

SENIOR PROJECT MLA RESEARCH MANUAL

STEP 1: SELECT A TOPIC

- Your Senior Project paper will serve as background from your Project hours. The topic should be related in some way, but should not be the same as your paper.
- For example, if you are working with a sport journalist learning to cover local sports, your paper might be on a legendary sports journalist, it might be on a famous sport figure, it might be on the transition from television to computers for much news coverage, it might be on the Olympics, it might be on the differences between sports journalism and political or international journalism, and so forth.
- You need to think about what aspects of your general Senior Project field you find interesting: you want to pick a topic that will keep you focused and curious as you do your research

TOPIC CHECKLIST: Your topic needs to be appropriately restricted for the length of paper you'll be writing. Your paper requirement is **2000 – 3500 words** using **no fewer than 5 substantial sources**.

Look at the topic you've chosen. Check that the scope of your topic - the amount of material you're likely to find — is suitable for the 2000 - 3500 word limit.

Is the topic:

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| <input type="checkbox"/> Researchable | “Key Developments in Snowboards” not “The Best Snowboarding Places” |
| <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 Right Central 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 | |

STEP 2: POSE QUESTIONS WORTH RESEARCHING

It is absolutely essential that you develop research questions to guide and to limit your research.

- These questions should reflect issues you are interested in or care about. It's much easier to do the research and the writing if you are personally intrigued by what you're learning.
- Good questions will allow you **TO DEVELOP YOUR THESIS**. Your paper has to have a point – given in the thesis and supported by the research and your analysis. Well-chosen questions will lead you to your THESIS.

Following are some Question Stems that will help you begin to write research questions about your general topic. Fill in questions in all the stems you can.

1. What was/were the key events(s) that led to _____
2. What are the key steps in _____
3. What are/were the root causes of _____
4. What problems are faced by _____
5. What are some possible solutions to _____
6. How does _____ compare to _____
7. What are the key similarities between _____ and _____
8. What are the key differences between _____ and _____
9. What is/was the relationship between _____ and _____
10. What are the key components of _____
11. What are/were the driving forces in the success of _____
12. What allowed _____ to become successful in _____
13. What are the primary problems with _____
14. What categories of _____ exist in _____
15. What would be the best solution to _____
16. What is the process for _____
17. How do _____ differentiate between _____ and _____
18. What aspects of _____ made _____ so _____
19. Which type of _____ is the most _____
20. How does _____ represent the influence of _____
21. How would _____ have been different if _____ had/had not happened?
22. What might happen to _____ in the future if _____ occurs?

CHOOSE A QUESTION TO BE THE CENTRAL FOCUS OF YOUR RESEARCH. It may be one of the above questions or one you've asked on your own. Check with your teacher that your question is appropriate and will lead to a THESIS, not just a regurgitation of facts.

Now that you have a **general** question to guide your research, you will need to narrow in on the specific questions you want to answer in your research. These questions come in two types: factual and interpretive.

- Factual questions are those you'll have to answer to give your reader the background information to understand your paper: *Who? What? When? Where?*

For example, for a report on President Jefferson's attitudes and beliefs about slavery, your readers would have to know: *Who was Thomas Jefferson? Where and when was he born? What were his social and family circumstances? When did he become President? What were the conditions regarding slavery in his time? Did he own slaves?*

- Interpretive questions show your own interests and curiosity about the topic. These are the questions that lead you to a **THESIS** for your paper. There are several kinds of interpretive questions:
 - Hypothetical – how would things be different today if something in the past had been different: *How would Jefferson's attitudes about slavery have been different if he'd been born in Connecticut rather than in Virginia?*
 - Prediction – how will something look or be in the future, based on the way it is now? *How will Jefferson's legacy and reputation be affected by DNA tests that indicate he or a member of his family fathered children with Sally Hemmings, one of his slaves?*
 - Solution – what solutions can be offered to a problem that exists today: *What ideas in Jefferson's writings can help the world address the ongoing problems of slavery that exist in developing countries?*
 - Comparison or Analogy – how is your subject like a similar subject and what lessons, reflections, or learning can be gained from that comparison: *In what ways did the presidencies of both Jefferson and Lincoln move the United States towards Emancipation? OR How can the lessons of America's slave-holding past be applied to new nations struggling to move into the modern world?*
 - Judgment – how has the information you've gathered formed your opinion about the subject: *Should current Americans look at Jefferson as a great hypocrite on the subject of slavery or as simply a man of his time doing the best he could?*

STEP 3: SEARCHING FOR INFORMATION

There are FOUR main types of information you can search for:

- printed materials (books, newspaper articles, pamphlets, etc.)
- primary or in-person sources for interviews (local experts, witnesses, government employees, etc.)
- other media (television shows, films, documentaries, etc.)
- online materials (from databases, internet sites, government sites, etc.)

PLACES TO SEARCH FOR PRINTED SOURCES

- STHS Library
- El Dorado Library
- Lake Tahoe Community College
- Lake Tahoe Historical Society
- *Tahoe Daily Tribune*
- South Tahoe Chamber of Commerce
- Community Service offices
- Government agencies

With printed sources, you need to be aware of:

- Copyright date Use the most recent unless historically significant.
- Author's reputation. . . Use the most well-known and well-respected in the field
- Scholarship. Use materials that are footnoted, detailed, and accurate. Do not use sensational or unsubstantiated material.
- Relevance. Use material that relates closely to topic.
- Objectivity. Use sources that show both sides of an issue, not biased

PLACES TO SEARCH FOR PRIMARY (in-person) SOURCES

- Businesses
- Government agencies
- Community agencies
- Lake Tahoe Historical Society
- Personal or family network
- Word of mouth/personal networking
- Mentors (refer to the person by his or her title or expertise: *Fred Jones, Master Mechanic* or *Dr. Dora Smith, Director of Health and Family Services, El Dorado County*)

PLACES TO SEARCH FOR OTHER and ONLINE SOURCES

- STHS Library web site: **AT LEAST ONE SEARCH MUST BE DONE HERE**
- Online Encyclopedias (**a good place to start – may use ONLY ONE in the paper**)
- LTCC Library: they have access to different databases than the STHS library does
- Film libraries, film websites, television websites, national organization websites

**BE SURE YOU EVALUATE INTERNET SOURCES –
USE ONLY THOSE THAT ARE RELIABLE AND ACCURATE**

Look at:

- **Who wrote the web page?**
 - Look for the name of the writer or organization somewhere on the home page.
 - Determine if the writer is a qualified and knowledgeable expert in the field.
- **Is the information accurate?**
 - Is the information given factual or just opinion?
 - Does this information agree with facts you've found in reliable print sources?
- **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?**
 - Exaggeration, name-calling, and stereotyping are clues the site might be biased.
- **Is this a personal web site?**
 - Many students have their own Web Pages, on which they may post their research papers, etc.
 - Such sites are NOT acceptable sources for your research.
- **Is someone trying to sell you something?**
 - Sites on which someone is trying to get you to buy a product or service are NOT appropriate for research; there is no guarantee that the information provided is accurate and reliable, as their goal is to SELL not to inform.
- **Is this a reliable web address (URL)?**
 - **.gov** indicates sites that contain information from a government agency
 - **.edu** are educational sources; university sites are almost always reliable UNLESS the site is a student's webpage
 - **.org** is a non-profit organization; be sure to look to the source: organizations sponsoring a cause may be less reliable than public institutions' web sites
 - **.net** indicates a variety of organizations that offer internet services; look closely at the source.
 - **.com** is a business. Most major new organizations have reliable sites while businesses trying to sell a product might be unreliable.

REMEMBER THAT:

1. **All** internet materials a student wants to use must be printed out and brought in for the teacher to approve.
2. A student may use **ONLY** those sources the teacher has checked and recorded as appropriate
3. All print outs must include:
 4. the web site's home page, which will have the site's **title** AND the date of the **most recent update** for that site
 5. the article or information you intend to use including its **author** and its publishing information if it originally appeared in print
 6. the **http://** - that is the Uniform Resource Locator, or URL - the internet address which **MUST** be listed in the Works Cited

STEP 4: MAKE YOUR WORKS CITED PAGE

As you find sources for your paper, you need to keep a list of those sources. This **first** list will be a “working list” of sources and will change as you find new sources or eliminate those that are not useful. Once you’ve completed your search and you are working on the Final Draft of your paper, this list will become the Works Cited list at the end of your paper.

Each kind of source that you might use should be listed CORRECTLY so that anyone who reads your paper could find each of these sources from the information you’ve given.

- In the following chart you’ll find the correct format for common types of sources you may use.
- If you have a type of source that is not listed, check with your teacher.

To begin, open a document in the word processor.

- SAVE AS “Working Works Cited List”
- Set your spacing to DOUBLE SPACE
- Set your margins to “hanging indent” – see your teacher or the HELP section of your word processor for directions. This will allow the first line of each entry to go the margin while all following lines are indented.
- Punctuation is important in this list; pay close attention to the directions to get this punctuation correct.
- Observe the rules of title punctuation: Titles of **books** are underlined; titles of **articles** are enclosed in “quotation marks”

| TYPE | DIRECTIONS | EXAMPLE |
|---------------|--|---|
| Books: | <ul style="list-style-type: none"> ▪ Begin with the author’s last name COMMA first name PERIOD ▪ Put the title and subtitle, underlined, PERIOD ▪ Next is the place of publication, COLON, publisher, COMMA, date of publication, PERIOD ▪ Usually this information is taken from the title page and copyright page of the book. <ul style="list-style-type: none"> ○ If several copyright dates are given, use the most <u>recent</u>. ○ You may abbreviate publisher’s names: UP = University Press, for example ○ If several cities are given as publication sites, use the <u>first</u> city listed. | Tompkins, Jane. <u>West of Everything: The Inner Life of Westerns</u> . Chicago: Oxford UP, 1992. |

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| Two or three authors | <ul style="list-style-type: none"> Use the last name first <u>only</u> for the first author; all the rest appear first name first. Name them <u>in the order in which they are presented on the title page.</u> | Bentley, Nicolas, Michael Slater, and Nina Burgis. <u>The Dickens Index</u> . New York: Oxford UP, 1999. |
| Four or more authors | <ul style="list-style-type: none"> Cite <u>only</u> the first author, last name first, followed by “et al.” which means “and others” | Medhurst, Martin J., et al. <u>Cold War Rhetoric</u> . New York: Greenwood, 1990. |
| Editor | <ul style="list-style-type: none"> Use the abbreviation “ed.” for editor or “eds.” for editors. Books by corporate editors, like Time Life Books or National Geographic, begin with the title of the book, then the “eds.” and the name of the group | Anaya, Rudolfo, and Francisco Lomeli, eds. <u>Aztlan: Essays on the Chicano Homeland</u> . Albuquerque: Academia-El Norte, 1989. <u>Civil War</u> . eds. Time-Life Books. Bloomington: Penguin, 1973. |
| Author with an editor | <ul style="list-style-type: none"> Begin with the author and title, followed by “Ed.” and name of the editor. | Franklin, Benjamin. <u>The Autobiography and Other Writing</u> . Ed. Kenneth Silverman. New York: Penguin, 1986. |
| Translation | <ul style="list-style-type: none"> List the entry under the <u>name of the author</u>, not the translator. After the title, write “Trans.” and the name of the translator. | Eco, Umberto. <u>Foucault’s Pendulum</u> . Trans. William Weaver. San Diego: Harcourt, 1989. |
| Corporate Author | <ul style="list-style-type: none"> List the entry under the name of corporate author, even if it is also the name of the publisher. | Fidelity Investments. <u>Mutual Brokerage Services Handbook</u> . Boston: Fidelity Investments, 1993. |
| Unknown Author | <ul style="list-style-type: none"> Begin with the title. Alphabetize by the first word, except for <i>a</i>, <i>an</i> and <i>the</i>; these words go at the end of the title after a COMMA | <u>Times Atlas of the World, The</u> . 9th ed. New York: Times, 1992. |
| Editions beyond the first | <ul style="list-style-type: none"> Include the number after the title, followed by “ed.” | Lind, Erika. <u>A Rhetoric for Writing Teachers</u> . 2nd ed. New York: Oxford UP, 1987. |
| Encyclopedia | Arrange by | “Bosnia.” <u>Encyclopedia Britannica</u> . 3rd |

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| (printed) or dictionary | <ul style="list-style-type: none"> the author of the entry (if any) – do not use the editors of the encyclopedia the entry heading or title (not using <i>a</i>, <i>an</i>, or <i>the</i>) for an encyclopedia entry, not a dictionary title of the encyclopedia or dictionary the edition number date of the edition | <p>Edition. January 1988.</p> <p><u>Oxford Dictionary and Thesaurus.</u></p> <p>American Edition. 1996.</p> |
| Anthology | <ul style="list-style-type: none"> Begin with <u>author and title</u> of the <u>selection</u>. Then give the <u>title and the editor</u> of the <u>anthology</u>. After the publishing information, give the <u>page numbers on which the selection appears</u>. | <p>Synge, J. M. “On an Anniversary.” <u>The New Oxford Book of Irish Verse</u>.</p> <p>Ed. Thomas Kinsella. Oxford: Oxford UP, 1986. 318.</p> |
| The Bible | <ul style="list-style-type: none"> Do not underline or italicize the word Bible or books of the Bible. No publication information denotes King James version. | <p>The Bible. Revised Standard Version.</p> <p>Exodus. The Bible. CD-ROM.</p> <p>Parsippany: Bureau Development, 1990.</p> |
| Foreword, Introduction, Preface or Afterword | <ul style="list-style-type: none"> Begin with the author of that element. Identify the element being cited, followed by the title of the book, etc. After the publishing information, give the page numbers of the element. | <p>Murray, Charles. Foreword. <u>Unfinished Business: A Civil Rights Strategy for American’s Third Century</u>. By Clint Bolick. San Francisco: Inst. for Public Policy, 1990. ix-xiii.</p> |
| <u>Periodicals accessed in print:</u> Signed magazine or newspaper article | <ul style="list-style-type: none"> Begin with the author of the article followed by a period. Next is the “title of the article” in quotation marks followed by a period. Next is the title of the magazine, <u>underlined</u> NO PERIOD. Following that is the month and the year published, followed by a colon. Last are the page numbers in which the article appears. Finish with a period. | <p>Luckas, John. “The End of the Twentieth Century.” Harper’s Jan. 1993: 39-58.</p> <p>Sun, Leana H. “Chinese Feel the Strain of a New Society.” <u>Washington Post</u> 13 June 1993: A1+.</p> |
| Unsigned magazine or newspaper article | <ul style="list-style-type: none"> Begin with the article title enclosed in quotation marks. | <p>“Radiation in Russia.” <u>U.S. News and World Report</u> 9 Aug. 1993: 40-42.</p> |

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| <p><u>Periodicals accessed electronically:</u> With publication information for the printed source</p> | <ul style="list-style-type: none"> ▪ Cite as you would for the published material, adding in the media you accessed and the type of media it is and its publication information. | <p>Mann, Thomas. "Shipshape? A Progress Report on Congressional Reform." <u>Brookings Review</u>. Spring 1994: 40-45. SIRS Researcher. CD-ROM. Boca Raton: SIRS, 1994. Art. 57.</p> <p>Smith, Kevin. "Whales Reclaim Breeding Grounds." <u>Time</u>. 18 June 1995. TOM. 28-31.</p> |
| <p>No publication information for printed source</p> | <ul style="list-style-type: none"> ▪ Cite as above but use the CD-ROM as the source. ▪ Use page numbers only if the printed copy retains the page numbers from the original source, as in a PDF file. | <p>"Faulkner Biography." <u>Discovering Authors</u>. CD-ROM. Detroit: Gale Research, 1999.</p> |
| <p>Encyclopedia</p> | <ul style="list-style-type: none"> ▪ Cite as you would a published encyclopedia article, using the CD-ROM as the source. | <p>"Abolitionist Movement." <u>Compton's Interactive Encyclopedia</u>. CD-ROM. Softkey Multimedia. 2006.</p> |
| <p>Books</p> | <ul style="list-style-type: none"> ▪ Cite as you would a book, then provide information to the electronic source you accessed. | <p>Wilson, Gohan. <u>The Ultimate Haunted House</u>. CD-ROM. Redman, WA: Microsoft, 1992.</p> |
| <p><u>Online:</u> Articles found on the internet</p> | <p>You should use ALL of the following information that is available for an article.</p> <ul style="list-style-type: none"> ▪ name of the author or editor of the article followed by a period ▪ title of the poem, story, article, or similar short work, in quotation marks then a period <ul style="list-style-type: none"> ▪ If the above short work comes originally from a printed source, next you should have the information for the printed source: <ul style="list-style-type: none"> ▪ title of a book <u>underlined</u>, followed by a period ▪ name of the editor, compiler, or translator, preceded by the appropriate abbreviation: Ed., Comp., Trans., followed by a period ▪ publication information for any print version of the source followed by a period ▪ title of the site <u>underlined</u>, followed by a period <ul style="list-style-type: none"> ▪ name of the editor of the scholarly project or database, followed by a period ▪ the volume number, issue number or other identifying number for a journal, followed by a period ▪ date of electronic publication or latest update followed by a period ▪ name of any institution or organization sponsoring or associated with the web site followed by a period | |

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| | <ul style="list-style-type: none"> ▪ date when you accessed the source NO PERIOD ▪ URL (Uniform Resource Locator), within angle brackets, followed by a period <p>Notice: Exact dates of electronic publication, date updated and date accessed are ALL done in this form – 28 Aug. 2008 – even if one comes directly after the other: 5 May 2005. 17 April 2009 <http://www...></p> | |
| <u>Online Examples:</u> | Scholarly Project | <u>Victorian Women Writers Project</u> . Ed. Perry Willett. Apr. 1997. Indiana U. 26 Apr. 2009 <http://www.indiana.edu/~letrs/vwwp/>. |
| | Professional Site | Portuguese Language Page. <u>U of Chicago</u> . 1 May 2009 <http://humanities.uchicago.edu/romance/port/>. |
| | Book | Nesbit, E. "Ballads and Lyrics of Socialism. London, 1908." <u>Victorian Women Writers Project</u> . Ed. Perry Willett. Apr.1997. Indiana U. 26 Apr. 2009 <http://www.indiana.edu/~letrs/vwwp/nesbit/ballsoc.html>. |
| | Article in a Journal | Flannagan, Roy. "Reflections on Milton and Ariosto." <u>Early Modern Literary Studies</u> 2.3 (1996) U. of British Columbia. 22 Feb.2009 <http://unixg.ubc.ca:7001/O/emls/02-3/flanmilt.html>. |
| | Article in a Magazine | Landsburg, Steven E. "Who Shall Inherit the Earth?" <u>Slate</u> 1 May 1997. 2 May 2009 <http://www.slate.com/Economics.asp>. |
| | Commercial Sites | Harris, Jonathan G. "The Return of the Witch Hunt." <u>Witchhunt Information Page</u> . 19 Apr. 2009 <http://www.witches.com> |
| | Linked Sites – use "Lkd." to indicate the linkage you used to get to this site | Miller, Allison. "Scholarship Requirements" Lkd. <u>EKU Honors Program Home Page</u> , at "For Kansas Natives." 22 Jan. 2009 <http://www.csc.eku.edu>. |
| | E-mail – put the "subject" or "re:" line in quotation marks | Clauson, Joanne. "Reading Labs." E-mail to the author. 30 April 2009. |
| | Online Encyclopedia or | Jones, Kenneth. "Croatia." <u>The New Encyclopedia Britannica</u> : |

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| | Dictionary | Online. 1991. |
| Other Sources: | | |
| Government Publication | Treat the government agency as the author | United States. Dept. of the Interior. Natl. Park Service. <u>Ford's Theater and the House Where Lincoln Died</u> . Washington: GPO, 1989. |
| Personal Interview | <ul style="list-style-type: none"> ▪ Begin with the name of the person being interviewed ▪ End with the date of the interview | Cipriani, Karen. Personal Interview. 25 Apr. 2009. |
| Published Interview | <ul style="list-style-type: none"> ▪ Name the person interviewed, followed by "Interview," then the name of the author, if any, and the publication in which the interview was printed, including page numbers. ▪ If the interview has a title, put it in quotation marks after the interviewee's name and do not use the word "Interview." | Quindlen, Anna. Interview by Linda Reals. <u>Commonweal</u> 14 Feb. 2007: 9-13. Winfrey, Oprah. "Beloved Star Tells All." <u>People</u> 23 Oct. 2008. 48. |
| Radio or Television Interview | <ul style="list-style-type: none"> ▪ Name the person interviewed, followed by the word "Interview." ▪ Give the title of the program, underlined, and identifying information about the | Holm, Celeste. Interview. <u>Fresh Air</u> . Natl. Public Radio. WBUR, Boston. 28 June 2006. |

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| | broadcast. | |
| Photocopied Material | <ul style="list-style-type: none"> ▪ Name of the author, if given, followed by the title, in quotation marks. ▪ Title is followed by “Photocopied material.” ▪ End with the publication information | <p>“Keys to the Success of the Serious Karate Student.”</p> <p>Photocopied material. Beginning Karate class. Center for the Martial Arts. South Lake Tahoe, CA. 2007.</p> |
| Film or Video | <ul style="list-style-type: none"> ▪ Begin with the title, underlined. ▪ Cite the director and the names of the lead actors or narrator. ▪ End with the distributor and year and any other pertinent information, such as running time. | <p><u>Much Ado about Nothing</u>. Dir. Kenneth Branagh. With Emma Thompson, Kenneth Branagh, Denzel Washington, and Keanu Reeves. Goldwyn, 1993.</p> <p><u>Through the Wire</u>. Dir. Nina Resenblu. Narr. Susan Sarandon. Fox/Lorber Home Video, 1990. 77 min.</p> |
| Radio or Television Program | <ul style="list-style-type: none"> ▪ Begin with title of the program, <u>underlined</u>; the writer (“By”) director (“Dir.”) narrator (“Narr.”) producer (“Prod.”), or main actors (“With”) ▪ Next is the network; the local station, the city, and the date the program was broadcast. ▪ If this is an episode within a larger program, the order is as follows: episode or segment title <u>in</u> | <p><u>UNIDENTIFIED: Aliens Among Us?</u> by John C. Rattery. Fox. WGND, Atlanta. 24 Oct. 1998.</p> <p>“This Old Pyramid.” with Mark Lehner and Roger Hopkins.</p> <p><u>Nova</u>. PBS. WGBH, Boston. 4 Aug. 1993.</p> |

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| | <p><u>quotes</u>; writer, director (etc.); title of the program, <u>underlined</u>; network; local stations and city; and date of broadcast.</p> | |
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STEP 5: 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 questions you began with.**
 - Does the questions continue to interest you?
 - Does there appear to be enough research available to answer them?
 - Is the focus narrow enough for the 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 needs to be done to improve the environment?” could be narrowed to “What do individuals need to do to improve the environment?”
 - “How did Donald Trump become so successful?” could be narrowed to “How did Donald Trump *first become an entrepreneur?*”

- C. **Follow a search strategy.**
 - Begin with sources that give you an **overview** of your subject. An encyclopedia or reference book is a good source for an historical subject; for a more current subject, you might begin with magazines of general interest or scholarly journals. (*Remember - you may cite only ONE encyclopedia as a source.*)
 - You may NOT use Wikipedia as a source for your paper. Because Wikipedia entries can be changed at any time by anyone, Wikipedia is not an acceptable academic source.
 - Once you have an overview of the subject, begin the narrowing process to better focus your **in-depth** research. Rather than looking widely for ANY source that applies, you should narrow your search for material that **specifically addresses the question** you are pursuing.

- D. **Create a visual plan of organization.**

- Once you've narrowed your subject, you need to have a working idea on how the material might be organized.
- This plan and your question will 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, and what's interesting and worth greater focus. You will need to adjust your question and/or your plan as you get deeper into the research.
- You can use any of the standard methods of organizing your ideas: an outline, a cluster, a map. Whatever method you employ, remember that you need to clarify this issue: **What are going to be the MAJOR ISSUES of the topic you've chosen?**

For example:

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

- Types of lie detector devices
- Uses of lie detectors by private employers
- Advantages to employers
- Effects on employees
- Current legal challenges and opinions

STEP 6: NOTE-TAKING

You are going to use NOTE CARDS or COPIES to gather your information.

For sources you find online:

- Print the **article** or **website** you want to use; be sure you have the author's name or the name of the organization sponsoring the website.
- Print the **title page** of the website; you may have link back to find that site. This is how you know how VALID and CURRENT the information is.
- Be sure you have the **web address** – the HTTP – of the article as this is required for web sources
- HIGHLIGHT the key information you may be using for your paper.

For an interview:

- Have your list of questions you will ask at the interview.
- If at ALL possible, audiotape or videotape the interview so that you can relax and interview the person, asking follow up questions and so forth, without worrying about taking notes.
- Make note cards (see the following sections) from the interview on the tape so that your teacher can see where your information came from.
- If you can't tape the interview, make notes quickly on paper as you talk, then transfer those notes to note cards to turn in.

For printed sources :

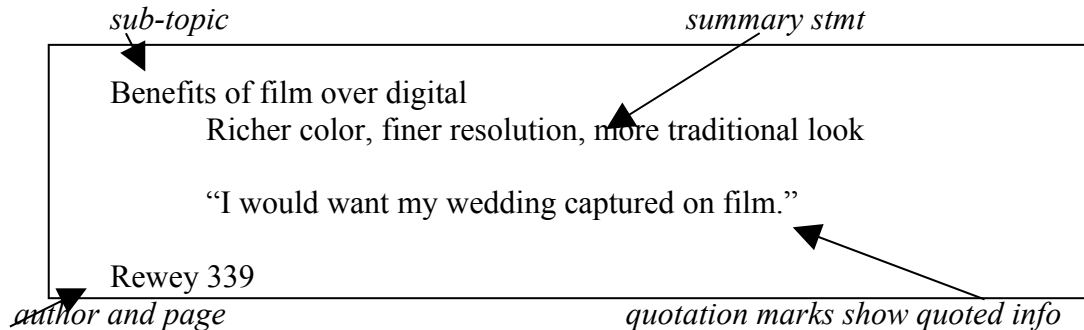
- Unless you own the magazine, pamphlet, newspaper article, etc., you will need to make NOTE CARDS from printed material so that your teacher can see it.

- Below are the instructions on making note cards. Follow them carefully to avoid having problems later on in writing your paper.

NOTE TAKING INSTRUCTIONS:

1. Get a stack of 3x5 note cards, lined or unlined.
2. **Put ONE piece of information on each note card** so it can be more easily moved around later when you begin organizing your note cards.
3. The **majority** of your notes should be **summaries of information** from the sources, rather than exact quotes.
4. **Take notes on important information:**
 - o Details
 - o Opinions
 - o Facts
 - o Examples
 - o Quotations (*VERY FEW*)
5. **DO NOT COPY from the source.** Any language from your sources that appears in your paper without being indentified as a quotation will be plagiarism, a serious academic offense.
6. **Be sure to use QUOTATION MARKS to indicate ALL material you DO take word for word from your source.** **Exact page references** should be included since you may need these page numbers later in the citations.

An example of note-taking:



HOW TO AVOID PLAGIARIZING:

- o **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.
- o **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 structure.

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.

STEP 7: DEVELOP A THESIS STATEMENT

- Now that you’ve done your research, you need to develop a **THESIS** which can be “proved” or supported by this research, as your job will be to write a paper that supports your **OPINION** or **POSITION** about your topic.
- Your paper cannot be a “how to” paper, it cannot be a simple reciting of the facts you’ve discovered, nor can it be a “fan” paper on a famous figure, favorite sport, or type of music.

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 can houses make use of solar energy? | Passive solar heating can best be used in a house built with natural materials. |
| REMEMBER: Your thesis must <u>take a stand</u> which you will support by the evidence you have found in your research. | |

SOME WAYS OF PHRASING A THESIS: The underlined words indicate the stand or position.

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

STEP 8: ORGANIZING MATERIALS WITH AN OUTLINE

- **Your thesis will determine the organization of your paper.**
- Organize and classify ideas under major headings that 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.
 - If you have details under your subheading, they should also have at least two divisions.
- It may help you to think of these **sub-topics as “topic sentences”** that will begin each body paragraph.
- The Topic 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.**

YOU WILL BE TURNING IN YOUR SOURCE CARDS and NOTECARDS and PRINTOUTS WITH YOUR THESIS STATEMENT AND OUTLINE TO YOUR TEACHER

All steps in the process will be checked and collected

- a student may not turn in a rough draft until all sources are approved
- a student must turn in all notecards and/or highlighted research with the rough draft
- a student may not turn in a final paper until his/her rough draft has been approved

Following is a SAMPLE TOPIC 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 by the expansion of hockey franchises to sun-belt regions, the explosion of community-based recreational and "pick-up" hockey, the thriving of the professional minor leagues, and the rise of women's hockey.

Thesis is a full sentence; expresses a supportable position.

- I. Origins of hockey
 - A. Debated but some facts are clear
 - 1. Not league or spectator sport in earliest days
 - 2. Played in various forms throughout the world
 - B. Hockey in America
 - 1. Inspired by "Roller Polo"
 - a. Played in late 1800s in New England
 - b. Indoor floor, with stick, ball, and skates
 - d. Transferred to ice, ice skates, flat object

- e. Both influenced by football lacrosse English rugby
 - 2. Canadian leagues established
 - C. Hockey as entertainment
 - 1. Fans were part of action
 - a. Mingled, sat close, moved about a lot due to cold
 - b. Spectators overflowed seating capacities
 - 2. Rink owners saw profit potential of hockey vs. pleasure skating
 - 3. Rivalries developed
 - a. Limited equipment
 - b. Rough play
 - c. Violent tactics
- Double space between major topics; single space within a topic.
- II. Lesser sport through 1970s but American interest begins in the 1980s and 90s
 - A. Geographic expansion
 - B. Regional/national popularity of a sport is seen in communities
 - C. Professional minor leagues as proof of growth
 - D. Proof through involvement and success of women
 - 1. Growth since 1990
 - 2. Women's college hockey
 - 3. Winter Olympics 1998
 - a. Debut of women's Olympic hockey
 - b. U.S. beat Canada
 - 4. Changes and growth in women's hockey
- If a topic or sub-topic is divided, there are at least TWO sub-divisions: "No A without a B; no 1 without a 2".

STEP 9: WRITE YOUR ROUGH DRAFT

This draft MUST be done on the word processor.

A. 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:
 - New York, Times, Helvetica, Geneva, Courier
 - Do **NOT** use **bold**, *italics*, or ALL CAPS

B. GIVE THE DOCUMENT A NAME AND SAVE IT.

- **Find a computer that is consistently available and use it.** If you are using someone else's computer, remember that every disk does not work in every computer. You **CANNOT** move from computer to computer.
- **Get a USB device** to save all of your paper work – twice.
- **Be sure to "SAVE" periodically as you type** - about every page is good. Every year someone forgets to save and loses an entire paper when the plug gets pulled or the power flickers.

C. 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** but DO NOT double/double space between paragraphs.
- **Tab** once to begin paragraphs.
- Using the **HEADER** section of your word processing program, place your **name and page number icon in the top right hand corner**.
 - Check the **Help section of your program** for instructions if you're not sure how to use the Header.
 - **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 sentence.
- **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.

(You should learn how to move text around in the computer you are using; often you can type a long quotation in normal fashion, highlight it, and move it to an indented position by using the ruler at the top of the screen.)

D. BEGIN WRITING:

1. UPDATE your Works Cited page.

- Be sure you have listed all the sources you have found **IN THE CORRECT FORMAT**.
- Omit any sources you will not be using in the Rough Draft.
- 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 are citing electronic sources with a URL, you may need to **insert a space** after a slash (/) to get the URL to break over two lines.
 - 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 Children Need Love and Other Essays. New York: Viking, 1991.

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

PRINT 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.

2. ORGANIZE YOUR MATERIALS ACCORDING TO YOUR OUTLINE.

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

3. STAY FOCUSED AND CONSISTENT.

- Keep your **thesis** in mind throughout the paper. This is the POINT of your paper; stay focused on supporting it.
- Begin with the first section of your **outline**, moving through the rest of it in the order you've chosen.
- Write in the **third person only**, not using "you" or "I".
- This is **NOT** a "how-to" manual or a simple listing of research; your paper should take a position and support that position with the research and your analysis of it.

4. 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.

5. CITE SOURCES CORRECTLY AS YOU WRITE.

- At the end of each **paraphrase, summary** or **quotation**, put the source and page number(s) in parentheses so you will be able to cite the source accurately in the final draft.
- You cite by using the **author's last name** or the **title** (whichever comes first), then the **page number** on which the information appeared.
 - Check with your Works Cited page to use exactly the correct form.

6. USE QUOTATIONS SPARINGLY. Limit quoting to one of the following conditions:

- when you need to say EXACTLY what was said in the original
(usually something controversial or technical that needs to be exact)
- when the person quoted is an authority on the subject
(when quoting an authority will give essential support to your point)

FOR ALL OTHER MATERIAL, YOU SHOULD PARAPHRASE.

7. MAKE A TITLE PAGE FOR YOUR PAPER.

- Open a **separate document** on your word processor.

- **Center** all material on this page.
- Your **title** (which should indicate the major idea of your paper) appears about one-third of the way down the page.
- Double-double space after your title and then put “by”; double-double space below that and add your name.
- About two inches from the bottom of the page, put the following lines, again **centered** and **double-spaced**:
 - your teacher’s name (Mr. or Ms.)
 - the class period
 - the date
 - the word count of the paper (available under “Tools”)

8. SUBMIT YOUR ROUGH DRAFT TO TURNITIN.COM

- Follow your teacher’s directions about turning in your Rough Draft
- You will need to turn in with your Rough Draft:
 - All your research, either in highlighted printouts from the computer or copies OR in note cards
 - Your initial Works Cited page

STEP 10: REVISE THE DRAFT

Revise ON the word processor.

A. ADD DEPTH AND ANALYSIS TO THE BODY

- According to your teacher’s comments, add substance to your paper by adding commentary, analysis, and explanation to your paper.
- Your body paragraphs should contain topic sentences, evidence from your research to support that topic sentence (and the thesis), and your explanations connecting these pieces together.
- The quality of your commentary, analysis, and explanation is key to the quality of your overall paper.

B. POLISH THE INTRODUCTION:

- This paragraph is designed to lead into your thesis sentence, which should appear at the end of this first paragraph.
- You will need to start the paragraph somewhat broadly, leading into the specific thesis you are using for your paper; think of the introduction as a FUNNEL.
- Make your introduction interesting to the reader: try starting with a quote, an illustrative incident, an attention-getting statement, etc.

C. POLISH THE CONCLUSION:

- This paragraph should smoothly and effectively finish off the main point of your research paper.
- The intent is to leave the reader feeling that you’ve fully covered and explained your topic.

- Ideally, the conclusion would echo the introduction in a way that satisfactorily completes the paper.

D. POLISH THE 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.
- Well written topic and concluding sentences give a paper a sense of **UNITY** and **COHERENCE** that helps a reader “go with the flow” of your ideas and research.

E. CORRECT ALL ERRORS indicated in the teacher’s response to your Rough Draft:

- Do this methodically, by checking off or crossing out each suggestion or comment as you address it or correct it in your paper.
- Use the numbered Editing Guide to correct errors. If you can’t understand how to correct an error, ask your teacher.
- **NOT CORRECTING THESE ERRORS WILL CAUSE YOU TO GET A REWRITE ON YOUR FINAL PAPER!!**

F. READ THE PAPER ALOUD FOR GRAMMAR AND STYLE.

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

G. 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.

H. CITE SOURCES PROPERLY TO AVOID PLAGIARISM:

| |
|--|
| <p>ALL paragraphs of information (EXCEPT the introduction and the conclusion) will have at least ONE citation</p> |
|--|

CITE:

- direct quotations (*and put them in quotation marks*)
- borrowed language and borrowed ideas
- summaries and paraphrases
- statistics
- little known facts
- diagrams, graphs and tables
- information found in only one source
- material that seems controversial

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!**

AUTHOR-PAGE CITATION TECHNIQUE (MLA FORMAT)

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.

There are a few rules to observe:

- Periods go **AFTER** the citation; if citing a quotation, the quotation mark goes directly after the quotation, then the citation, then the period.
- You must observe title punctuation in your citations as well; underline book and website titles and put quotation marks around article titles.
- Your goal is for your reader to know where to go to find the information you have just cited.
- You must have a complete and accurate Works Cited to do correct citations, because the way you have listed a source in the Works Cited determines how you cite it 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**, rather than at the end of each page (footnotes) or at the end of the paper (endnotes).
- Electronic sources **DON'T** have page numbers.
- 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. (*See sample paper for examples.*)
 - 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. (*See sample paper for examples.*)
 - If, within a sentence or a paragraph, the writer interweaves several sources and citing each piece of information would be disruptive to the reader, more than one citation can be given at the end of the sentence or paragraph. (*See sample paper for examples.*)

FORMS FOR CITATIONS

Following are some common types of citations. If you can't find an example for a source you need to cite, see your teacher.

| TYPE OF CITATION | EXAMPLE |
|------------------|---------|
|------------------|---------|

| | |
|--|---|
| Author named in a signal phrase | <i>Flora Davis reports that a chimp at the Yerkes Primate Research Center “has combined words into new sentences that she was never taught” (67).</i> |
| Author NOT named in a signal phrase | <i>Although the baby chimp lived only a few hours, Washoe signed to it before it died (Davis 42).</i> |
| Two or more works by the same author ○ Include the title of the work either in the signal phrase or in the citation | <i>In <u>Eloquent Animals</u>, Flora Davis reports that a chimp at the Yerkes Primate Research Center “has combined words into sentences that she was never taught” (67).</i> <i>Flora Davis reports that a chimp at the Yerkes Primate Research Center “has combined words into sentences that she was never taught” (<u>Eloquent</u> 67).</i> <i>Although the baby chimpanzee lived only for a few hours, Washoe signed to it before it died (Davis, <u>Eloquent</u> 42).</i> |
| Two or three authors | <i>Patterson and Linden agree that the gorilla Koko acquired language more slowly than a normal speaking child (89-90).</i> <i>The dolphins were observed to avoid an area in which a killer whale had recently been swimming (Johnson, Kale, and Roberts 389)</i> |
| Four or more authors ○ Include only the first author’s name, followed by “et al” which means “and others” in either the signal phrase or citation | <i>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).</i> |
| An indirect source ○ When a writer’s quoted words appear in a source written by someone else, use “qtd. in” to indicate that | <i>“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).</i> |
| A corporate author | <i>The Internal Revenue Service warns businesses that deductions for “lavish and extravagant entertainment” are not allowed (43).</i> <i>Businesses were warned that deductions for “lavish and extravagant entertainment are not allowed (Internal Revenue Service 43).</i> |
| An unknown author or an unsigned work | <i>The UFO reported by the crew of a Japan Air Lines flight remains a mystery. Radar tapes did not confirm the presence</i> |

| | |
|---|--|
| | <i>of another craft (“Strange Encounter” 26).</i> |
| <p>A novel, play or a poem</p> <ul style="list-style-type: none"> ○ For a novel, put the page number first then the chapter ○ For a play, list the act, scene, and line numbers ○ For a poem, cite the part and line numbers | <p><i>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 complete isolation the figure of the host” (56; ch. 3).</i></p> <p><i>In his famous advice to the players, Hamlet defines the purpose of theater: “whose end. . . is to hold, as ‘twere, the mirror up to nature” (III, ii, 21-23).</i></p> <p><i>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).</i></p> |
| <p>A work in an anthology</p> <ul style="list-style-type: none"> ○ In the signal phrase or citation, put the name of the author (NOT the editor of the anthology) | <i>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).</i> |
| Two or more works together | <i>With intensive training, the apes in this study learned over 200 signs or signals (Desmond 229; Linden 173).</i> |
| A personal interview | <i>As Fred Adams reports, “Not all chimpanzees make good pets.”</i> <i>Most people “are not prepared for the amount of work having a chimpanzee as a pet requires” (Jacobs).</i> |

I. CORRECTLY INTEGRATE and PUNCTUATE QUOTATIONS:

Don’t rely on quotations for the bulk of your paper; you give the impression that you are unable or too lazy to think for yourself.

Integrating quotations fully within your writing gives **coherence** and keeps your **voice** dominant in your paper.

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.
 - Punctuate correctly:

- **comma** before the quotation mark
- quotation begins with a **capital letter**
- quotation mark **first, THEN** the citation, **PERIOD AFTER.**

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 or to keep a sentence grammatical within your context.

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 Miller, children only know who they are when they have a sense of “who surrounds [them]” (47).

4. After using a quotation, use a **comment, analysis or further connection** to follow up.

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:

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 that in set-off quotations, the ending punctuation comes before the citation.
- Notice that the paragraph continues after the long quotation; paragraphs must end with concluding sentences, NOT with a quotation.

STEP 11: 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 number: *see sample paper*).
- have NO page number on title page (or outline).
- use a 10- or 12-point font.
- be only Courier, Geneva, Helvetica, New York, or Times font.
- 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
- The **source** of the appendix should be **cited** on the Appendix itself, at the **bottom** of the page

E. If required by your teacher, a formal outline should follow the title page.

XII. 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 long, indented quotations and the Works Cited?
- _____ Have you read all the way through the final paper to make sure no pages were misarranged, no paragraphs or sentences dropped, no words omitted?
- _____ Have you submitted your paper to **turnitin.com**?

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

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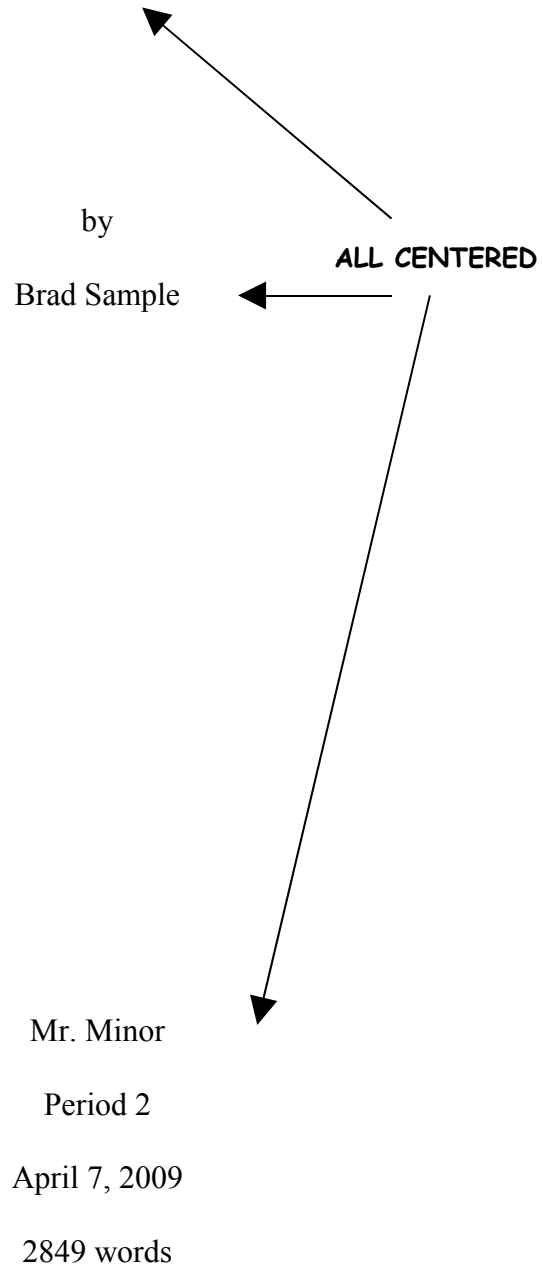
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SAMPLE MLA RESEARCH PAPER

The Recent Dramatic Growth of Hockey in America



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Strong initial
statement

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. They love it for the abuse the players stoically take for eighty-six games, not including the pre-season or the play-offs. They love it for its inclusiveness: in hockey, unlike basketball, being tall is not a requirement; unlike football, being big isn't a requirement; unlike baseball, chewing tobacco isn't a requirement, and, in fact, would bring some ugly consequences on the ice. In hockey, the better skater, big or small, the one with better timing, positioning, anticipation, and determination, usually gets the best of his or her opponent. Hockey fans love the game for these and countless other reasons, and more fans in America join the "coolest game on ice" every year. Some even say that America has robbed Canadians of "their" game, because even though hockey in America is flourishing, Canada's National Hockey League franchises are beset by financial troubles, despite the fact that Canada's junior and minor leagues are thriving. Several Canadian National Hockey League (NHL) franchises have already moved across the border to U.S. cities, leaving only a few remaining in Canada. Hockey has seen unprecedented growth over the past couple decades, especially in America, as evidenced most dramatically by the expansion of hockey franchises to sun-belt regions, the explosion of community-based recreational and "pick-up" hockey, the thriving of the professional minor leagues, and the rise of women's hockey.

THESIS
STATEMENT

While the dramatic growth of hockey, especially in America, may be obvious to long-time fans, it may not be to those less passionate about the sport or sports in general. In order to

appreciate its growth since the early 1980s, one must look back at the origin of hockey, which itself has been the subject of debate for decades. According to Dan Diamond, editor of Total Hockey, about the only fact that seems clear is that hockey wasn't always a league-organized, spectator sport, even though it has long been played in varying forms throughout the world. Most assume that hockey began in Canada, and in fact, most experts agree that hockey probably did originate during the late 1700s and early 1800s in Nova Scotia, Canada, which lies northeast of the U.S. state of Maine; however, the sport wasn't popularized in Canada until the latter half of the 1800s, and even later in the United States. Before the 1800s, the evidence suggests that for centuries hockey was been widespread, though not organized in the sense of being purposefully organized in one place. The issue of origin becomes cloudy before the 1800s (4). Clearly, though, it's a game that people have been playing for a long time.

Use only page #

Topic sentence introduces first body paragraph topic

Still, hockey in America didn't just arise accidentally or without inspiration from somewhere. In the late 1800s in New England, the sport of "Roller Polo" became popular, evidenced by its widely documented presence as recreational entertainment ("Evolution"). It was played on an indoor floor, with a four-foot, narrow-bladed stick and a ball, on skates, and transferred eventually to ice, with ice skates and a flatter object used instead of a ball (Diamond 5-6). Both versions of the game were recognizably influenced by football, lacrosse, and English rugby (6). As the sport caught on, especially in Canada, 1886 brought the establishment of the Amateur Hockey Association of Canada in Montreal. The decades to follow witnessed the emergence and dissipation of a succession of various professional leagues, both in Canada and the U.S., but Canada had become hockey's uncontested "home" (9; 32-36). It would be only a matter of time until American's began to reclaim their interest in hockey.

Weaves in two locations in one source

Hockey as entertainment was quite different one hundred years ago. As Howard “Howdie” Mickoski notes, “In 1900, fans were not just watching, they were part of the action” (qtd. in Diamond 25). People came great distances to see games, by horseback foot or carriage. Fans mingled with friends and players; they sat close to the action, but moved about as much as possible to combat the cold temperatures of the unheated buildings (34). Eventually, spectators began to overflow the small seating capacities of the earliest indoor rinks and rink owners quickly realized that more money could be made from hockey than from pleasure skating. As more money became involved in winning the game, hockey games changed from being social events to heated rivalry encounters. Equipment was limited, and only used to protect from the cold, even though the play was rough and mean. Many players in the early days of the sport felt the best way to slow down their opponent was “to crash a stick over the head of the puck carrier” (26). The sport would not always stay that violent, though, and exciting changes were imminent, including the phenomenal growth that would occur throughout the final decades of the twentieth century.

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From the early 1900s and into the 1970s, hockey remained a lesser sport in the eyes of most Americans, but was soon to grow in ways they could never imagine. When any business or enterprise is judged in terms of its growth, geography is always a factor: a successful business or enterprise establishes itself and succeeds in a variety of geographic areas, and professional hockey has done just that. Though hockey had always been popular in Canada, by the 1940s it had proved its ability to succeed elsewhere. As early as the 1942-43 season, four out of the “Original Six” teams in this “Canadian” sport, were U.S.-based (Diamond 130). While hockey has long proved a success in cold weather regions of Canada, Europe, and portions of the U.S., the success in sun-belt regions throughout the 80s and 90s is testament to the game’s allure and proof that it can succeed with fans anywhere. In fact, the recent growth in American hockey is unprecedented in sports


history, although this growth did not come without risk. Before the 1966-67 season, the NHL made the considerable gamble to bring hockey to the West Coast by granting franchises to the Los Angeles Kings and Oakland Seals (131). The success of these teams prompted Atlanta to bid for and obtain a franchise in 1972-73. The sun-belt growth was underway, but it remained tentative and quiet growth until one of the most significant sports trades in history occurred on August 9, 1988, when “a stunned hockey public learned that Wayne Gretzky had been traded to the Los Angeles Kings [from the Edmonton Oilers]. His arrival finally made hockey a hit in Southern California, and helped to promote the game all across the United States” (Granato). While Gretzky was warmly received in Southern California, it’s not an exaggeration to say it devastated fans in Edmonton and throughout Canada for that matter. The “Great One” had been sold out from under them, and to Southern California, of all places (Diamond 132). They were incredulous. Nonetheless, the game went on, and soon other warm-weather cities saw the potential for hockey franchises of their own.

Must restate author because another source intervened

To put into perspective the growth of hockey in America versus in Canada, its acknowledged “home,” one needs to look only at the 1990s: in 1990, out of twenty-one teams in the NHL, fourteen were in America; in 2000-2001, the NHL reached thirty teams, with twenty-four in America (Diamond 85). The league expanded to southern and northern Florida, San Jose, Anaheim, Nashville and Atlanta, and shuffled teams (two of them Canadian) to Phoenix, Dallas and Colorado. Each of those teams has attracted loyal fans, generated revenue, and spawned rapidly growing youth hockey organizations (85). Naturally, expansion justified itself by increased attendance around the league. Diamond confirms that during the 1990s, “the interest in hockey . . . spiked dramatically in all regions of the United States. Once considered a game of only regional interest, hockey [became] a trendy national pastime” (85). Participation, television ratings, and merchandise sales all

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increased, as did awareness. Nearly every area in the country had been “exposed to hockey in some manner, whether . . . through the 98 professional minor league teams, 54 NCAA teams, or the NHL’s expanded national footprint” (85). To parallel this growth, youth hockey exploded and adult recreational level hockey doubled in size during the 1990s (85). Clearly, the sport has established its following, and nowhere more clearly than in the United States. By contrast, in Canada, while youth and junior hockey have continued to flourish, several of the nation’s professional franchises have struggled financially for a variety of economic reasons. Professional players once came exclusively from Canada; now they come just as frequently from Europe; “Some day,” says Florida Panthers president, Bill Torrey, “we are going to see NHL players coming out of Florida . . . They skate all the time on in-line skates when they aren’t on the ice. We started with 300 or 400 in our street program. Now we have 15, 000” (qtd. in Diamond 85). One may wonder just when hockey will no longer be the “Canadian sport.”



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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-wee 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. No one expects hockey to surpass other popular sports, especially because of the equipment needed to play even casually, and no one expects the NHL to surpass the National Basketball Association (NBA), National Football League (NFL) or Major League Baseball (MLB) anytime soon, 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 16, 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.

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. 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). Today, the ECHL and other professional minor leagues are the breeding

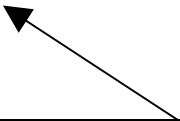
ground for future NHL talent. The sport will continue to grow as long as such organizations continue.

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). The Winter Olympics of 1998 marked the debut for women’s hockey in the Olympics, and the U.S. team gained notice when they beat Canada for the gold medal by a score of 3-1 (114). The medal meant much more than just winning an important game, as conveyed by U.S. player Sue Merz, who commented, “We do not have a National Hockey League for women’s hockey, so this was our chance, maybe for a lifetime, to show how great hockey can be,” and that they did (qtd. in Alexander). Without a doubt, “Awareness of women’s hockey was aided significantly by Team USA capturing the gold medal . . . in Nagano,” but that triumph came only after years of hard work to bring women’s hockey to the winter Olympics (Diamond 111). In 1990, none of the teams involved in the first official Women’s World Championships had a strong development system, let alone a high-performance program for their sport. Instead, energies were focused entirely on men’s hockey, until national organizations suddenly needed to select a national women’s team and they scrambled to ice 20 players (111). The International Olympic Committee (IOC) met after the 1992 World Championships in order to discuss adding women’s hockey to the Olympics, but at that point decided against it. Eventually, however, with the pressure to increase

the number of team sports in the winter Olympics, and also to add more women, confirmation arrived that women's hockey had been slated for the 1998 Winter Olympics. The International Ice Hockey Federation (IIHF) used the World Championships to establish seeding for Nagano. In the meantime, the women's game had become faster, players had become stronger, more physical, and better coached, though their training was still a far cry from what the men received (111). Diamond remarks, "The triumph [at Nagano] was considered significant enough that the team was put on a Wheaties box," (86) and with that triumph emerged individual stars such as Cammi Granato, sister of recently retired NHL player, Tony Granato. While Cammi's contributions to hockey are modest compared to those of Wayne Gretzky, her success has added to the growth of women's hockey throughout the United States.(86). 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 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" (45). 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. Many cite the 1980 Men's Olympic gold at Lake Placid as the inspiration for the 80s, 90s, and even today. Many others point to individual superstars, such as Wayne Gretzky and Mario Lemieux, and the effect they undoubtedly had on the expansion of hockey. 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.



EFFECTIVE CLOSING: ties to and echoes the opening paragraph

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