2008.

AN ENTRY IN A WEBLOG (BLOG) *these can only be used as a source is approved by
teacher

Cite an entry or a comment (a response to an entry) in a Weblog as you would a short work

from a Web site:

- Give the author of the entry or comment and the title of the entry, if any, in quotation marks; if the entry does not have a title, use the label “Weblog entry” or “Weblog comment.”
- Follow with the title of the blog, italicized, and the remaining information as for an entire blog.

Blitzer, Wolfe. “What We Need to Know.” *The Burn*. Washington Sentinel, 8 Mar. 2005. Web.
5 Aug. 2008.

Donaldson, Sam. Weblog comment. *The Burn*. Washington Sentinel, 10 Mar. 2005. Web. 10
Aug. 2008.

E-MAIL

- To cite an e-mail message, begin with the writer’s name and the subject line
- Then write “Message to” followed by the name of the recipient
- End with the date of the message and the medium (“E-mail”)

Reed, Eva. “Response to Query.” Message to the author. 13 May. 2006. E-mail.

MULTIMEDIA SOURCES (INCLUDING ONLINE VERSIONS):

- | | |
|--|---|
| <ul style="list-style-type: none"> ➤ VISUALS (WORKS OF ART) ➤ AUDIO WORKS (SOUND RECORDINGS) ➤ AUDIOVISUALS (FILMS) | <ul style="list-style-type: none"> ➤ PODCASTS ➤ LIVE EVENTS |
|--|---|

Give the medium for all multimedia sources, usually at the end of the citation and not italicized or in quotation marks:

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> ✓ Print ✓ Web ✓ Radio ✓ Television | <ul style="list-style-type: none"> ✓ CD ✓ Film/DVD ✓ Performance ✓ Lecture | <ul style="list-style-type: none"> ✓ PDF/JPEG file ✓ <i>Microsoft Word file</i> |
|---|--|---|

FILM OR VIDEO

- Begin with the title, italicized
- Cite the director—Dir.
- Cite the lead actors—Perf. and/or narrator—Narr.
- Cite the distributor
- The year of the film’s release
- Publishing medium—Film, DVD, Videocassette

Center of the World. Dir. Marc Forester. Perf. Johnny Depp, Kate Winslet, and Dustin Hoffman.
Sony Pictures, 2002. DVD.

The House of Sand and Fog. Dir. Stephen Daltry. Perf. Meryl Streep and Michael Moore.
Miramax, 2000. Film.

RADIO OR TELEVISION PROGRAM

- Provide the title of the radio segment/television episode (if there is one), in quotation marks
- Give the title of the program or series, italicized
- Provide relevant information about the program: writer (By), director (Dir.), performers (Perf.), or host (Host)
- The network, local station (if any), and location
- The date of broadcast
- Publication medium—Television or Radio

*For a program you accessed online, after the information about the program give the network, the title of the Web site, the medium (Web), and your date of access.

“Interns.” *Medical Dramas*. Narr. Sam Smith. PBS. WGBB, Bedford, 2 July. 2008. Television.

“Eli Whitney: The Birth of the Cotton Gin.” *Fresh Air*. Host Terry Gross. Natl. Public Radio.

NPR.org. Web. 2 Nov. 2008.

PODCAST

A podcast can refer to digital audio content—downloadable lectures, interviews, or essays—or to the method of delivery.

Treat a podcast as you would a short work from a Web site, giving the medium of delivery: Web, MP3 file, MPEG-4 video file and then the date of access.

Roberts, Moira. “How Do We Treat the Elderly?” Host Margaret Sanger. *Los Angeles PublicCast*.

Los Angeles Elderly Policy Foundation, 1 Mar. 2004. MP3 file. 9 Aug. 2008.

LINKS

If you have accessed an online document ONLY through a different Web site, you must show how you got there.

*Use “Lkd.” to indicate the linkage you used to get to this site.

Miller, Allison. “Scholarship Requirements for Kansas Natives.” Lkd. ECU Honors Program Home Page, at “For Kansas Natives” 22 Jan. 1999. Web. 19. June. 2008.

<h3>AUTHOR CITATION-Signal Phrases and Parenthetical References</h3>
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Citations are made with a combination of signal phrases and parenthetical reference.

A **signal phrase** indicates that something drawn from a source is about to be used; usually the signal phrase includes the author’s name. The **parenthetical reference** includes the page number where that information is found.

According to Barbara Stone, people are all responsible for themselves (14).

If a signal phrase is not used, then the source must be indicated inside the parenthetical reference.

People are all responsible for themselves (Stone 14.)

There are a few rules to observe:

- The reader must know where to go to find the information you have just cited
- A complete and accurate Works Cited page shows you how to list a source in the text
- The **author's last name** and the **specific page number** of the work where the material can be found are placed in parentheses **directly following text**.

There are some shortcuts to simplify citing sources:

- If an entire paragraph uses material from a single location in one source, the whole paragraph can be cited just once, at the end of the paragraph
- If varying pages from a source are to be used in a paragraph, then the **first** citation should indicate source and page number, and **subsequent** mentions in that paragraph can just cite the page number

AUTHOR NAMED IN A SIGNAL PHRASE

The signal phrase “Flora Davis reports” provides the name of the author, while the parenthetical reference provides the location.

The period follows the parentheses.

Use only the page number in the reference.

Flora Davis reports that a chimp at the Yerkes Primate Research Center “has combined words into new sentences that she was never taught” (67).

AUTHOR NOT NAMED IN A SIGNAL PHRASE

The author's last name must appear in parentheses along with the page number.

Although the baby chimp lived only a few hours, Washoe signed to it before it died (Davis 42).

TWO OR MORE WORKS BY THE SAME AUTHOR

Include the title of the work either in the signal phrase or in abbreviated form in the parenthetical reference.

In *Eloquent Animals*, Flora Davis reports that a chimp at the Yerkes Primate Research Center “has combined words into sentences that she was never taught” (67).

Flora Davis reports that a chimp at the Yerkes Primate Research Center “has combined words into sentences that she was never taught” (*Eloquent* 67).

In cases where you have two sources by the same author, both the author and a short title must be given in the parentheses.

Although the baby chimpanzee lived only for a few hours, Washoe signed to it before it died (Davis, *Eloquent* 42).

TWO OR THREE AUTHORS

Name them in the signal phrase or include them in the parenthetical reference.

Patterson and Linden agree that the gorilla Koko acquired language more slowly than a normal speaking child (89-90).

The dolphins were observed to avoid an area in which a killer whale had recently been swimming (Johnson, Kale, and Roberts 389)

FOUR OR MORE AUTHORS

Include only the first author’s name, followed by “et al.,” which is Latin for “and others,” in either the signal phrase or the parenthetical reference.

The study was extended for two years, and only after results were duplicated on both coasts did the authors publish their results (Doe et al. 137).

AN INDIRECT SOURCE (a source is QUOTED IN someone else’s source) *very common
When a writer’s or speaker’s quoted words appear in a source written by someone else. Begin the citation with the abbreviation “qtd. in” then give the source and page number as usual.

“We only used seven signs in his presence,” says Fouts. “All of his signs were learned from the other chimps at the laboratory” (qtd. in Toner 24).

CORPORATE AUTHOR

Include the name in either the signal phrase or the parenthetical reference.

The Internal Revenue Service warns businesses that deductions for “lavish and extravagant entertainment” are not allowed (43).

Businesses were warned that deductions for “lavish and extravagant entertainment are not allowed” (Internal Revenue Service 43).

UNKNOWN AUTHOR: AN UNSIGNED WORK

Either use the complete title in a signal phrase or use a short form of the title in the parentheses; be sure to enclose the title in quotation marks (same as it is listed in Works Cited).

The UFO reported by the crew of a Japan Air Lines flight remains a mystery. Radar tapes did not confirm the presence of another craft (“Strange Encounter” 26).

AUTHORS WITH THE SAME LAST NAME

Include the first name of the author you are citing in the signal phrase or parenthetical reference.

Both Lucy and Koko have been reported to lie (Adrian Desmond 201).

A MULTIVOLUME WORK

If your paper cites more than one volume of a multi-volume work, indicate in the parentheses which volume you are referring to.

If your paper cites only one volume of a multi-volume work, you will include the volume number in the Works cited at the end of the paper and will not need to include it in the parentheses.

Terman’s studies of gifted children reveal a pattern of accelerated language acquisitions (2: 279).

A NOVEL, A PLAY OR A POEM:

For a novel, put the page number first, then the chapter.

Fitzgerald’s narrator captures Gatsby in a moment of isolation: “A sudden emptiness seemed to flow now from the windows and the great doors, endowing with isolation the figure of the host” (56; ch. 3).

For a play, list the act, scene, and line numbers—separate by a period.

Hamlet defines the purpose of theater: “Whose end. . . is to hold the mirror up to nature” (3.2, 21-3).

For a poem, cite the part and line numbers

When Homer’s Odysseus came to the hall of Circe, he found his men “mild / in her soft spell, fed on her drug of evil” (10: 209-211).

A WORK IN AN ANTHOLOGY

Put the name of author (NOT the editor of the anthology) in the signal phrase or in the parentheses, as the work will be in the Works Cited by its author

At the end of ““The Story of An Hour,” Mrs. Mallard drops dead upon learning that her husband is alive. In the final irony, doctors report that she has died of a “joy that kills” (Chopin 25).

TWO OR MORE WORKS TOGETHER

When you need to use more than one source to document a particular point, separate the citations with a semicolon

With training, the apes in this study learned over 200 signs or signals (Desmond 229; Linden 173).

A PERSONAL INTERVIEW

Whether or not the interviewee's name is given in the signal phrase, the citation should be given.

If more than one interview with the same party is listed in the Works Cited, the date of the interview should be given as well

As Fred Adams reports, "Not all chimpanzees make good pets" (Adams).

"Most people are not prepared for the amount of work having a chimpanzee as a pet requires," comments Maude Jacobs (Jacobs 31 May 1993).

<h3>CORRECTLY INTEGRATING and PUNCTUATING QUOTATIONS</h3>

- **Don't rely on quotations for the bulk of your paper:** It looks lazy.
- If you have correctly used **signal phrases** in your citations, you're almost finished
- Integrating quotations fully within your writing gives **coherence** and keeps your **voice** dominant

REMEMBER: Give the source's full name when you **first** refer to that source. After the first reference, use just the last name. **Never use just the first name.**

Rules For Effective Use Of Quotations:

1. **Before a quotation, give the author's name in the signal phrase to prepare readers for the quotation. –notice correct use of comma**

According to ornithologist Jay Sheppard, "The bald eagle seems to have stabilized its population in Oregon" (96).

Susan Miller, author of *Family Bonds*, believes that "Only when a child knows who surrounds him does he know who he is" (47).

2. **A lead-in to a quotation that gives an explanation as well as a signal phrase uses a COLON before the quotation:**

What Susan Miller says in her discussion of family bonds is how essential they are for children: "Only when a child knows who surrounds him does he know who he is" (47).

3. **You can weave a phrase or part of source's sentence into your own sentence structure; be sure to use NO PUNCTUATION before the quotation:**

Bruce Bower reports in *Tribes of Africa* that Kanzi practices "simple grammatical ordering rules" such as putting actions before objects (140).

- **Use whatever adjustments** (ellipses or brackets) **are necessary** so that the quotation fits grammatically into your own phrasing.

- **Ellipsis marks** (three periods, with spaces between) indicate that you have omitted words in the middle of a passage. **Do not use an ellipsis mark at the beginning or at the end of a quotation.**
- **To condense** a quoted passage, use ellipsis, but remember that the sentence that remains must be grammatically correct:

Erik Eckhom reports that “a pygmy chimpanzee . . . has demonstrated what some say are the most human-like traits” ever seen (22).

According to Miller, a child is influenced by “Only. . . who surrounds him” (47).

- **Brackets** (square parentheses) allow you to **insert words** of your own into quoted material, to explain a confusing reference’

Robert Seyfarth reports that “Premack [a scientist at the University of Pennsylvania] taught a seven-year-old chimpanzee the sign for apple” (35).

According to Mitt, children only know who they are if they have a sense of “who surrounds [them]” (47).

- **[sic] Brackets are used only within a quote to indicate an error by the author of the quote and this lets the reader know that the author of the essay has not made a grammatical error**

According to Mitt, “Children have the best of intentions [sic] and need only guidance” (74).

4. Follow quotations with comment, analysis or connection to add detail

Susan Miller’s belief is simply stated thus: “Only when a child knows who surrounds him does he know who he is” (47). Such a clear expression of the necessity of tight bonding within a family is the newest focus of those investigating child development.

5. Set off **long quotations** of MORE THAN four (4) typed lines of prose or three (3) lines of poetry.
 - Set off by indenting two tabs from the left margin.
 - Use the normal right margin and continue to double space.
 - Quotation marks are unnecessary because the indented format tells readers that the words are quoted.
 - Long quotations should be introduced by a SUMMARY sentence, followed by a COLON:

Example:

Desmond describes how Washoe tried signing to the other apes when the Gardeners returned her to an ape colony in Oklahoma:

One particularly memorable day, a snake spread terror through the island and the apes were screaming at the snake and at each other; Washoe was signing ‘safe’ over and over to the other apes. While the other apes paid no attention whatsoever, clearly Washoe had learned the power of communication. (87)

Desmond’s observation of Washoe’s attempted communication supports. . .

- Notice the ending punctuation comes before the citation.
- Notice that the paragraph continues after the quotation; paragraphs end with concluding sentences, NOT with a quotation.

INITIAL ORGANIZATION

Before you begin taking notes and accumulating information, you need to have a mental framework—an initial plan of organization—into which this new information will fall

A. GO BACK TO THE QUESTION YOU BEGAN WITH

- Does the question continue to interest you?
- Does there appear to be enough research available to answer it?
- Is it narrow enough for the limited length of the paper?

B. IF NECESSARY, NARROW YOUR FOCUS: Most writers’ initial subjects are too broad for the scope of the paper assigned. **As you begin the early stages of your research, look for ways you can restrict your subject.**

For example:

- “Should the use of the lie detector be banned?” could be narrowed to “Should the use of the lie detector *by private employers* be banned?”
- “What are the hazards of fad diets?” could be narrowed to “What are the hazards of fad *liquid* diets?”

C. FOLLOW A SEARCH STRATEGY: Begin with sources that give you an **overview** of your subject: encyclopedia or reference book is a good source for an historical subject; use current magazines for a more current topic.

D. CREATE A VISUAL PLAN OF ORGANIZATION

For example:

- Narrow your subject and begin organizing the material: outline, cluster, map, etc.
- This plan must be **FLUID**—meaning that the plan and the focus of your research may change slightly (or greatly) as you find what IS available, what ISN’T.

You will need to adjust your question and/or your plan as you get deeper into the research.

For example: You can map out/cluster research questions and subtopics

Research question: “Should the use of lie detectors be banned by private employers?”

Subtopics:

- Uses of lie detectors by private employers
- Advantages to employers
- Effects on employees
- Current legal challenges

NOTE-TAKING/ANNOTATING SOURCES

DO NOT COPY from the source. This is a crucial matter, for if any language from your sources finds its way into your final draft without quotation marks and proper citation, **you will be guilty of plagiarism**, a serious academic offense.

HOW TO AVOID PLAGIARIZING:

1. **Don't half-copy** the source's phrasing, either by mixing the author's phrases without using quotation marks or by plugging your own synonyms into the author's sentence.
2. **Don't look at the source while you are summarizing or paraphrasing.** Close the book, write from memory, and then open the book to check for accuracy.

ORIGINAL VERSION:

If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists. -Davis, *Eloquent Animals*, p. 26

√ **UNACCEPTABLE BORROWING OF PHRASES:**

The existence of a signing ape unsettled linguists and startled animal behaviorists (Davis 26).

√ **UNACCEPTABLE BORROWING OF STRUCTURE:**

If the presence of a sign-language-using chimp was disturbing for scientists studying language, it was also surprising to scientists studying animal behavior (Davis 26).

ACCEPTABLE PARAPHRASES:

When they learned of an ape's ability to use sign language, both linguists and animal behaviorists were taken by surprise (Davis 26).

According to Flora Davis, linguists and animal behaviorists were unprepared for the news that a chimp could communicate with its trainers through sign language (26).

YOUR GOAL IS TO PUT THE SOURCE'S INFORMATION INTO YOUR WORDS.

TAKE NOTES FROM YOUR MATERIAL:

- **Many researchers find the 3x5 note cards work best.** Write one note on each card and then shuffle and reshuffle the cards to experiment with the organization of your paper
- **Computer printouts or photocopied** information can be used in place of note cards. The pertinent information should be **HIGHLIGHTED** on the materials and the **sub-topic noted in the margin**. Make sure when you print out material that you include all relevant citation information (otherwise you will need to go back later to find it)
- **Take notes on important information:** details, quotations, facts, examples
- **Exact page references** should be included --you will need these for Works Cited
- The **majority** of your notes should be **summaries of information** from the sources, rather than exact quotes
- **Be sure to use QUOTATION MARKS to indicate ALL material you take word for word from your source.** Inadvertently copying a source is still plagiarism.
- **Reference information** should be stated at the bottom of back of the note card.

DEVELOP A THESIS STATEMENT

- You must develop a **THESIS** which can be "proved" or supported by your research

- “How to...” papers are UNACCEPTABLE (*Consult teacher for “Search Paper” thesis.*)

Think of the question you asked yourself before beginning the research, then phrase your answer to that question as a thesis.

FOR EXAMPLE:

If your research question was...

Then your thesis statement might be...

Why are mountain lions a protected species?

Mountain lions should not be classified as a protected species any more because they have no natural predators left in the wild.

How do you build a solar-energy house?

Passive solar heating can best be used in a house built with natural materials.

A THESIS SENTENCE MUST HAVE AN OPINION OR POINT OF VIEW THAT THE PAPER SUPPORTS AND PROVES

THESIS APPROACHES

Chronology --	A careful examination of the historical record proves that the Wright Brothers actually were not the first Americans to achieve flight.
Procedure --	The key step in developing a cancer cure is the initial definition of the desired outcome.
Cause/Effect--	Economic pressure was the prime cause of the deterioration in Soviet military power.
Problem--	Differing Moslem ideologies prevent Israeli-Palestinian peace.
Solution--	America’s dependence on foreign oil can be solved by solar power.
Comparison--	Acupuncture is a better treatment for chronic pain than morphine.
Similarity--	Writing for television and motion pictures are similar primarily in the format, the audience, and the need for visual impact.
Difference--	Marriage rites differ among Far Eastern, Middle Eastern, and Western societies because of religious and cultural expectations.
Relationship--	Hemingway’s personal demons strongly influenced his portraits of male characters.
Analysis--	Issues of religion, ethnicity, and history caused the crisis in Bosnia.
Literary Theme--	Romantic themes prevail in only two major works of Vonnegut.
Pro--	Kennedy’s handling of the Cuban missile crisis was a successful political move.
Con--	Four medical theories oppose antibiotic treatment of AIDS.
Category--	While the AIDS epidemic involves both medical and political questions, it is primarily the social issues which interfere with efforts to find a cure.

THESIS CHECKLIST

_____ My thesis is stated in a **declarative** sentence.

_____ I do **NOT** begin my thesis with the words “My paper is about...”

_____ My thesis statement does **NOT** introduce a “How to...” paper

_____ My thesis is **sufficiently broad** to include **all** the information I will include in my paper.

_____ My thesis sentence expresses an **OPINION** or **POSITION** on the topic I researched.

_____ My thesis can be **SUPPORTED** or **PROVED** by the material I’ve gathered in my research.

ORGANIZING MATERIALS: OUTLINE

Your thesis will determine the organization of your paper.

- Organize and classify ideas under major headings which support and prove the thesis statement.

Do NOT include your introduction and conclusion in this outline.

Most people find they need to do some adjusting at this point, re-organizing the major issues, or sub-topics, and deciding where various details best fit.

Each major sub-topic should have at least TWO sub-divisions.

- If you cannot, your outline is faulty.
- Details under your subheading should also have at least two divisions.
*Think of these **sub-topics** as “**topic sentences**” that begin each body paragraph.

YOU WILL TURN IN YOUR SOURCE CARDS and/or NOTECARDS/PRINTOUTS WITH YOUR THESIS STATEMENT AND OUTLINE TO YOUR TEACHER. ALL STEPS IN THE PROCESS WILL BE CHECKED/ COLLECTED

- A student may not turn in a rough draft until all sources are registered and approved
- A student must turn in all note cards and/or highlighted research with the rough draft.
- A student may not turn in a final paper until his/her rough draft has been edited
- ALL ROUGH DRAFTS must be submitted to turnitin.com before final papers will be accepted
- **Final drafts must pass the turnitin.com process before they are accepted**

Following is a SAMPLE TOPIC OUTLINE

The Outline may tell you what information is lacking and send you back to the library to search. If you cannot find more information, revise your outline.

The Recent Dramatic Growth of Hockey in America

Thesis Statement: Hockey has seen unprecedented growth over the past couple decades, especially in America, as evidenced most dramatically by the explosion of community-based recreational, the thriving of the professional minor leagues, and the rise of women’s hockey.

- I. Regional/national popularity of sport is seen in communities
 - A. community-based recreational leagues
 1. detail about leagues
 2. details about who is joining
 - B. Increasing popularity of in-line skating
 1. Why the increase
 2. Who is in-line skating
- II. Professional minor leagues expanding
 - A. Minor leagues support growth
 1. where minor leagues are
 2. what kind of growth
 - B. Minor leagues are a breeding ground for NHL talent
- III. Rise of women’s hockey
 - A. Through involvement and success of women
 1. why they are joining

Thesis is a full sentence;
expresses a supportable
point of view.

If you have an A,
you must have a B. (each
represents a paragraph of info)

If you have a 1,
then you must have a 2 (these
are details within each body
paragraph)

2. Women's college hockey
- B. Rise in women's hockey internationally

ROUGH DRAFT PROCESS --This draft MUST be typed.

1. **ALWAYS SET THE FORMAT OF YOUR DOCUMENT FIRST.**
 - Set your margins at 1" all around
 - Choose a 10 or 12 point font from these choices: Times New Roman, Helvetica, Geneva, Courier
 - Do **NOT** use **bold**, *italics*, or ALL CAPS
2. **GIVE THE DOCUMENT A NAME AND SAVE IT.**
 - **Find a computer that is consistently available and use it.**
 - **Be sure to "SAVE" periodically as you type** - about every page is good.
3. **OBSERVE THE PROTOCOLS OF WORD PROCESSING:**
 - Begin the document with the first page; the title page you'll make later.
 - Set your document to **double space**
 - If you're using the new version of Word (in Vista), you'll have to direct the program NOT to add spaces between paragraphs. Go into format – Paragraphs – and CLICK the box that says "Don't add spaces between paragraphs of the same style."
 - Using the **HEADER** section of your word processing program, place your **name and page number icon in the top right hand corner.**
 - **Do NOT try to put the page number at the top of each page** as you type. When you print, the number will not appear as you placed it and will cause spacing problems.
 - **Space ONCE** after every word; **TWICE** after every period.
 - **Commas go directly after** the word they follow, then a space before the next word.
 - **DON'T** press the return key at the end of each line, because word processors **WRAP** text - that is, they move from line to line as the margins indicate. **The only time you should press return is to begin a new paragraph.**
 - **When you indent for a long quotation**, each line is indented 10 spaces from the left, goes to the margin on the right, and is double spaced.

Complete the WORKS CITED PAGE before you begin writing the paper. You will then be able to use it to get the form of your citations correct as you write.

4. **WORD PROCESS THE WORKS CITED PAGE.**
 - Start on a new page and title your list Works Cited, centered at the top.
 - **DOUBLE SPACE**
 - **BEGIN AT THE MARGIN** the first line of each entry
 - **INDENT any additional lines one tab.**
 - List your sources **IN ALPHABETICAL ORDER.**
 - **Alphabetize** by the last names of the authors (or editors)
 - *If a work has no author or editor, **alphabetize by the first MAJOR word of the title**, not A, An, or The.
 - *If the title begins with **A, An** or **The**, that word will appear at the end of the title, followed by a **period**.

If you have **TWO OR MORE WORKS BY THE SAME AUTHOR**, use **author's name only for the first entry.**

- For **subsequent** entries, use **three hyphens followed by a period** in place of the author's name.
- List the **titles in alphabetical order**.

Example:

Gordon, Mary. *Good Boys and Dead Girls and Other Essays*. New York: Viking, 1991.

---. *Other Side of the Fence, The*. New York: Viking, 1989.

5. ORGANIZE YOUR MATERIALS ACCORDING TO YOUR OUTLINE.

- This process may move you back and forth between your outline and your note cards.
- You must determine if you have sufficient material to cover your outline and make decisions about the most effective way to present the material.

6. STAY FOCUSED AND CONSISTENT.

- Keep your **thesis** in mind throughout the paper. This is the POINT of your paper
- Begin with the first section of your **outline**, moving through the rest of it in the order on outline
- Write in the **third person only**, not using "you" or "I". (*"I" is acceptable in Search Papers*)

7. BEGIN WRITING! WRITE YOUR FIRST DRAFT QUICKLY.

- Following your outline and referring to your cards, don't worry about style and grammar at this point.
- Your goal is to support your thesis by getting your ideas and your research down on paper.

8. CITE SOURCES CORRECTLY AS YOU WRITE (consult pages of this guide for help)**9. USE QUOTATIONS SPARINGLY Limit quoting to one of the following conditions:**

- when you need to say **EXACTLY** what was said in the original: controversial or technical info
- when the **language** of the original is metaphorical or highly individualistic
- when the person quoted is an **authority** on the subject: doctor, researcher, scientist

FOR ALL OTHER MATERIAL, YOU SHOULD PARAPHRASE**10. MAKE A TITLE PAGE FOR YOUR PAPER****11. REVISE THE DRAFT****POLISH THE INTRODUCTION:**

- Make your introduction interesting to the reader: **HOOK** your reader into the rest of your paper
- Begin broadly and narrow down to the specific **THESIS**
- Introductory paragraphs end with THESIS SENTENCE

POLISH TOPIC and CLOSING SENTENCES OF EACH BODY PARAGRAPH:

- The topic sentence of each body paragraph, as well as the closing sentence of each body paragraph, should connect to the overall idea (**the THESIS**) of the paper

POLISH THE CONCLUSION:

- This paragraph effectively finishes off the main point of the research paper
- The intent is to leave the reader feeling that the topic is fully covered and explained
- Ideally, the conclusion echoes the introduction, satisfactorily completing the paper

CORRECT ALL ERRORS indicated in your Rough Draft:

- Do this methodically, by checking off or crossing out each suggestion or comment

- Use the numbered Editing Guide to correct errors

NOT CORRECTING THESE ERRORS WILL CAUSE A REWRITE ON THE FINAL PAPER!!

READ THE PAPER ALOUD FOR GRAMMAR AND STYLE.

- Having parents, older siblings, and other students read and comment on your paper is VERY helpful.

SPELL CHECK

- Have a good speller read back over the paper for the spelling errors that only the HUMAN eye knows; computers are NOT perfect spellers ☺

CITE SOURCES PROPERLY TO AVOID PLAGIARISM: ALL paragraphs (EXCEPT the introduction and the conclusion) will have at least ONE citation

CITE:

- | | |
|-----------------------------|-------------------------------|
| ▪ direct quotations | ▪ little known facts |
| ▪ borrowed language/ ideas | ▪ diagrams, graphs and tables |
| ▪ summaries and paraphrases | ▪ controversial material |
| ▪ statistics | |

YOU DON'T NEED TO CITE COMMON KNOWLEDGE or PUBLIC DOMAIN (information that is available in any number of general sources) **BUT . . . WHEN IN DOUBT - CITE!**

GIVE YOUR READER A ROAD MAP TO YOUR SOURCES

- Be sure that a reader always knows which source you're drawing from.
- If you have an entire paragraph from one source, introduce that source early in the paragraph so that the reader isn't wondering where you got all this information. You cite that source near the end of the paragraph so the reader is reminded and could find that source if necessary.

PREPARE YOUR FINAL PAPER

See sample paper for examples of the following.

- A. The title page should have all information centered.**
- The title appears about one-third of the way down the page.
 - Double-double space, then put "by".
 - Double-double space again and put your name.
 - About two inches above the bottom of the page double space these four lines:
 - your teacher's name
 - the class period
 - the date
 - the word count
 - The title page does NOT have a page number on it.
- B. The text should:**
- be double-spaced with the first line of each paragraph indented five spaces.
 - have pages numbered at the top right corner (with YOUR last name and page #)
 - have NO page number on title page
 - use 12-point font: Courier, Geneva, Helvetica, New Time Roman
 - NOT be in bold, italics, or all CAPS.

- C. All margins should be set at one inch.**
- D. You may attach an Appendix (or Appendices) for supplementary material.** Appropriate appendices might include:
- a graph
 - a list of an author's works
 - a diagram
 - an illustration of an invention
 - a portrait
 - a map
 - One appendix is entitled **Appendix**; two or more are lettered: **Appendix A, Appendix B**, etc. The title is centered at the top of the appendix page.
 - **Include only those appendices that are referred to in the text of your paper.**
 - For example:
 - “..... gray beard, as seen in his portrait. (See Appendix) Later...”
 - or, for **more than one** appendix:
 - “Early research indicated a 20% change (Appendix A) while research done in the latter part of his life showed a much smaller change (Appendix B).”
 - Appendices appear after the Works Cited page
- E. PROOF-READ AND FINAL CHECK**

BEFORE TURNING YOUR PAPER IN TO THE TEACHER, BE SURE YOU CAN ANSWER YES TO THE FOLLOWING QUESTIONS:

- _____ Are all of the sources cited in the paper listed in the Works Cited?
- _____ Are all of the sources listed in the Works Cited actually cited in your paper?
- _____ Have you cited all quotations, statistics, etc., in your paper?
- _____ Do page numbers appear in the top right corner, with your last name?
- _____ Does your title page have all material centered and double spaced?
- _____ Do you have 1” margins on all sides of the text?
- _____ Have you checked (and corrected) any spelling or typing errors?
- _____ Have you double spaced throughout the paper, including the Works Cited?
- _____ Have you **ACTUALLY READ YOUR PAPER?** Make sure no pages were misarranged, no paragraphs or sentences dropped, no words omitted?
- _____ Have you submitted your paper to **turnitin.com?** **www.turnitin.com**

TURN IN YOUR PAPER ON OR BEFORE THE FINAL DUE DATE!

Works Cited (for this research manual)

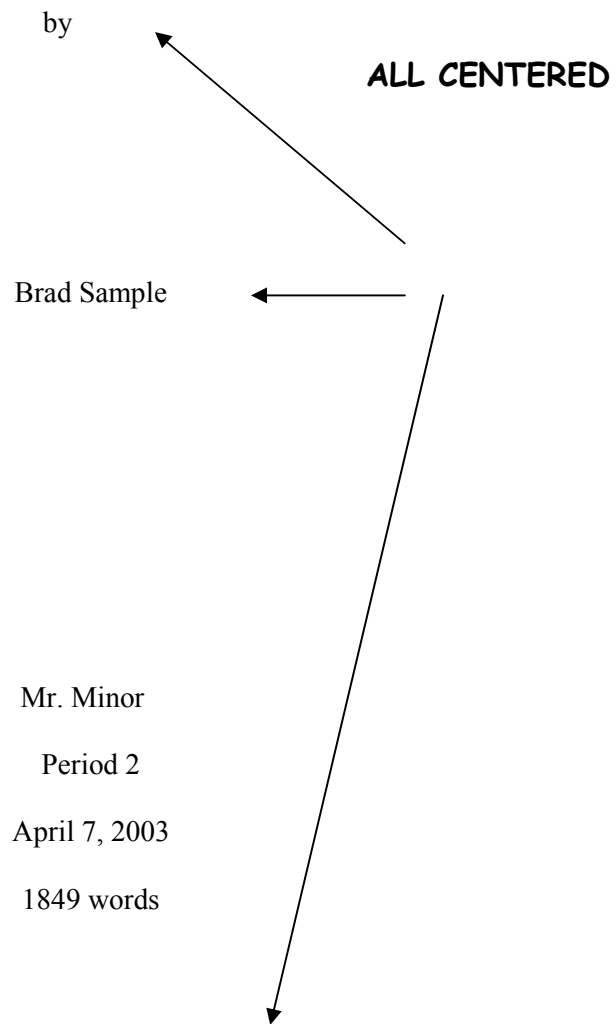
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The Recent Dramatic Growth of Hockey in America



The Recent Dramatic Growth of Hockey in America

Title matches title page-not bold

Hockey fans, much like soccer fans, are not satisfied with sports that involve constant scoring; instead, they prefer the long-fought battles and hard-earned goals that usually come only through sustained hard work, determination, skillful play, and team effort. Those who love hockey do so for its speed, intensity, emotion, violence, grace, unpredictability, and for its strong emphasis on teamwork.

Hook

They love it for the abuse the players stoically take for eighty-six games, not including the pre-season or the play-offs. The number of those who love hockey has been skyrocketing

Transition

in recent time. Hockey has seen unprecedented growth over the past couple decades, especially in

Thesis

America, as evidenced most dramatically by the explosion of community-based recreational and “pick-up” hockey, the thriving of the professional minor leagues, and the rise of women’s hockey.

The most obvious indicator of a sport’s regional or even national popularity and growth is the treatment it receives in communities. One can see how popular baseball, football and basketball are by community-based pee-pee and youth leagues, junior high and high school programs, recreational programs for youth and adults, and even by witnessing pick-up games in the streets and at local parks (Alexander). People of all ages are beginning to embrace hockey in numbers never before seen.

Topic sentence ties easily to thesis

No one expects hockey to surpass other popular sports, but the NHL is arguably the most aggressive in pursuing new fans. During the last fifteen years, the NHL has begun a grassroots marketing efforts to reach boys and girls, aged six to sixteen, through street hockey and in-line hockey programs (Diamond 140). As a result, notes Diamond, “Youngsters, particularly in the sun-belt areas, have been introduced to the concept of hockey through in-line skating,” which owes its thanks to the introduction of the in-line skate back in the mid-1970s, intended to assist hockey players in practicing when there was no ice rink available (85). By the mid-80s, manufacturers began providing in-line skates to fitness enthusiasts, and in the 90s, as in-line skates were marketed to the public, people became excited about roller skating again (“Evolution”). The popularity of in-line skating eventually allowed people of all ages to enjoy recreational hockey in communities without ice rinks. As hockey continues to garner interest and support in communities, more of those communities will inevitably want to host professional teams of their own, such as the minor league franchises.

Sample 2

Although less visible than the NHL, the various professional minor leagues provide equally compelling proof of the growth of hockey. Generally, professional sports, such as baseball, aren't completely isolated, self-sustaining entities, but rather are closely affiliated with a network or system of "minor" leagues (Johnson 12). Similarly, professional hockey is made up of not only the NHL, but also several professional minor leagues, comprised of teams that have established their own fan-base and venues. Understandably, many fans prefer to know their "local" players and watch their team "up close," and for that privilege, forfeit the NHL experience as a fan. Moreover, just because their players aren't "the pros" doesn't lessen the devotion their fans feel and express. According to Diamond, "U.S. interest in minor-league hockey has been tornado-like in its intensity—swirling, at times out of control" (86). Since the 1988-89 season when the East Coast Hockey League was established with five teams and an expansion fee of \$25,000, the league has grown to twenty-eight teams an expansion fee of \$2 million (86). During the 1996-97 season, more than 4.7 million hockey fans were able to enjoy the ECHL, and "for most of these fans, it was not feasible to attend an NHL game" (Granato). Minor leagues are imperative for the growth of hockey.

Closing sentence reflects ideas in paragraph—
cannot be a quote or cited material

Today, the ECHL and other professional minor leagues are the breeding ground for future NHL talent. Players who have great talent that is somewhat undeveloped can play in the minor leagues as they continue to learn (Johnson 11). Minor league hockey not only prepares talented players in terms of technically hockey, but also trains future hockey stars: Players are exposed to the rigors of dealing with fans and the demands of travel. Hockey stars-in-training are able to experience what their future life in the sport will look like for them, as well as for their family members (Granato). Minor league hockey is crucial to the success of the major league teams. The sport will continue to grow as long as such organizations continue.

The growth of a sport should be measured by its success across gender and racial lines as well, and while professional hockey has long attracted players from a wide range of racial and ethnic backgrounds, the participation among women until recently was relatively limited. "At the start of the 1990s," notes Diamond, "about 6,335 females of all ages were registered in the USA Hockey program.

Today, almost 40,000 are playing the sport” (86). Women’s college hockey has also seen significant growth over the last three or four years. Diamond believes that there is a growing sense of professionalism at the higher levels of coaching, particularly in the college and university ranks (112). Today, according to Diamond, “Women’s hockey is considered by many to be the fastest growing sport in America” (111), and maybe in Canada as well, where the National Women’s Hockey League was established in 1999, perhaps in part due to the recognition women’s hockey received in the Nagano winter Olympic games of 1998 (Johnson 46). Women’s hockey continues to grow nationally, as well as internationally.

Women’s hockey is making great strides internationally as well, having grown from one event to several tournaments; each year there are “More players, more events, more media and more marketing,” all of which “auger well for the future of the women’s game” (Diamond 45). Female hockey players are beginning to experience some of the same media attention overseas that other women’s sports have, namely soccer and tennis. Internationally, women are receiving hockey contracts that they are able to bring back to the US and show their peers. These contracts communicate to Canadian and US leagues the fact that there is a market for women’s hockey (“Evolution”). Clearly, women’s hockey will not fade with the twenty-first century, as more girls and women take to the ice every day.

To look at the factors responsible for such unprecedented growth in a sport is a much more complicated endeavor. Whatever the causes may be, the future of hockey must look for new inspiration. It will be the inherent versatility of the sport that proves to be its best ambassador and salesman in the years to come. It is the only popular sport that can be adapted to different mediums for nearly anyone to enjoy. One can play it on foot in the driveway, on roller skates in the schoolyard, the street, or sport-court, and on skates on ice. Football, baseball and basketball have only one “arena” by contrast: they’re played on foot, period. Moreover, hockey doesn’t discriminate: in any recreational league, one can find men and women, boys and girls, from ages three or four up to seniors. Hockey fans get involved in playing hockey themselves, just as fans of other sports get involved in playing those sports, and that involvement is sure to engender a greater love for the game, and more enthusiastic fans in turn, as long as the game remains as thrilling to watch and to play as it is today.

Sample 4

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