

# How to Write the Research Paper (THE RIGHT WAY)

MLA 8<sup>th</sup> Edition

Gillespie High School  
English Department

Contributors:

MLA Handbook for Writers of Research Papers, Eighth Edition  
Joseph Gibaldi

Simon and Schuster Handbook for Writers  
Lynn Quitman Troyka

Springfield High School Writing Resource Packet  
Springfield, IL

Edwardsville High School Research Unit  
Edwardsville, IL

A Student's Guide to MLA Formatting  
Presto Plans

<http://owl.english.purdue.edu>

## **Table of Contents**

---

<b>Research Papers: An Overview</b>	<b>03</b>
<b>Select a Limited Subject</b>	<b>04</b>
<b>Surveying of Sources</b>	<b>05</b>
<b>Write a Thesis Statement</b>	<b>06</b>
<b>Thesis Statement Examples</b>	<b>07</b>
<b>Core Elements for Works Cited</b>	<b>08</b>
<b>Source Cards</b>	<b>09</b>
<b>The Works Cited Page</b>	<b>12</b>
<b>Note Taking Tips</b>	<b>14</b>
<b>Note Card Forms</b>	<b>15</b>
<b>Summarizing and Paraphrasing Sources</b>	<b>16</b>
<b>Avoiding Plagiarism</b>	<b>17</b>
<b>Incorporating Note Cards into Your Paper</b>	<b>19</b>
<b>The Formal Outline</b>	<b>21</b>
<b>Sample Sentence Outline</b>	<b>22</b>
<b>Sample Topic Outline</b>	<b>24</b>
<b>Rough Draft</b>	<b>25</b>
<b>In-Text Citations within a Paper – Quick Guide</b>	<b>26</b>
<b>Incorporating In-Text Citations into the Paper</b>	<b>27</b>
<b>General Format Requirements</b>	<b>31</b>

1. This research paper guide follows the guidelines of the Modern Language Associations (MLA). Teachers you have in the future might use different guidelines. There are several. Just be sure to follow the format your instructor assigns.
2. A high school research paper is a long composition setting forth in a formal manner using information taken from several sources to support a stated topic.
3. Every research paper must include a Works Cited Page. This is a list of sources containing information on your subject. Common sources are the following:
  - a. Magazines
  - b. Books
  - c. Newspapers
  - d. Internet and Databases
4. PARAPHRASING is simply putting the information you gather from various sources into your own words.
5. PLAGIARISM is not acceptable. This is a very serious matter and means automatic failure on any research paper.

Plagiarism refers to a form of cheating that has been defined as “the false assumption of authorship: the wrongful act of taking the product of another person’s mind, and presenting it as one’s own” (Alexander Lindsey, *Plagiarism and Originality*). Plagiarism is using another person’s ideas or expressions in your writing without acknowledging the source. Plagiarism is intellectual theft.

6. Steps in preparing a research paper:
  - a. Select a limited topic
  - b. Write a Thesis Statement
  - c. Prepare a Working Bibliography
  - d. Make a Preliminary Outline
  - e. Read and take notes
  - f. Organize notes and make a Final Outline
  - g. Write First Draft—include Parenthetical Citations
  - h. Write the Final Copy—Include Works Cited Page

\*\* Note: A few helpful websites are as follows:

[www.citationmachine.net](http://www.citationmachine.net)

[www.easybib.com](http://www.easybib.com)

<https://owl.english.purdue.edu/owl/>

\*\* Make sure you are using MLA format unless otherwise instructed.

1. Select a subject that interests you and that you can research in the sources available to you.  
In a sense, you become an authority on your subject. You will spend a lot of time with the subject. Thus, choose something that will keep your attention. Also, check to see that sources are available in the library.
2. Get an overview of your subject  
Do some simple reading to gain a general understanding of your topic. This will help you limit the topic. Take notes as you research as you may use this information later.
3. Limit your topic so that you can cover it adequately within the assigned length of paper.

### Example Topics—Broad to Narrow

Broad: Marathon running  
Narrow: Women gaining the opportunity to run marathons

Broad: Vachel Lindsay  
Narrow: Lindsay as a “misfit” who was understood by few

Broad: Abraham Lincoln  
Narrow: Lincoln’s courtship of Anne Rutledge

Broad: Robots  
Narrow: Use of robots in the home

Broad: Van Gogh  
Narrow: Van Gogh’s landscape

Broad: Statue of Liberty  
Narrow: The renovation of the Statue of Liberty

Broad: Fads among the world’s teenagers  
Narrow: Strange fads of college students during the 1950’s

Broad: The Brain  
Narrow: Recent brain research to improve memory

Once you choose a topic, you will begin to search for information. Information can be found in many different types of sources. Below is a list of common research sources:

1. Books
2. Reference books
  - Encyclopedias
  - Atlases
  - Dictionaries
  - Almanacs
  - Fact books (e.g., *Guinness Book of World Records*)
  - Biographical reference works (i.e. *Contemporary Authors, Who's Who*)
3. Periodicals
  - Magazines (e.g., *Time, Newsweek, The Nation*)
  - Journals (e.g., *Journal of the American Medical Association, English Journal*)
4. Electronic resources
  - Electronic databases (e.g., Gale, Opposing Viewpoints)
  - Internet

Not all sources are created equally. When reviewing potential sources, evaluate them carefully. Consider the following questions:

1. **Is the source authoritative?** A source can be considered authoritative if it is mentioned often by respected references such as encyclopedias, textbooks, articles in journals, and bibliographies.
  - For an online source, look for the following:
    - Is the author named? Does the author have credentials? (academic degree, association with a university, list of other publications). Hint: look at the URL.
      - .**edu** is an address at an educational site
      - .**gov** is an address at a government site
      - .**com** is an address at a commercial or business site
      - .**org** is an address at an organization
2. **Is the source reliable?** Material can be considered reliable when it's published in academic journals, university presses, or by publishers that specialize in scholarly books. Material published in newspapers, general readership magazines, and by large commercial publishers may be reliable, but cross-check facts whenever possible.
  - For an online source, answer these questions:
    - Why does the information exist? Who gains from it? Why was it written? Why was it put on the Internet?
    - Is the material dated? Is the date or update recent? No date may indicate the source is unreliable.
    - Does the author provide a URL? If not, doubt reliability.
    - Are any links active, authoritative, up-to-date, and reliable?
3. **Is the source well known?** Check several reliable sources to see if the same information appears.
4. **Is the source well supported?** Check for sufficient support for all assertions and information provided by the source. Reject the source if the author's points are not backed up by evidence.
5. **Is the source's tone balanced?** Check to see whether the tone is unbiased and the reasoning logical. If so, the source is probably balanced.
6. **Is the source current?** Check that the information is up-to-date. This is important because often long-accepted information is replaced or changed by new research.

1. Once you know more about the specific information for your topic, write a Thesis Statement.
2. A Thesis Statement is a declarative sentence and is where you state your point of view on the topic directly, usually in one sentence.
3. This statement limits the scope of your topic and reveals your purpose and attitude. It is like a map that controls the direction of your paper.
4. You will provide this statement with the information that you collect and assemble. In a sense, the Thesis Statement is your answer to the question or problem you are researching.
5. The Thesis Statement is a formal statement. Do not use words that suggest informal tone (you, I think, in my opinion, I believe).
6. You may find that you must revise your Thesis Statement several times, depending on what the research reveals to you.
5. **What does a thesis statement do?**
  - a. Tells the reader your stance on the subject.
  - b. Becomes a road map for the paper—it guides the reader’s expectations of the material discussed, and is essential to the writer’s ability to maintain focus in the rest of the essay.
  - c. Will **directly** answer the question, if one has been asked.
  - d. Creates interest by making a claim or assertion with which others may disagree.
  - e. Provides a one-sentence, main idea of the written piece, typically at the beginning of the paper.
6. **How to determine if your thesis is strong-**
  - a. Does it answer the question in one sentence?
  - b. Does it state a position that others might challenge?
  - c. Is it specific? Does it avoid vague, unclear language?
  - d. Does it create interest in the topic?
  - e. Does it pass the “How” and “Why” test?
  - f. Does it avoid using first person language (I think)?
  - g. Does the rest of the writing prove that the thesis is valid?
  - h. Does the rest of the essay focus on proving the assertion in the thesis?
7. **Here are some ways to approach it-**
  - a. Define a problem and state your informed opinion about it (without using 1<sup>st</sup> person pronouns).
  - b. Discuss the current state of an issue or problem and predict how it might resolve.
  - c. Put forth a possible solution to a problem.
  - d. Look at an issue/topic from a new, interesting perspective.
  - e. Theorize how the world might be different today if something had/had not happened in the past.
  - f. Compare two or more of something similar and give your rating about them.
  - g. Put out your ideas about how something was influenced to be the way it is or was (music, art, political leadership, etc).

Information is taken largely from the following site:

Tracy Duckart's Website at Humboldt State University

Tracy Duckart      Acting Director of Composition      Humboldt State University

<http://www.humboldt.edu/~tdd2/ThesisStatement.htm>

A thesis statement in a report or research paper is the guideline for writing the rest of the paper. It controls what will be discussed.

**TOO FACTUAL:** The first polygraph was developed by Dr. John A. Larson in 1921 (Hacker 33).

**REVISED:** Because the polygraph has not been proved reliable, even under the most controlled conditions, its use by private employers should be banned (Hacker 33).

**TOO BROAD:** Many drugs are now being used successfully to treat mental illness (Hacker 33).

**REVISED:** Despite its risks and side effects, lithium is an effective treatment for depression (Hacker 33).

**TOO VAGUE:** Many songs played on station WXQP are disgusting (Hacker 34).

**REVISED:** Of the songs played on station WXQP, all too many use crude language, sanction the beating of women, and foster gang violence (Hacker 34).

**Special notes:**

\* Spell out the names of months in the text but abbreviate them in the list of works cited and in the source cards except for May, June, and July. (Jan., Feb., Mar., Apr., May, June, July, Aug., Sept., Oct., Nov., Dec.)

\*All titles appearing in italic type would be underlined in handwritten note cards and source cards.

Use the following examples to format Works Cited and source cards:

**I. CITING BOOKS.** (*MLA Handbook for Writers of Research Papers* – Eighth Edition) The following list contains most of the possible components of a book entry and the order in which they are normally arranged:

\***Note:** include the punctuation that follows after entry is complete (look at examples that follow)\*

- |                        |                      |
|------------------------|----------------------|
| 1. Author.             | 6. Number,           |
| 2. Title of source.    | 7. Publisher,        |
| 3. Title of container, | 8. Publication date, |
| 4. Other contributors, | 9. Location.         |
| 5. Version,            |                      |

Examples for each of the core elements:

1. **Author:** Author's last name, followed by a comma and the rest of the name. If an author does not have a full first and last name, do not include it.

2. **Title of source:** Books/websites should be in italics. Articles/short poems are in quotation marks.

3. **Title of container:** The container is the larger whole in which the source is located. For example, if you are citing a poem in a collection of poems, the individual poem is the source, while the collection is the container (TV series, website title, collection title etc).

\* See page 12 for Second Container (Gale, Opposing Viewpoints, etc) explanations \*

4. **Other contributors:** Consider other contributors to the source who should be credited (edited by, illustrated by, translated by, etc). If their contributions are relevant, include them in the citation.

5. **Version:** If a source is listed as an edition of a work, include it in your citation (ex. 3<sup>rd</sup> ed.).

6. **Number:** If a source is part of a sequence, include volume (vol.) and issue numbers (no.).

7. **Publisher:** If there is more than one publisher, and they are all relevant to your research, list them in your citation, separated by a forward slash(/).

8. **Date:** When the source has more than one date, use the date that is most relevant to your use of it. If you're unsure about which date to use, go with the date of the source's original publication.

9. **Location:** City location not required in print citations. Where appropriate, page numbers are included by using the following format: pp.#-#. If you are citing a website, use the URL omitting the "http://." You may add the date you accessed the information at the end of the citation, but it is not required.

(Courtesy of "A Student's Guide to MLA Formatting")



*\*Information and directions for note cards and numbering will come later.\**

**Source Card Information**

A:

**Book - one author**

Author's name

Title of source

Publisher,  
year published, location.

Angelou, Maya. *I Know Why the Caged Bird Sings.*

Bantam Books, 2013, pp. 7-9.

B:

**Book - two or three authors**

Authors (\*include the suffix such as Jr. or III, however, omit titles and degrees)

Title of sources

Publisher, year published,  
location.

Smith, Richard, Jr., and Mark Gibbs. *Navigating the*

*Internet.* Sams Publishing, 2014, p. 14.

C.

**Book – four or more authors**

Authors

Title of Book

Publisher, year published,  
location.

Cameron, Deborah, et al. *Researching Language: Issues*

*of Power and Method.* Routledge, 2007, p. 74.

D.

**Book - no author**

Title

Publisher, year published,

Location.

(\*no location listed because  
entire book was used)

*MLA Handbook*. 8<sup>th</sup> Edition, Modern Language Association  
of America, 2016.

E.

**Book - with editor instead of author.  
(no author, so move the  
Editor (or compiler, translator)  
into author position)**

Editor's name + ed. (comp., trans.)

Name of book

Publisher, year published, location.

Simpson, Harry, ed. *The History of Baseball*.  
W.W. Wilton & Company, Inc., 2012, pp. 12-14.

F:

**Film/DVD**

Title

Director.

Principle performers.

Publisher,  
Year of release.

*A Man for All Seasons*. Dir. Fred Zinneman.  
Perf. Paul Scofield, Orson Welles, Robert Shaw,  
and Leo Mc Kern. Columbia Pictures, 1966.

G:

**Radio or TV program**

Program title  
Anchor (performers, writers, etc.)  
Series and network  
Date of the broadcast.

“What’s Ailing Medical News?” Anchor Ted Koppel.

*Viewpoint*, ABC, 7 Feb. 1985.

H:

**Interview by the writer of the research paper**

Person interview  
Type of interview (personal, telephone, or email)  
Date.

Foss, Lukas. Personal interview.

22 Mar. 2016.

I:

**Interview as part of a publication or news story**

Name of person interviewed  
Title of interview (if untitled, use the descriptive label *Interview* and neither underlined nor enclosed in quotation marks)  
Program Title, Network, Date.

Wiesel, Elie. Interview with Ted Koppel.

*Nightline*, ABC, 18 May 2002.

This page is a list of actual sources used in the paper (parenthetical citations). Begin the list of works cited on a new page at the end of the research paper. The sources are listed in alphabetical order according to the author's last name or by the first item listed on the source card, if there is no author. If a work has neither an author nor editor, alphabetize according to the first word of the title other than A, An, or The. Your Works Cited title should be centered and kept in the same format as the body of your paper. The Works Cited page is double-spaced like the body of your paper. Use reverse indentation, and indent five spaces for each additional line of each source. Your header should also be on Works Cited page.

### **Citation Examples (\*remember that entries follow reverse indentation\*):**

#### Book with one author:

Gleick, James. *Chaos: Making a New Science*. Penguin, 1987.

#### Book with two authors:

Gillespie, Paula, and Neal Lerner. *The Allyn and Bacon Guide to Peer Tutoring*. Allyn and Bacon, 2000.

#### Article in a magazine/newspaper:

Poniewozik, James. "TV Makes a Too-Close Call." *Time*, 20 Nov. 2000, pp. 70-71.

#### Article in a scholarly journal:

Duvall, John N. "The (Super) Marketplace of Images: Television as Unmediated Mediation in DeLillo's *White Noise*." *Arizona Quarterly*, vol. 50, no. 3, 1994, pp. 127- 153.

#### An entire website:

*Upworthy*. Cloud Tiger Media, Mar. 2012, [www.upworthy.com](http://www.upworthy.com). Accessed 10 May 2016.

#### An article/page on a website:

Lundman, Susan. "How to Make Vegetarian Chili." eHow, [www.ehow.com/how\\_10727\\_make-vegetarian-chili.html](http://www.ehow.com/how_10727_make-vegetarian-chili.html). Accessed 6 July 2015.

#### Online article in a scholarly journal:

Dolby, Nadine. "Research in Youth Culture and Policy: Current Conditions and Future Directions." *Social Work and Society: The International Online-Only Journal*, vol. 6, no. 2, 2008, [www.socwork.net/sws/article/view/60/362](http://www.socwork.net/sws/article/view/60/362). Accessed 20 May 2009.

#### A YouTube video:

McGonigal, Jane. "Gaming and Productivity." *YouTube*, uploaded by Big Think, 3 July 2012, [www.youtube.com/watch?v=mkdzy9bWW3E](http://www.youtube.com/watch?v=mkdzy9bWW3E).

#### Social Media post:

@tombrokaw. "SCdemonstrated why all the debates are the engines of this campaign." *twitter*, 22 Jan. 2012, 3:06 a.m., [twitter.com/tombrokaw/status/160996868971704320](https://twitter.com/tombrokaw/status/160996868971704320).

#### Second Container:

"American Government." *Gale Student Resources in Context*, Gale, 2016. *Student Resources in Context*, [link.galegroup.com/apps/doc/MNOJZO734043670/SUIC?u=gillespie\\_hs&xid=37e643d9](http://link.galegroup.com/apps/doc/MNOJZO734043670/SUIC?u=gillespie_hs&xid=37e643d9). Accessed 10 Aug. 2017.

## Works Cited

- Angelou, Maya. *I Know Why the Caged Bird Sings*. Bantam Books, 2013, pp. 7-9.
- Boroff, Marie. *Language and the Past Verbal Artistry in Frost, Stevens, and Moore*. U of Chicago Press, 2011, pp. 194-200.
- Brooks, Alison. "Gossip on the Grand Scale." *New Scientist*, Grosset and Dunlop, 31 Feb. 2015, pp. 41-50.
- Buckman, Peter. *All For Love*. Pseudo, 2014, pp. 7-10.
- Cameron, Deborah, et al. *Researching Language: Issues of Power and Method*. Routledge, 2007, p. 74.
- Cassata, Mary B. "Life on Daytime Television." *Soap Stars Daily*, 8 Aug. 2012, [www.soapstardaily.com](http://www.soapstardaily.com). Accessed 20 May 2017.
- Cook, David A. *A History of Narrative Film*. 2<sup>nd</sup> ed., Norton, 2012, pp. 35-42.
- Foss, Lukas. Personal interview. 22 Mar. 2016.
- A Man for All Seasons*. Dir. Fred Zinneman. Perf. Paul Scofield, Orson Welles, Robert Shaw, and Leo Mc Kern. Columbia Pictures, 1966.
- Matelski, Marilyn J. *The Soap Opera Evolution in Daytime Television*. Unreal Publications, 2014.
- \*see note: used entire book\*
- MLA Handbook*. 8<sup>th</sup> Edition, Modern Language Association of America, 2016.
- Simpson, Harry, ed. *The History of Baseball*. W.W. Wilton & Company, Inc., 2012, pp. 12-14.
- Smith, Richard, Jr., and Mark Gibbs. *Navigating the Internet*. Sams Publishing, 2014, p. 14.
- "The Talk of the Town." *New Yorker*, 2 Aug. 2012, pp. 22-23.
- "What's Ailing Medical News?" Anchor Ted Koppel. *Viewpoint*, ABC, 7 Feb. 1985.
- Wiesel, Elie. Interview with Ted Koppel. *Nightline*, ABC, 18 May 2002.
- Williams, Carol T. "The Oral Culture of an Electronic Age." *Phi Kappa Journal*, 31 Feb. 2015, pp. 18-21, [www.phikappajournal.edu](http://www.phikappajournal.edu). Accessed 13 Feb. 2017.

\*\* do not include \*used entire book\* in your Works Cited – this is to show you the difference between what using page numbers and not using page numbers in entries would look like.

Because your entire research paper depends on the accuracy of your research process, when you take notes **MAKE SURE YOU DO IT CORRECTLY**. USE the information provided here about taking notes and your research process. Whether or not you write a good research paper is largely dependent on the quality of your note taking; plagiarism is primarily a matter of poor note taking, and plagiarism in your research paper would result in a failing paper.

*How will you use the note cards? In brief,*

- You will write your first draft, taking the information directly from your note cards to build the text of your paper. (Your original sources are not used here; you write from your note cards.) It is very easy to write the paper since you do not have to juggle sources or stop to paraphrase. You simply read what is on the note card and incorporate it into your paper.
- When you use information from a note card, you will immediately reference it in your paper using the source note on your note card. This process avoids plagiarism problems from mis-referencing and saves you from having to search around for your citation information.

This is an efficient process that makes it easier to avoid plagiarism, establish sound referencing, and save time overall.

### **What needs to be referenced in your paper?**

**Everything.** Every piece of information that you get from your sources will need to be referenced. "Well," you say, "that's going to be just about everything." Yes, it may be. If you are researching a topic that you didn't know much about, most of the information you collect will be new and will need to be referenced. When you write a research paper, you are reporting on what you find from your sources, and whatever goes on your note cards will need to be referenced in your paper. Don't worry if it seems that just about everything in your paper will need to be referenced; that is the nature of your situation.

A common misconception students have is that only quotes need to be referenced. This is absolutely not true!! Every piece of information from your sources--whether quoted, summarized, or paraphrased--needs to be referenced. The only information from your note cards that doesn't need to be referenced is your own personal comments.

## Note Card Forms -- Read Carefully:

You shouldn't rely on quoting very much. Use quotations only when the original is very aptly or concisely phrased. **At most, 10-15% of research paper is quotation.**

- 1. Use index cards.** Index cards make it easy to sort and organize. They are easy to work with, and they tend to remind you not to record huge segments of information from your sources.
- 2. Use ink.** Ink is more permanent and easier to read. Pencil smudges and can cause problems. Pencil vs. pen won't affect your grade for note cards as long as they are readable.
- 3. Write on one side of card.** If your note is a bit longer than will fit on one side, clearly mark OVER, or something similar, before writing on the back side. Often, finishing a note on the back is better than trying to staple two cards together. Clipping cards together doesn't work well.
- 4. One source per card.** Absolutely. No exceptions. DO NOT put notes from more than one source on a single card. It will only complicate things when you write your paper, and invites mis-referencing problems.
- 5. One item or fact per card.** Yes! This will prevent some potential major problems later on. This doesn't mean you are limited to one sentence per card; be reasonable, but putting separate ideas on separate cards makes organizing your ideas easier later on when you write the paper.
- 6. Identify the source precisely.** Put a source ID number in the upper right hand corner of the card. The number will lead you to your source card which contains the author and title of the information on the note card. If it is correct on your note card, it will be correct in your paper. Make sure you put the in-text citation information (e.g. Smith 49) on the lower right side of the card – this will prevent you from having to go back through your sources later on and look up all of your information again.
- 7. Label each card.** Your subject heading will go in the upper left hand corner of each note card. Keep it brief but specific to the card's content. This shortened heading is known as a "slug."
- 8. Write a full note.** Make sure your notes are complete enough to make sense to you a month from now. It is a good idea to record information in fragments and in lists, when feasible. Many plagiarism problems stem from using full sentences to paraphrase your sources. Using fragments often helps you record ideas "in your own words" more accurately. Make sure to paraphrase information in your own words – who said it, how they said it, and what they said.
- 9. Be especially careful when you quote not to plop down a quote by itself (a naked quote).** At the very least, identify who said it; provide a context for it. If you "quote out of context" on your note card, you may not know how to use that quote later when it comes time to write your paper. By the way, do as little as is necessary. ABSOLUTELY be accurate when you quote. When you do quote, quote correctly. **RULE TO FOLLOW:** Copy EXACTLY when you quote, and enclose the quote in quotation marks.

Before you begin taking notes, read the following information on summarizing and paraphrasing sources. Above all, you **MUST** give credit to your sources, so record information correctly, as well as the source and page number.

### Summarizing Accurately

1. Identify the main points, and shorten them without losing the focus of the material.
2. Use your own words to shorten the message.
3. Keep summaries brief.
4. **Do not plagiarize your paper.**
5. As you take notes, record all documentation facts about your source so that you will be able to credit your source accurately.

### Paraphrasing Accurately

1. State what the source says, but do not go beyond that.
2. Emphasize what the source emphasizes.
3. Use your own words, phrasing, and sentence structure to restate the ideas. If certain words are awkward, quote the source; resort to quoting only occasionally.
4. Read over your paraphrase carefully to ensure that the source's meaning has not been distorted.
5. Expect that your paraphrase will be as long as, or perhaps longer than, the original statement.
6. **Do not plagiarize your paper.**
7. As you take notes, record all documentation facts about your source so that you will be able to credit your source accurately.



Plagiarism is the representation of another's work as one's own. Although plagiarism can be both intentional and unintentional, it is a serious offense. At the college level, it can result in expulsion, so it's best to remember to summarize, paraphrase, and quote carefully. Careful documentation of sources is also essential.

Below are examples of acceptable and unacceptable summaries and paraphrases. The "unacceptable" examples are considered plagiarism.

**Avoiding plagiarism when you summarize**

Even though a summary is not a direct quotation, you must use DOCUMENTATION to credit your source. Also, you must use your own words. Compare the following passages.

**SOURCE**

Hall, Edward T. *The Hidden Dimension*. Doubleday, 1966, p. 109.

The general failure to grasp the significance of the many elements that contribute to man's sense of space may be due to two mistaken notions: (1) that for every effect there is a single and identifiable cause; and (2) that man's boundary begins and ends with his skin. If we can rid ourselves of the need for a single explanation, and if we can think of man as surrounded by a series of expanding and contracting fields which provide information of many kinds, we shall begin to see him in an entirely different light. We can then begin to learn about human behavior, including personality types. ... Concepts such as these are not always easy to grasp, because most of the distance-sensing process occurs outside the awareness. We sense other people as close or distant, but we cannot always put our finger on what it is that enables us to characterize them as such. So many different things are happening at once it is difficult to sort out the sources of information on which we base our reactions.

**UNACCEPTABLE SUMMARY (UNDERLINED WORDS ARE PLAGIARIZED)**

Concepts such as identifying causes and determining boundaries are not always easy to grasp (Hall 109).

**ACCEPTABLE SUMMARY**

Hall writes that human beings make the mistake of thinking that an event has a "single and identifiable cause" and that people are limited by the boundaries of their bodies. Most people are unaware that they have a sense of interpersonal space, which contributes to their reactions to other people (109).

\*\* The unacceptable summary does not isolate the main point, and it plagiarizes by using almost all language used in the source.

## Avoiding Plagiarism when you Paraphrase

You must **avoid plagiarism** when you paraphrase. Even though a paraphrase is not a direct quotation, you must use DOCUMENTATION to credit your source. Also, you must reword your source material, not merely change a few words. Compare the following passages.

### SOURCE

Morris, Desmond. *Manwatching*. Abrams, 1977, p. 131.

Unfortunately, different countries have different ideas about exactly how close is close. It is easy enough to test your own “space reaction”: when you are talking to someone in the street or in any open space, reach out with your arm and see where the nearest point on his body comes. If you hail from Western Europe, you will find that he is at roughly fingertip distance from you. In other words, as you reach out, your fingertips will just about make contact with his shoulder. If you come from Eastern Europe, you will find you are standing at “wrist distance.” If you come from the Mediterranean region, you will find that you are much closer to your companion, at little more than “elbow distance.”

### UNACCEPTABLE PARAPHRASE (UNDERLINED WORDS ARE PLAGIARIZED)

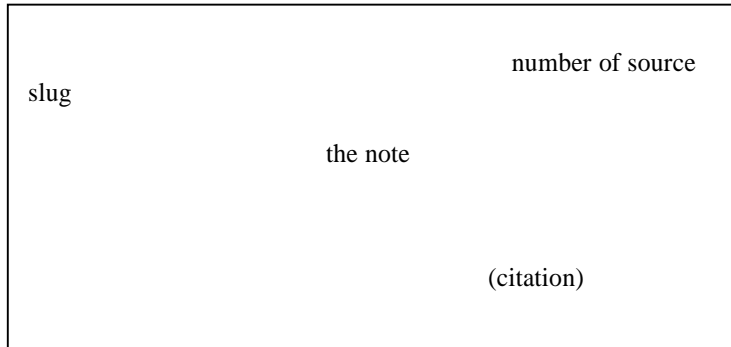
Regrettably, different nations think differently about exactly how close is close. Test yourself: When you are talking to someone in the street or in any open space, stretch your arm out to measure how close that person is to you. If you are from Western Europe, you will find that your fingertips will just about make contact with the person’s shoulder. If you are from Eastern Europe, your wrist will reach the person’s shoulder. If you are from the Mediterranean region, you will find that you are much closer to your companion, when your elbow will reach that person’s shoulder (Morris 131).

### ACCEPTABLE PARAPHRASE

According to Morris, people from different nations think that “close” means different things. You can easily see what your reaction is to how close to you people stand by reaching out the length of your arm to measure how close someone is as the two of you talk. When people from Western Europe stand on the street and talk together, the space between them is the distance it would take one person’s fingertips to reach to the other person’s shoulder. People from Eastern Europe converse at a wrist-to-shoulder distance. People from the Mediterranean, however, prefer an elbow-to-shoulder distance (131).

Below the fact or quote, write the name of the author (or first key word of article title if the author is not listed) and page number (in other words, your in-text citation). No punctuation is added between the name of the author (or article title) and page number. Do not use a page number when citing internet sources.

*This citation will be the citation you will use in the research paper itself.*



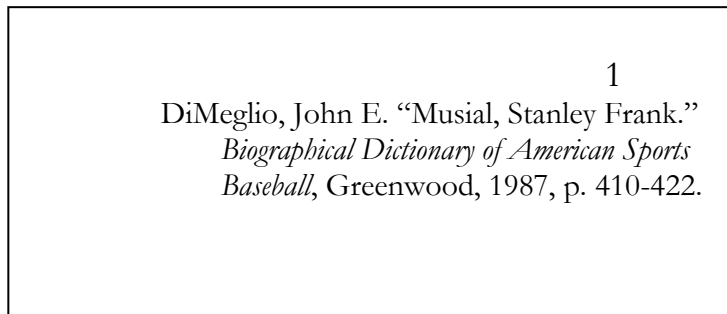
**\*Before you begin writing note cards, consider the differences between paraphrasing, summarizing, and plagiarizing or copying.**

Examples of Source Cards and Note Cards:

*(Example Number 1)*

Book

Source Card: -----→

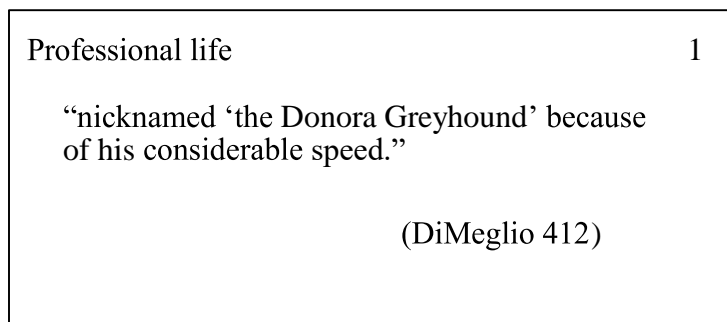


Note Card -----→

Slug & Source number

Direct Quote

Author & Page (in-text citation)



Part of Actual Paper -----→

As a result of his immense agility, Stan Musial was “nicknamed ‘the Donora Greyhound’ because of his considerable speed” (DiMeglio 412).

\*\* Quotation marks used on card and in paper because information is exact wording from source.\*\*

*(Example Number 2)*

Website

Source Card -----&gt;

2
<p>Jackson, Isaac. "Stan Musial." <i>History of Stan Musial</i>,  Mar. 2015, <a href="http://www.historyofstanmusial.org">www.historyofstanmusial.org</a>.  Accessed 15 August 2017.</p>

Note Card -----&gt;

Slug &amp; source number

One overall idea

Author (in-text citation)

Statistic	2
<p>Musial's batting average was almost  unachievable  higher than 300 batting average</p>	
	(Jackson)

Part of Actual Paper -----&gt;

One of the most entertaining baseball players to watch, Stan Musial's batting average was almost unachievable. Batting higher than 300, he was an asset to his team (Jackson).

\*\* No quotation marks on card and in paper because information has been paraphrased from original source. \*\*

The formal outline is an expansion of the working outline. Make sure to adhere to the following rules concerning the writing of formal outlines.

1. Give the outline a title (in Title Case).
2. Begin the outline with a revised thesis statement.
3. Make items at the same level of weight or significance.
4. Always supply at least two subdivisions for a category, since nothing can be divided into fewer than two parts. For every A, there must be a B; for every 1, there must be a 2.
5. Capital letters support Roman numerals, numbers support capital letters, small letters support numbers, numbers in parentheses support small letters, and small letters in parentheses support numbers in parentheses.

Example:            Title

- I. First main idea
  - A. First subdivision of main idea
    1. First reason or example
    2. Second reason or example
      - a. First supporting detail
      - b. Second supporting detail (1)  
(2)  
(a)  
(b)
  - B. Second subdivision of the main idea
- II. Second main idea

6. Use no more than six numbers or letters in succession.
7. **Capitalize only the first word of every phrase or sentence unless other rules of capitalization apply.**
8. Keep the outline in parallel structure whether using the topic or sentence outline format. The first word of each section should be the same part of speech.
9. Indent consistently two spaces from Roman numerals to capital letters to numbers, etc. Periods should be lined up as the outline breaks down.
10. Use either a topic or sentence outline. **DO NOT MIX THE FORMS.**

Smithson 1

The Advantages of Single-Sex Classes

Thesis statement: Research supports the notion that single-sex classes are better for girls and, therefore, should be encouraged.

- I. During the first 200 years in America, women were not allowed in schools.
  - A. Initially, education was only for men.
  - B. Throughout the nineteenth century, the number of coed schools increased.
  - C. In 1972, Congress passed Title IX, a law prohibiting sex-discrimination in educational institutions.
  
- II. One significant advantage of single-sex classes is the elimination of gender bias that often occurs in coed classes.
  - A. Teachers pay more attention to boys.
    - 1. Girls are not called on as often as boys in coed classes.
    - 2. Many times teachers tolerate disruptive behavior in boys but discourage the same behavior in girls.
  - B. Favoritism is also an issue in coed classes.
    - 1. Teachers “get a thrill from involving a boy who’s going to be disruptive.”
    - 2. Teachers’ have higher expectations for boys than girls.
  
- III. Girls benefit from being free from the gender bias of coed classes.
  - A. They perform better academically.
    - 1. Textbooks “show an inherent and often inadvertent bias against females in textbooks.”
    - 2. This bias also betrays itself in teaching techniques.
  - B. Techniques that are disadvantageous to girls are more apparent in certain subject areas.

1. Girls exhibit more interest in math when taught in single-sex classes.
  2. This phenomenon is also the case in science courses.
- IV. Not only do single-sex classes offer academic advantages but also personal benefits.
- A. Distractions are eliminated when the sexes are separated.
  - B. All-girl schools offer a nurturing environment.
    1. The single-sex environment makes girls feel more comfortable in class.
    2. In all-girl schools, one is respected for doing well in class instead of being mocked by other students.
  - C. Girls have lower self-esteem than adolescent boys.
    1. Single-sex education compensates for this disparity.
    2. All positions of power are held by girls.

Smithson 1

The Community of a Film: *Rebel Without a Cause*

Thesis statement: *Rebel Without a Cause*\_made film history.

- I. *Rebel's* followers and creators
  - A. *Rebel's* impact
  - B. The Dean cult
  - C. The creators
- II. A collaborative effort: the beginning
  - A. Robert Lindner and Warner Brothers
  - B. Nicholas Ray
- III. The writers
  - A. Leon Uris
  - B. Irving Schulman
  - C. Stewart Stern
- IV. The actors
  - A. James Dean
  - B. Natalie Wood
  - C. Others
- V. The interpreters
  - A. Conflict of views
  - B. Problems of evaluation
- VI. *Rebel's* place in film history
  - A. Appropriate categories
  - B. Need for evaluation



(Using Parenthetical/In-Text Citations)

Attempt to follow your rough draft outline. Adjustments can be made in the final outline

When preparing your rough draft, you must use parenthetical/in-text citations. They serve to tell the reader from where information was taken.

In general, the following should be cited in the paper:

1. Paraphrased information.
2. Summarized information
3. Direct quotes.
4. Little known facts.
5. Statistics.

Despite these rules, some students find it difficult to decide what should be cited. The basic rule is:

Cite everything that cannot be considered **common knowledge**.

What is common knowledge?

- Information that most educated people know but might need to remind themselves by looking up the fact.

Example: The U.S. space programs including moon landings.

While one might have to search a reference book to find that Neil Armstrong was the first person to set foot on the moon on July 20, 1969, this information is common knowledge and would not have to be cited.

If you were to find less familiar details such as how long the flight was, the weight of the space ship, etc., those would have to be documented.

In addition, do not cite **your own thinking**.

What is your own thinking?

- As you gather information, you will build up your prior knowledge of the subject. As you think about this new material, you will begin to combine bits and pieces of this material into whole ideas. This is your own thinking.
- However, when in doubt, CITE IT.

When you use information from a note card in your paper, you must document it or cite it. Document and cite are synonyms. Typically, you put the author's last name and page number in parentheses and end the sentence after the parentheses with a period.

For example:

At the beginning of the novel, Joe Smith represents law and order (Goldasich 63).

If two or more works are by the same author, the cite has the author's last name followed by a comma, followed by the title of the work, followed by the page number. For example:

...waited for it (Edalman, *Proud Tower* 382).

If authors have the same last name, insert the first and last name followed by the page number. For example:

...loud approval (John Griffin 176).

If the first word of your cite is a title, then document it as a title. For example:

...military conflicts worldwide ("Chronicle" 1292).

If the information comes from 2 different sources, put a semicolon between the sources

(Goldasich 34; Giaudrone 95).

If you have multiple authors, there are two methods.

Method 1 is for two or three authors. Cite all the authors' last names, separating each with a comma. Add an "and" and a comma between the last two names and a page number. For example:

...they could not survive (Goldasich, Stoecker, and Fisher 45).

Method 2 is for a work that has more than three authors. Write the last name of the first author followed by "et al." and the page number. For example:

...they could not survive (Goldasich et al. 29).

If you use nonprint media such as filmstrips, videocassettes, DVDs, etc., document with the author's last name (if the name is known) and a short title. For example:

...where he encountered a sphinx (*Gods and Men*). (\*\* no author given for this example\*\*)

**NEVER PUT p. OR pp. BEFORE PAGE NUMBERS IN THE IN-TEXT CITATION.**

If you are still confused on cites, look at the samples or ask the teacher.

Sources **need to be blended** within paragraphs; in other words, use multiple sources per paragraph, not just one or two. A research paper compiles and meshes multiple sources to prove or explain a point. Using one source exclusively in a paragraph does not provide adequate research. A research paper blends its sources throughout. If you write a paper that has only one or two sources for each paragraph, it is called a “copy and paste” paper and is not acceptable.

For most in-text citations, wherever you use ideas or information you have found in a source, you give a name or a title (whichever is the first information in the source’s entry in the Works Cited list) to identify the source. You also give page numbers to show the exact location in the source of the material you are using. In your sentences that set the context for your use of source material, try to include author names and, when relevant, credentials of authors who are authorities. In such cases, the only part of a citation to put in parentheses is the page number. If you cannot incorporate author names into your sentences, give them as part of the parenthetical citation. In a parenthetical citation, use one space between an author name (or title) and page number; do not use a comma or other punctuation between name and page number.

**MLA FORMAT ALERT:** Position a parenthetical citation at the end of the material it refers to, preferably at the end of a sentence, if that is not too far away from the material. At the end of a sentence, place a parenthetical reference before the sentence’s end punctuation.

Example: (Broeg 572).

If neither the author nor editor’s name is provided, such as in an unsigned encyclopedia article or web site, substitute a shortened title of the article for the author or editor’s last name. (Shorten the title as much as possible, making sure that the shortened version refers clearly to the correct source. Also, always make the first word the one by which you alphabetize it on the Works Cited page.)

Example: (“The Man” 141).

On the next few pages you will find other ways of incorporating citations into the paper, including long quotations:

### **Citing One Author—MLA**

Give an author’s name as it appears on the source: for a book, on the title page; for an article, directly below the title or at the end of the article. Many non-print sources also name an author; for a CD, cassette, tape, or software, for example, check the printed sleeve or cover. For an online source, identify the author exactly as identified online.

One test asks four-year-olds to choose between one marshmallow now and two marshmallows later (Gibbs 60).

*Note: The period comes after the parentheses.*

### **Citing Two or Three Authors—MLA**

Give the names in the same order as in the source. Spell out *and*. For three authors, use commas to separate the authors’ names.

As children get older, they begin to express several different kinds of intelligence (Todd and Taylor 23).

Another measure of emotional intelligence is the success of inter- and intrapersonal relationships (Voigt, Dees, and Prigoff 14).

With three or more authors, you can name them all or use the first author's name only, followed by *et al.*, either in a parenthetical reference or in your sentence. Do not underline *et al.* No period follows *et*, but do use a period after *al.*

**Usage alert: The abbreviation *et al.* stands for “and others”; when an author's name followed by *et al.* is a subject, use a plural verb.**

Carter et al. have found that emotional security varies depending on the circumstances of the social interaction (158).

Emotional security varies depending on the circumstances of social interaction (Carter et al. 158).

**MLA FORMAT ALERT: A short quote consists of 1, 2, 3, or 4 typed or handwritten lines. A long quote consists of 5 or more typed or handwritten lines.** When a quotation is no longer than four handwritten or typed lines (a short quote), enclose the quoted words in quotation marks to distinguish them from your own words in the sentence. Place the parenthetical citation after the closing quotation mark but before sentence-ending punctuation. If a quotation ends with an exclamation point or a question mark, however, place that punctuation mark before the closing quotation mark, place the parenthetical citation next, and then place a period after the parenthetical citation.

Citing the Source of a Short Quotation—MLA

If it is true that “thoughts, emotions, imagination and predispositions occur concurrently ... [and] interact with other brain processes” (Caine and Caine 66), it is easy to understand why “whatever [intelligence] might be, paper and pencil tests aren't the tenth of it” (Staples 293).

Coles asks, “What binds together a Mormon banker in Utah with his brother or other coreligionists in Illinois or Massachusetts?” (2).

For Charles Dickens the eighteenth century was both “the best of times” and “the worst of times” (35).

Citing the Source of a Long Quotation—MLA

**Long quotes (5 lines or longer) are set off from your text by beginning a new line, indenting one inch (or 10 spaces) from the left margin, and typing it double-spaced without adding quotation marks. Include an introduction followed by a colon.**

By tapping into a student's highly developed spatial-mechanical intelligence, one teacher can bolster a student's poor writing skills:

The teacher asked that during “journal time” Jacob create a tool dictionary to be used as a resource in the mechanical learning center. After several entries in which he drew and described tools and other materials, Jacob confidently moved on to writing about other things of import to him, such as his brothers and a recent birthday party. Rather than shy away from all things linguistic--he previously had refused any task requiring a pencil--Jacob became invested in journal writing. (Gray and Viens 23–24)

If no author is named, use the title in citations. In your own sentences, use the full main title and omit a subtitle, if any. For parenthetical citations, shorten the title as much as possible (making sure that the shortened version refers unambiguously to the correct source), and always make the first word the one by which you alphabetize it. The following citation is to an article fully titled “Are You a Day or Night Person?”

The “morning lark” and “night owl” connotations are typically used to categorize the human extremes (“Are You” 11).

**Citing an Electronic Source That Numbers Paragraphs—MLA**

When an electronic source has numbered paragraphs (instead of page numbers), use them for in-text references as you would page numbers, with two differences: (1) Use a comma followed by one space after the name (or title), and (2) use the abbreviation *par.* for a reference to one paragraph or *pars.* for a reference to more than one paragraph, followed by the numbers of the paragraphs you are citing.

Artists seem to be haunted by the fear that psychoanalysis might destroy creativity while it reconstructs personality (Francis, pars. 22–25).

**Citing a Paraphrased or Summarized Source—MLA**

According to Brent Staples, IQ tests give scientists little insight into intelligence (293). [Author name cited in text; page number cited in parentheses.]

In “The IQ Cult,” journalist Brent Staples states that IQ tests give scientists little insight into intelligence (293). [Title of source, author name, and author credentials cited in text; page number cited in parentheses.]

IQ tests give scientists little insight into intelligence (Staples 293). [Author name and page number cited in parentheses.]

**Citing Material from a Novel, Play, or Poem—MLA**

When you cite material from literary works, providing part, chapter, act, scene, canto, stanza, or line numbers usually help readers trying to locate what you refer to more than page numbers do. Unless your instructor tells you not to, use Arabic numerals for these references, even if the literary work uses roman numerals.

For novels that use them, give part and/or chapter numbers after page numbers. Use a semicolon after the page number but a comma to separate a part from a chapter.

Flannery O’Connor describes one character in *The Violent Bear It Away* as “divided in two--a violent and a rational self” (139; pt. 2, ch. 6).

For plays that use them, give act, scene, and/or line numbers. Use periods between these numbers.

Among the most quoted of Shakespeare’s lines is Hamlet’s soliloquy beginning “To be, or not to be: that is the question” (3.1.56).

### **Citing a Multivolume Work—MLA**

30

When you cite more than one volume of a multivolume work, include the relevant volume number in each citation. (In the Works Cited list, list the multivolume work once and give the total number of volumes.) Give the volume number first, followed by a colon and one space, followed by the page number(s).

By 1900, the Amazon forest dwellers had been exposed to these viruses (Rand 3: 202).

Rand believes that forest dwellers in Borneo escaped illness from retroviruses until the 1960s (4: 518–19).

### **Citing a Work with a Group or Corporate Author—MLA**

When a corporation or other group is named as the author of a source you want to cite, use the corporate name just as you would an individual's name.

In a five-year study, the Boston Women's Health Collective reported that these tests are usually unreliable (11).

A five-year study shows that these tests are usually unreliable (Boston Women's Health Collective 11).

### **Citing a Work in an Anthology or Other Collection—MLA**

You may want to cite a work you have read in a book that contains many works by various authors and that was compiled or edited by someone other than the person you are citing. For example, suppose you want to cite "When in Rome," by Mari Evans, which you have read in a literature text by Pamela Annas and Robert Rosen. Use Evans's name and the title of her work in the in-text citation and as the first block of information for the entry in the Works Cited list.

In "When in Rome," Mari Evans uses parentheses to enclose lines expressing the house worker's thoughts as her employer offers lunch, as in the first stanza's "(an egg / or soup / ... there ain't no meat)" (688–89).

### **Citing the Bible – MLA**

The first time you refer to a particular version of the Bible, include the name of the version, followed by a comma. The titles of the books of the Bible are abbreviated. You do not need to identify the version in subsequent references unless you switch to a different version.

First reference:           (*New International Version*, Gen. 3.15)

Subsequent reference: (Gen. 3.22)

The above information was taken from –  
Troyka, Lynn Quitman. *Simon & Schuster Handbook for Writers*. Prentice- Hall, 1999.

1. Type your paper on a computer and print it out on standard white 8.5 x 11-inch paper in black ink.
2. Set the margins of your document to one inch on all sides. Think of a one-inch frame around your text.
3. Use Times New Roman font, 12-point size throughout (unless otherwise instructed).
- 4. Do not include a title page for your paper unless specifically requested.**
5. Double-space throughout the paper. Do not add extra line spaces above or below the title or between paragraphs.
- 6. Use only one space after periods or other marks of punctuation (unless otherwise instructed by your teacher).**
7. Type the heading in the upper left-hand corner of the first page. List your name, your instructor's name, the course, and date (day month year). Be sure to double space the heading.
- 8. Begin pagination by creating a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. Add your last name and use Arabic numerals (1, 2, 3 and so on). Your teacher may ask you to omit the number on your first page.**
9. Add the title of your paper. It must be centered and typed in Title Case, not in all capital letters. Do not change the font style or size (maintain Times New Roman, 12 pt.). Do not use bold type.
10. Double space between the title and first line of the text.
11. Indent the first line of each paragraph ½ inch from the left margin. Set your tab to .5 (one-half inch).  
MLA does not recommend using your space bar for indenting a paragraph.
- 12. Italicize titles of longer, complete works rather than underline them.**

Sample first page of a Research Paper:

(1 in.)  Laura N. Josephson  Mr. Bennett  English 2710  30 September 2009	( ½ in.) Josephson 1
---	-------------------------

Duke Ellington's Adventures in Music and Geography

In studying the influence of Latin American, African, and Asian music on modern American composers, music historians tend to discuss such figures as Aaron Copeland, George Gershwin, Henry Cowell, Alan Hovhaness ....

Notes.