

SEARCH PAPER GUIDE

A Search Paper is like a traditional research paper but less formal. A Search Paper does what you would do if you wanted to know more about a subject: you search for sources of information about your topic and once you find those sources, you discover all the information you can.

One way in which a Search Paper is different is that you write it as you search for information. You describe where you searched for sources, identify the sources you found, and then you describe your findings. Rather than waiting until you've found all your information, as the writer of an MLA paper does, you will be writing AS you search, so by the time the search is ended, you've completed your paper.

Another way a Search Paper differs from a traditional paper is in the point of view. A Search Paper is written in the first person: you will write from the "I" point of view explaining what information you want to find out, what information you have found, and what questions you have left at the end of your Search.

Like traditional research papers, your Search Paper will go through many drafts before it ready to be displayed for the Senior Project judges in your Senior Project Portfolio.

STEP ONE: IDENTIFY YOUR TOPIC

Your Search Paper topic should serve as background information to your Senior Project hours. Ask yourself what areas related to your Senior Project hours you would like to know more about.

For example, if your project is to doing wedding photography, you might want to know more about one of the following:

- the differences between digital and film cameras
- the development of the camera
- outdoor vs. indoor photography
- the differences between landscape, portrait, and wedding photography

If your project is to build a cabinet for a wide-screen TV, you might want to know more about one of the following:

- different styles of cabinetry
- the Arts and Crafts movement of the early 1900s
- why wide screen TVs are better than the older formats
- the differences between LCD and plasma TVs

Once you have developed some ideas for your topic, you will need to choose **one** to start working with. Keep this list of ideas, though, in case you have difficulty finding enough information on your first choice.

STEP TWO: POSE QUESTIONS WORTH RESEARCHING

Having settled on a topic, what are some of the **specific ideas** you'd like to explore? Brainstorm or free write to explore what kinds of information you'd like to learn or discover about this topic.

Examples:

- How do film cameras differ from digital cameras? Is one better than the other? Why are some people still using film cameras?
- How did the old format for TVs come about? How are the new TVs different? Does the move to digital TV have anything to do with widescreens? Why are the new TVs so expensive?

These questions will GUIDE YOUR RESEARCH and will become the THESIS for your Search Paper.

STEP THREE: SEARCHING FOR INFORMATION

- In a Search Paper, you are required to do FIVE DIFFERENT SEARCHES for information; that means you must look in FIVE DIFFERENT PLACES. You can have more searches, of course.
- In these five searches, you must find FIVE DIFFERENT SOURCES OF INFORMATION. That means that you might find two sources in one search and none in another. You can have more sources, of course.
- ONE of your sources MUST BE AN INTERVIEW. You cannot have all five sources be interviews, though.
- You may use just ONE ENCYCLOPEDIA as a source. It can be either print or electronic.

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.) and 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, that are not one-sided.

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:

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

STEP FOUR: BUILDING A LIST OF SOURCES USED

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 Sources list at the end of your Search 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 Sources 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.
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 (printed) or dictionary	<p>Arrange by</p> <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 	“Bosnia.” <u>Encyclopedia Britannica</u> . 3rd Edition. January 1988. <u>Oxford Dictionary and Thesaurus</u> . American Edition. 1996.
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, 	Synge, J. M. “On an Anniversary.” <u>The New Oxford Book of Irish Verse</u> . Ed. Thomas Kinsella. Oxford: Oxford UP, 1986. 318.

	give the <u>page numbers on which the selection appears.</u>	
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. 	The Bible. Revised Standard Version. Exodus. The Bible. CD-ROM. Parsippany: Bureau Development, 1990.
Foreword , Introducti on, Preface or Afterwor d	<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. 	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.
<u>Periodic als accessed in print:</u> Signed magazine or newspape r 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. 	Luckas, John. "The End of the Twentieth Century." Harper's Jan. 1993: 39-58. Sun, Leana H. "Chinese Feel the Strain of a New Society." <u>Washington Post</u> 13 June 1993: A1+.
Unsigned magazine or newspape r article	<ul style="list-style-type: none"> ▪ Begin with the article title enclosed in quotation marks. 	"Radiation in Russia." <u>U.S. News and World Report</u> 9 Aug. 1993: 40-42.
<u>Periodic als accessed electroni cally:</u> With publicatio n informati on for the printed source	<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. 	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. Smith, Kevin. "Whales Reclaim Breeding Grounds." <u>Time.</u> 18 June 1995. TOM. 28-31.
No publicatio	<ul style="list-style-type: none"> ▪ Cite as above but use the CD-ROM as the source. 	"Faulkner Biography." <u>Discovering Authors.</u> CD-

<p>n informati on for printed source</p>	<ul style="list-style-type: none"> ▪ Use page numbers only if the printed copy retains the page numbers from the original source, as in a PDF file. 	<p>ROM. Detroit: Gale Research, 1999.</p>
<p>Encyclop edia</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>Online: 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 ▪ date when you accessed the source NO PERIOD ▪ URL (Uniform Resource Locator), within angle brackets, followed by a period 	
<p><u>Online Examples</u> :</p>	<p>Scholarly Project</p>	<p><u>Victorian Women Writers Project</u>. Ed. Perry Willett. Apr. 1997. Indiana U. 26 Apr. 2009 <http://www.indiana.edu/~letrs/vwwp/>.</p>
	<p>Professional Site</p>	<p>Portuguese Language Page. <u>U of Chicago</u>. 1 May 2009 <http://humanities.uchicago.edu/romance/port/>.</p>
	<p>Book</p>	<p>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>.</p>

	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 Dictionary	Jones, Kenneth. "Croatia." <u>The New Encyclopedia Britannica</u> : 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 the word "Interview,;" the name of the author, if any, and the publication in which the interview was printed, including page numbers. 	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.

	<ul style="list-style-type: none"> ▪ If the interview has a title, put it in quotation marks after the interviewee’s name and do not use the word “Interview.” 	
<p>Radio or Television Interview</p>	<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 broadcast. 	<p>Holm, Celeste. Interview. <u>Fresh Air</u>. Natl. Public Radio. WBUR, Boston. 28 June 2006.</p>
<p>Photocopied Material</p>	<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.” Photocopied material. Beginning Karate class. Center for the Martial Arts. South Lake Tahoe, CA. 2007.</p>
<p>Film or Video</p>	<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. <u>Through the Wire</u>. Dir. Nina Resenblu. Narr. Susan Sarandon. Fox/Lorber Home Video, 1990. 77 min.</p>
<p>Radio or Television Program</p>	<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 	<p><u>UNIDENTIFIED: Aliens Among Us?</u> by John C. Rattery. Fox. WGND, Atlanta. 24 Oct. 1998. “This Old Pyramid.” with Mark Lehner and Roger Hopkins.</p>

	<p>within a larger program, the order is as follows: episode or segment title <u>in quotes</u>; writer, director (etc.); title of the program, <u>underlined</u>; network; local stations and city; and date of broadcast.</p>	<p><u>Nova</u>. PBS. WGBH, Boston. 4 Aug. 1993.</p>
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STEP FIVE: GETTING FOCUSED

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.

- **Go back to the question you began with.**
 - Do the questions you started with still interest you?
 - Does there appear to be enough research available to answer them?
 - Is your focus appropriate to the length of the paper: not too limited and not too broad?
 - Do you need to broaden or narrow the topic to have a manageable amount of material?

- **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.
 - **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.
 - You will need to adjust your questions as you get deeper into the research. What you find in one source or from one interview may cause you to find a different source or have different questions as you go into your next Search.
 - Remember – you will need 5 different searches and a MINIMUM of 5 useable sources.

STEP SIX: DEVELOP YOUR THESIS

- Your **thesis CLARIFIES what you want to learn** in your Search Paper. The questions that you began with will most likely be these questions.
- You will be able to go back later and carefully design your introductory paragraph or paragraphs. For now, you will need to keep in mind the SPECIFIC QUESTIONS you're setting out to answer.

- **Phrase these questions in the first person.** Following are some examples of thesis statement for a Search paper:
 - *I am interested in learning how lie detectors work and why lie detectors are not legally admissible in American courts. I am also interested in finding out if other countries allow lie detector evidence in court and if it's possible for people to fool lie detectors.*
 - *I would like to discover how to choose when to use a film camera or a digital camera. I'd also like to learn how much digital manipulation, like Photoshopping, is done with digital photos in magazines and on television. I'm really interested in how "real" photographs are in today's world.*
- Write out your thesis and submit to your teacher as instructed. Keep it in front of you as you begin to do your research so you keep your main ideas in mind throughout the process.

STEP SEVEN: DOING THE SEARCHES

Now that you've found some sources AND have your thesis, your next step is going to be doing the searches and gathering that information.

You have to keep track of the information you gather so that your teacher can see that your paper is written from the sources you found. Your teacher may ask you to bring into class one or more of your sources so that you can do some of your writing in class.

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

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.

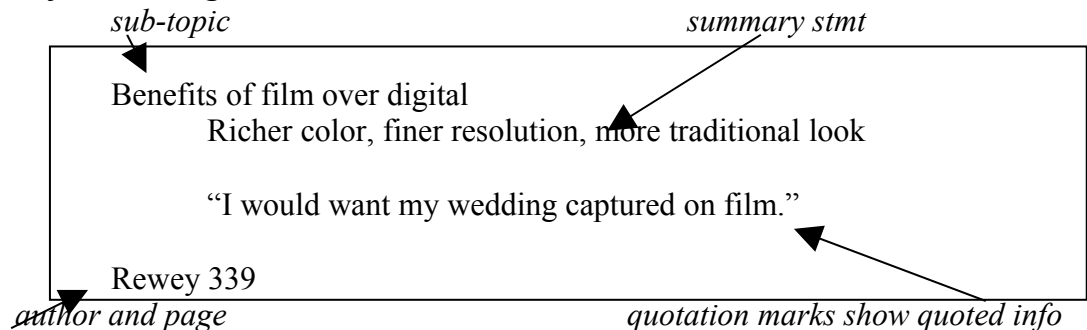
For printed sources :

- 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:**
 - Details
 - Opinions
 - Facts
 - Examples
 - Quotations (*VERY FEW*)
5. **DO NOT COPY from the source.** Any language from your sources that appears in your paper without being identified 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:

- **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.
- **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*

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 through sign language (26).

Your goal is to put the source's information into YOUR WORDS.

**YOU WILL BE TURNING IN YOUR NOTE CARDS or 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 note cards or highlighted research with the rough draft.
- **A student may not turn in a final paper until the rough draft has been approved.**

STEP EIGHT: WRITE AN OUTLINE

A Search Paper gives a STEP BY STEP account of your search for information to answer the questions you began with which appear in your THESIS.

- The paper has three major sections:
 - *Why the Search*, the introduction, which explains what you already know about the subject and what you want to learn
 - *The Search*, the body of the paper, which details where you searched, the source(s) you found, and the findings you had in those sources – the information you got from each source.
 - *Reflecting on the Search*, the conclusion, which evaluates how successful your search was, looks at the answers you were able to find to your questions, and connects in some way to the way you began your paper.
- Your teacher will direct you on how to write the outline and what is required.

Following is the format for a SEARCH PAPER OUTLINE.

Title of paper

Focus of search: the information the writer hopes to learn through the search process
(*This is your thesis*)

Why the Search

- I. Introduction (may be multiple paragraphs)
 - A. Hook
 - B. Interest in topic
 - C. What already know
 - D. What want to learn

The Search

- II. First search
 - A. Where searched
 - B. Findings (or no findings)
 - 1. Source information (author, title, web site?)
 - a. One main idea from source
 - b. Another idea from source
 - c. Main ideas from source continues...
 - 2. Source information (author, title, web site?)
 - a. One main idea from source
 - b. Another idea from source
 - c. Main ideas from source continues...
 - 3. Sources continued...
- III. Second search
 - A. Where searched
 - B. Findings (or no findings)
 - 1. Source information (author, title, web site?)
 - a. One main idea from source
 - b. Another idea from source
 - c. Main ideas from source continues...
 - 2. Source information (author, title, web site?)
 - a. One main idea from source
 - b. Another idea from source
 - c. Main ideas from source continues...
 - 3. Sources continue...

- IV. Third search
 - A. Where searched
 - B. Findings (or no findings)
 - 1. Source information (author, title, web site?)
 - a. One main idea from source
 - b. Another idea from source
 - c. Main ideas from source continues...
 - 2. Source information (author, title, web site?)
 - a. One main idea from source
 - b. Another idea from source
 - c. Main ideas from source continues...
 - 3. Sources continued...

- V. Fourth search
 - A. Where searched
 - B. Findings (or no findings)
 - 1. Source information (author, title, web site?)
 - a. One main idea from source
 - b. Another idea from source
 - c. Main ideas from source continues...
 - 2. Source information (author, title, web site?)
 - a. One main idea from source
 - b. Another idea from source
 - c. Main ideas from source continues...
 - 3. Sources continued...

- VI. Fifth search
 - A. Where searched
 - B. Findings (or no findings)
 - 1. Source information (author, title, web site?)
 - a. One main idea from source
 - b. Another idea from source
 - c. Main ideas from source continues...
 - 2. Source information (author, title, web site?)
 - a. One main idea from source
 - b. Another idea from source
 - c. Main ideas from source continues...
 - 3. Sources continued...

Reflecting on the Search

- VII. Conclusion
 - A. Evaluation of searches & findings
 - B. Insightful closing
-

EXAMPLE OF AN OUTLINE FOR A SEARCH PAPER:

This is the “working outline” for the sample Search paper that follows. You will organize your information like this before you begin writing your rough draft.

Replacing a Manual Transmission

Focus of search: I hope to learn how to troubleshoot and replace a manual transmission.

Why the Search

- I. Introduction
 - A. Loss of acceleration and speed, weird noises, grinding gears
 - B. Interested in replacing my transmission
 - C. Have some knowledge of working on Blazers and am enrolled in UTI
 - D. Want to learn how to troubleshoot and replace a manual transmission

The Search

- II. First search
 - A. STHS library
 - B. Findings
 - 1. *Chilton's Easy Car Care*
 - a. Checking fluid levels
 - b. Recommended fluid
 - c. Identifying transmission fluid leaks
 - d. Causes of noisy transmission
 - 2. No other sources found
- III. Second search
 - A. Mr. Komorowski's Work Experience class
 - B. Findings
 - 1. “Transmission Installation Procedures”/Transmission Exchange
 - a. Prices for rebuilt and new transmissions
 - b. Possibly other parts involved
 - 2. “Transmission Repair”/icarumba.com
 - a. Types of gears
 - b. Gear ratios
 - 3. “Transmission Troubleshooting”/AAMCO.com
- IV. Third search
 - A. Kragen Auto Parts
 - B. Findings

1. *Chilton: General Motors: Blazers/Jimmy/Typhoon/Bravada 1983-1993* by Thomas Mellon
 - a. Parts that need to be removed before removing transmission
 - b. Reversing the steps to reinstall transmission
2. No other findings

V. Fourth search

A. Mr. Patterson

B. Findings

1. *Modern Automotive Mechanics* by James Duffy
 - a. Basics parts of a transmission
 - b. Manual better than automatic
2. *1987 Engine, Clutch & Drive Axle Service & Repair* by General Motors Corporation
 - a. Tightening specifications
 - b. Problems if not tightened correctly

VI. Fifth search

A. Fred Bailey, ASE

B. Findings

1. Challenges of installing a transmission
2. Time it would take

Reflecting on the Search

VII. Conclusion

A. Good interview, but better manual from Kragen Auto Parts

B. Knowledge and confidence to replace my own transmission

STEP NINE: WRITING THE ROUGH DRAFT

ALWAYS SET THE FORMAT OF YOUR DOCUMENT FIRST.

- **This draft MUST be done on the word processor.**
- 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

GIVE THE DOCUMENT A NAME AND SAVE IT.

- Find a computer that is consistently available and use it.
- Be sure you have a USB device (flash drive) to copy your work; save all your work in more than one place.

- **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.

OBSERVE THE RULES 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.)

UPDATE YOUR SOURCES PAGE.

- Be sure that your Sources page is formatted correctly:
 - **DOUBLE SPACED**
 - **BEGIN** the first line of each entry **AT THE MARGIN**
 - **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 are citing **electronic sources with a URL**, be sure to **UNLINK THE HYPERLINK** so that the address doesn’t appear in blue:
 - Highlight a hyperlink
 - Go to “Insert”
 - Go down to “Hyperlink”
 - Click on the “Remove Hyperlink” box
 - Click on OK

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.

STAY FOCUSED AND CONSISTENT.

- Keep your **thesis** in mind throughout the paper. Stay focused on how your information answers the questions you have.
- Begin with the first section of your **outline**, moving through the rest of it in the order you've chosen.
- Write using "I": "*I discovered. . .*" "*I found that. . .*" and so on.
- Do NOT use "you": instead of "*If you go to the garage. . .*" write "*I learned that when I go to a garage. . .*"

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 FULLY COVER each of your **searches**, each **source** you found, and the **findings** or information you found in each source.

AVOID PLAGIARISM

- Paraphrasing requires that you use YOUR words; simply changing a word or two from the original is not enough.

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

- when you need to say **EXACTLY** what was said in the original
- when the person quoted is an **authority** on the subject
- Remember that in a Search paper, quotations are the **ONLY** pieces of information that must have the name of the source and page number, if needed, in parentheses directly after the quotation is completed.

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")

SUBMIT YOUR PAPER TO YOUR TEACHER AND TO TURNITIN.COM

- Follow your teacher’s directions to turn in your paper. You should turn in ALL your research in the envelope provided.
- Your ROUGH DRAFT MUST BE TURNED IN TO TURNITIN.COM; you cannot turn in a final until this step has been done.

STEP TEN: REVISE THE DRAFT

Revise ON the word processor.

POLISH THE INTRODUCTION:

- Make your introduction interesting to the reader: try starting with a quote, an illustrative incident, an attention-getting statement, etc.
- Title this section with *Why the Search* – centered and in italics
- This paragraph is designed to lead into your **THESIS**, which should appear at the end of the *Why the Search* paragraphs

POLISH THE CONCLUSION:

- Title this section *Reflecting on the Search* – centered and in italics
- 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 and that you’ve found the answers to the questions you began with.
- Ideally, the conclusion would echo the introduction in a way that satisfactorily completes the paper.

BE SURE EACH BODY PARAGRAPH COVERS YOUR SEARCH, ANY SOURCE(S) YOU FOUND IN THAT SEARCH AND YOUR FINDINGS

- In describing the Search, clarify exactly where you searched
- If you found a Source, be sure to identify that source completely and in detail so that your reader could find it on your Sources page: “*The book I found was Mules of the Nevada Desert written by Bob Skinner in 1996.*”
- MOST of each body paragraph should be about the findings you discovered in your sources. These should be detailed and completely explained.

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 your search.
- 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.

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

- Do this by checking off or crossing out each suggestion or comment as you address it or correct it in your Rough Draft.

- NOT CORRECTING THESE ERRORS WILL CAUSE YOU TO GET A REWRITE ON YOUR 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.
- Make corrections as needed.

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:

- In a Search paper, citations are done in TWO ways:
 - Within your writing, when you identify *where* you searched and the actual useable **source** you found. You must give the AUTHOR (if given) and the TITLE of each source as you discuss it:
 - *In the STHS library, I found two books. The most useful of these was The Use of Lie Detectors in America by Samuel Adams.*
 - If you use a DIRECT QUOTATION – the actual words of a source – then you must indicate that quotation with quotation marks and you must CITE it at the end of the quotation:
 - *Adams believes that “the overuse of lie detectors on television and in movies has made us think they are more reliable than they are” (Adams 48).*

There are a few rules to observe:

- 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 Sources page to do correct citations, because the way you have listed a source on the Sources page determines how you cite it in the text.
- For direct quotations, 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 the quotation**.
- Electronic sources DON’T have page numbers.

STEP ELEVEN: PREPARE YOUR FINAL PAPER
See sample paper for examples of the following.

Check that your title page has 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 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”)

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)
- 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.
- have 2 spaces after a period, 1 space after a comma

Your Sources page should

- have the title centered, not underlined, italicized, or bold
- have the page number as a continuation of your paper
- have all sources listed ALPHABETICALLY by whatever appears FIRST on the line: the author’s last name or the title of the article or source
- be DOUBLE SPACED
- have all entries begin AT THE MARGIN: second and following lines are INDENTED so that the name or article stands out to the left
- have all WEB ADDRESSES “unlinked” so they don’t appear in blue ink as links

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.
- The **source** of the appendix should be **cited** on the Appendix itself, at the **bottom** of the 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 Sources page

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 on the Sources page?
- _____ Are all of the sources listed on the Sources page actually discussed in your paper?
- _____ Have you cited all quotations 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 Sources page?
- _____ 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!**

Sources

Baron, Alvin. Bud's Easy Research Paper Computer Manual. 3rd Ed. New York: Lawrence House Publishers, 1995.

Hack, Diana. A Writer's Reference. Boston: Bedford Press, 1995.

Lester, James D. Writing the Research Paper. 9th ed. Boston: Longman, 1999.

Macrorie, Ken. The I-Search Paper. Portsmouth, NH: Boynton/Cook, 1988.

Modern Language Association. "Citing Sources from the World Wide Web." Lkd.. MLA on the Web at "MLA Style." 29 Sept. 2002 <<http://www.mla.org/mainstl.htm/sources>>.

SAMPLE SEARCH PAPER

Replacing a Manual Transmission

By

Robert Bailey

Ms. Conlon

Period 3

May 7, 2008

2034 words

Replacing a Manual Transmission

Attention-getting
beginning

Why the Search

Loss of acceleration and speed, weird noises, grinding gears are some of the problems that I have come across since I bought my first car, a 1987 S-10 Chevy Blazer. The car was inexpensive, and I knew that it had problems. However, there was one big problem I had no idea about: my transmission was going out. After putting up with it for a while, I decided that something had to be done. Therefore, I began saving money to replace it. The problem was I didn't know whether to take it to a shop and have it replaced or to just buy a transmission and replace it myself.

Use "I"; don't use "you"

I like to work on cars and have had a good deal of experience working on them, especially Blazers because my brother owns two of them. I have also enrolled in the Universal Technical Institute (UTI), a school for training mechanics. Even though I like working on cars and am going to base my career on it, I don't have any knowledge about transmissions. Therefore, I figured that it wouldn't hurt to learn how to troubleshoot and even replace a manual transmission for my senior project and possibly solve the problem with my Blazer at the same time.

THESIS

The Search

I decided to begin my search at the South Tahoe High School (STHS) library. I went to the library and looked up automobiles on the card catalog computer to see if there were any books where I could get some good information. When I didn't find any books on transmissions by using the card catalog computer, I went to the librarian and asked for help. I got a book from her called *Chilton's Easy Car Care* with a section in it on manual transmissions. This book did not have anything on how to replace a transmission; however, it did have some information on

how to troubleshoot a manual transmission for fluid leaks and noise, and my car had both. Beginning with the basics, the book showed how to check fluid levels. I learned that when checking a manual transmission's fluid level, I have to crawl under the car. Then there will be two bolts in the transmission: the bottom one is to drain the fluid, and the top one is to fill and check the fluid. To check the fluid I have to remove the top bolt and stick my finger into the hole. When I pull my finger out if there is fluid on it, then it is full. If there is no fluid on it, then transmission fluid needs to be added. There was also information on the recommended fluid. For my SUV the recommended fluid was standard Automatic Transmission Fluid (ATF), which I thought was strange because I have a manual transmission and I expected it to call for thick gear oil. The book also had great ways of identifying problems that cause transmission fluid leaks. For example, if I leave a newspaper under my car overnight and there is transmission fluid on the paper in the morning, then my car has a leak. The main cause for transmission leaks are lubricant levels being too high, loose or missing bolts, cracks in the transmission case, drain or fill plugs missing, or the vent hole is plugged. There were also causes for a noisy transmission when it is in gear, such as not enough lubricant, worn bearings, worn gears, damaged synchronizers, and chipped gear teeth. The causes for transmissions being noisy in neutral were insufficient or incorrect lubricant, worn bearings or gear teeth, or a worn reverse idler gear. I looked for another book in the STHS library, but I could not find any more books on transmissions, and the librarian said there was nothing else she could do for me. However, from what I learned about how to troubleshoot a transmission from this source, I should be able to determine what is wrong with my Blazer's transmission.

My next search was to see what I could find on the Internet. Since I don't have the Internet at my house, I had to do my research in Mr. Smith's Work Experience class where I am

a T.A. Fortunately he had the time to help me search the web. There were many sites on transmissions, but there were not too many that had information on how to replace them. The first article that I found on the Internet was “Transmission Installation Procedures” at the [Transmission Exchange co.](#) web site. In this article I found some prices for rebuilt transmissions and for new transmissions. Rebuilt transmissions ranged from \$350 to \$750, depending on how and where it would be shipped and what kind of warranty came with it. Most used transmissions, however, did not come with a warranty, which means that I could buy one that doesn’t work and not be able to get my money back. The prices for new transmissions were much higher, starting at \$750 for stock ones and moving to over \$1500 for custom or performance transmissions. I also found that there were other parts besides the transmission that would have to be removed to replace the transmission. These parts would also have to be checked for problems and might also have to be replaced or repaired. I searched this web site for information on the parts that work along with the transmission, but it didn’t say what the parts were or how to remove and repair them. However, I did find other sites that were helpful.

I visited two more web sites with the help of Mr. Smith. The first site was [Icarumba.com](#), which had an article on “Transmission Repair.” This article discussed how a manual transmission and its components work. There are many different sizes of gears, which allow a driver to control his/her speed by changing to a larger or a smaller gear. There are also many different gear ratios, which is the size of the gear and the amount of teeth that the gear has. The next site that I visited was [AAMCO.com](#). In the article “Transmission Troubleshooting,” I found pretty much the same information I had already learned: troubleshooting, fluid levels, maintenance, and prices. While web sites are a good source of information if there aren’t too

many other sources, I prefer to get information out of books because the authors are more likely to give straight answers since they aren't trying to sell me something.

Therefore, the next place I decided to search for information was at Kragen Auto Parts. I was looking for a repair manual for my car that would have information on transmissions. I couldn't find one that was specifically for my car, but I did find a more general one: *Chilton: General Motors; Blazers/Jimmy/Typhoon/Bravada 1983-1993* by Thomas Mellon. This manual had instructions on how to troubleshoot and service manual transmissions, specifically noting that there would be other parts that would have to be removed before the transmission was removed. There were many pictures and diagrams that helped me understand what to do. I learned how to remove and install drivelines, as well as check them for damage. Specifically, there are four bolts on each side of a driveline that hold the u-joints to the axles, and these need to be removed. The u-joints are the parts that rotate as the drivelines turn, moving the axles. Since u-joints can be damaged, they also need to be checked regularly. The next part that has to be removed is the front cross member, which involves removing three bolts from each side of the cross member and then wiggling it out. After these steps, the transfer case can be removed. Specifically, there are five bolts that have to be removed; these bolts hold the transmission and transfer case together. After removing these bolts, the transfer case can be dropped down. Finally, the transmission can be removed by unbolting it from the bell housing and moving it around until it is in a position to be dropped down. I would then reverse these steps to reinstall the transmission. This manual was the most valuable information that I had gotten so far, and with this knowledge plus the step-by-step instructions in the manual, I should be able to replace a transmission.

I went to the auto shop for my next search and asked Mr. Patterson for information on manual transmissions; he told me to look at two books. The first book was the auto shop textbook, *Modern Automotive Mechanics* by James Duffy, which was full of useful information. I learned the basic parts of a transmission: the throw out bearing, clutch fork, slave cylinder, pressure plate, clutch, and many others. This book also explained the purpose of a manual transmission and how some people believe that they are better than automatic transmissions because the driver has better control of the vehicle and they get better gas mileage. The second book was *1987 Engine, Clutch & Drive Axle Service & Repair* by the General Motors Corporation. Now, if I have ever seen a big book, well, this was a really big book. However, the only information that it contained that I had not already found in my previous searches were about the tightening specifications for transmissions and clutches. There were specifications for the transmission-to-clutch housing bolt, cross member-to-frame bolt, mount-to-mount bolt, mount-to-transmission bolt, transfer case-to-extension housing bolt, strut rod bolt, transmission brace bolt, and adapter-to-transmission bolt. There were also tightening specifications for the flywheels, clutch, clutch fork, and drivelines. These specifications are different for all transmissions, and there were charts to find out what mine were. These tightening specifications could come in handy when installing my transmission because when reinstalling parts of an automobile that are under constant torque or pressure, premature wear or even breakage can result if they are not tightened correctly.

My last search was an interview with a mechanic to get information that can't be found in books. For example, is replacing a transmission physically or mentally challenging? The mechanic I interviewed was Fred Bailey, an ASE certified mechanic, who has been a mechanic for over ten years. During the interview, I learned everything that I had hoped to learn from a

mechanic. For example, he explained that transmissions are physically challenging to replace because I would be under the car holding heavy objects while unbolting parts. He also explained that replacing a transmission is even more mentally challenging than physically. Specifically, he said, “It’s not really as mentally challenging as it is mentally frustrating” (Bailey). It’s easy to see how replacing a transmission might be mentally frustrating, especially for me since I have never worked with one before and have only a slight idea of how to replace one. I would be lying on the ground for hours with a minimum of light, lifting heavy objects while trying to work them back into place. I learned from Fred that it normally takes four to six hours to replace a transmission, depending on how much experience a person has. Doing an interview was a good idea; I could only get this kind of information from someone with hands-on experience. I thanked him for his time and told him if I decided to replace my transmission myself, I would be getting in touch with him.

Reflecting on the Search

The information that I learned on replacing a manual transmission was very valuable. The interview gave me an insight that I could not have gotten from someone without hands-on experience, and now I know what I would be getting myself into if I decided to replace the transmission myself. However, the most valuable information I got was from the repair manual from Kragen Auto Parts because it had an answer to all my basic questions as well as step-by-step instructions. After learning how to troubleshoot and replace a manual transmission, I feel I am now able to not only diagnose problems in a transmission but also replace a manual transmission and the parts that work along with it. Ultimately, my search has convinced me that I can save money by replacing the manual transmission in my Blazer on my own.

Sources

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“Transmission Installation Procedures.” Transmission Exchange Co. Jan. 2003. 28 April 2008 <<http://www.txchange.com/install.htm>>.

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“Transmission Troubleshooting.” AAMCO.com. 15 Jan. 2008 <http://www.aamco.com/Main/transmissiontroubleshooting/transmission_fluidleaking.htm>.