

The Auburn High School Research Paper Manual



Auburn, New York
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Foreword

In the summer of 2004, a committee of six educators, facilitated by Michael Fedorchuk, met to write a research paper manual for the entire school community.

This manual is based on the fifth edition of Preston Wilson's "How to Write a Decent Research Paper" which he wrote and compiled over the course of many years that he has taught upper level high school English classes. Many of the examples and appendices are also from his manual.

In addition to her contribution to the content of the manual, we are grateful for the impressive word processing and design skills of Allison Fennessy.

A sample MLA paper is offered, but teachers are encouraged to use their own samples that may be tailored to the needs of their own various classes. Additional example papers can be obtained from any member of the manual committee.

We welcome criticism and comments from all who use this manual with the hopes that we can continue to make it an even more useful document for all of our students.

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Step 1 – Select and Narrow a Topic

- **Select a topic**

You are about to begin a research paper. Your teacher has given you the assignment and perhaps a list of possible topics. Once you have chosen the subject of your paper, you need to spend some time thinking and reflecting on it. Then you are ready to move on to the next step.

- **Develop a compelling question**

Now that you have a topic, your interest and enthusiasm should direct you to determine questions that can jump-start your research. Begin by asking yourself what it is that you would like to know about the topic. Conducting some preliminary reading on the topic can also channel your interest and help you develop a focus for your research.

- ✓ Start with thinking about your topic
- ✓ What questions can you ask yourself about your topic?
- ✓ Brainstorm what key words and ideas may be related to your topic
- ✓ Choose the question you think you can find an answer to through research



- **Pre-reading Research**

Now that you have done some thinking about your topic, you should read general sources such as encyclopedias, textbooks, magazine articles, web sites, and electronic media that provide basic information.

- ✓ Go to the library and look at general print sources
- ✓ Do a basic web search (i.e. Alta Vista, Ask Jeeves, Google, or Yahoo)



Step 1 – Select and Narrow a Topic (cont.)

- **Narrow the Topic**

After your pre-reading, select and narrow the topic to fit the required length of the paper. It is important to avoid saying too little or too much about your topic. Without skimming or padding, your developing topic should be provable or demonstrable within the length requirements of the paper.

- ✓ Evaluate the preliminary research you have done
- ✓ Ask yourself, “Do you see patterns in the information?”
- ✓ After assessing the research, narrow the topic (see the example below)

General Topic: The Florida voting scandal of 2000

Compelling Question: Was the mess a matter of criminal behavior, incompetence, or both?

Narrowed Topic: Election fairness in 2000 depended almost entirely on the judicial system.

Final Thesis: Without the reasoned approach of both Florida’s secretary of state and the US Supreme Court, a fair vote would not have been possible.



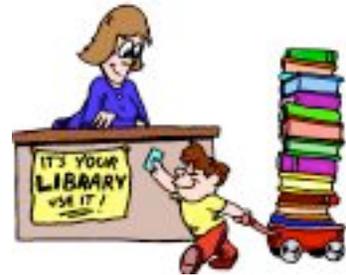
Note: This narrowed topic will not always automatically appear. Often you need to read around the subject in a general sense in order to find that particular aspect that appeals to you and causes a narrowing of your focus. Give yourself some room at first to change and adapt your initial topic.

Step 2 – Locate References & Construct A Working Bibliography

- **Decide if there is enough material on the topic**

You need to decide if there is enough material to adequately answer your question and develop your narrowed thesis. Using your research skills, locate as many sources as needed to develop your paper. Sometimes your teacher has requirements as to how many and what kinds of sources you will need. For, example, a 2000-3000 word research paper might need ten separate sources, at least half of which have to be paper-print based (books, magazines, or newspapers) and the rest electronic (web pages, online encyclopedias, online journals and magazines).

- ✓ Visit the library
- ✓ Browse the different areas of the library
(books, references, etc.)
- ✓ Ask the librarian for help
- ✓ Continue to do web searches
- ✓ For each reference you think you might use later on, you will create a source card (see next page)



Common Research Sources

Books

Library Collections

Auburn High School
Seymour Library
Cayuga Community College

Interlibrary Loan

Check with the librarians (usually requires a wait of at least two weeks)

Private Collections

Magazines and Journals

Library Collections – see library holdings

Private Subscriptions

ProQuest database – online access to electronic magazine, journal, and newspaper articles

Newspapers

Library collections – see library holdings

Print Encyclopedias

See library holdings

Electronic Encyclopedias

Step 2 – Locate References & Construct Working Bibliography (continued)

- **Create Source Cards (Working Bibliography Cards)**

After skimming and scanning all of the possible sources available to you, you should create a separate source card (also called working bibliography card) for each. The card should contain the elements below and look like the example on the next page.

When you are done, organize them. This could be from the most likely source to the least likely source or alphabetically (check with your teacher). Put them in a neat little stack and pat yourself on the back. You are getting closer to answering your question!

On the front of the card, you will create:

- ✓ A bibliographic entry (See MLA Documentation, Appendix D and The Bibliography Guide to Electronic Sources, Appendix E)
- ✓ The call number (if from a library)
- ✓ The number of the source card (check with your teacher about how to number them)

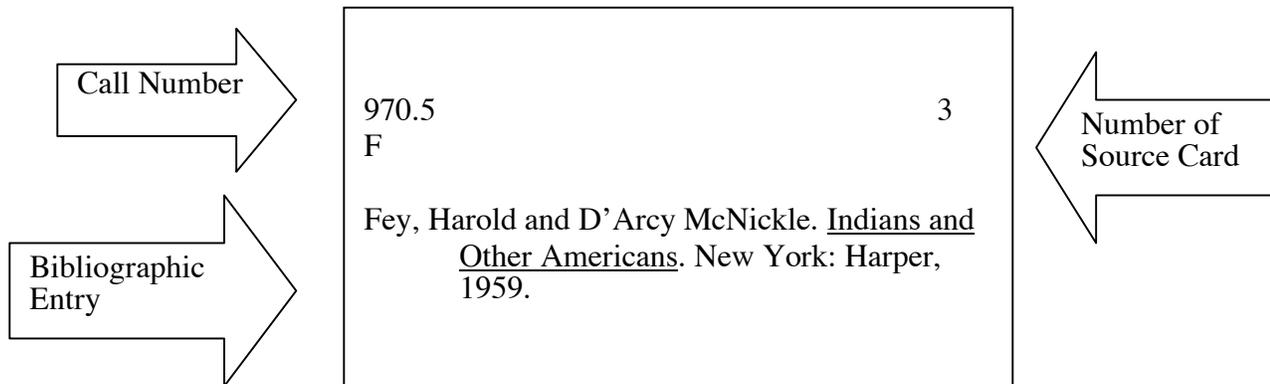
On the back of the card:

- ✓ Develop your own ratings system (for example, 3 out 5 stars would be a good source)
- ✓ Write a short explanation of how you think the source will be useful in writing your paper

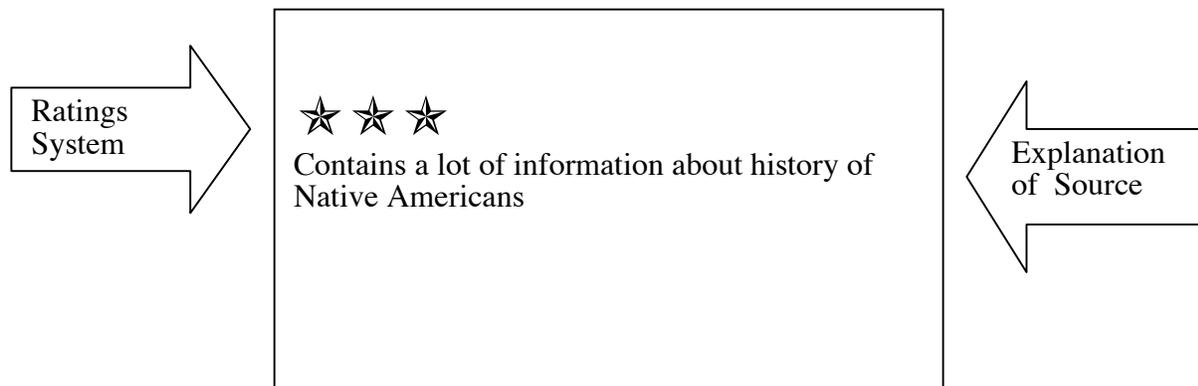


Step 2 – Locate References & Construct Working Bibliography (continued)

FRONT OF CARD



BACK OF CARD



Step 3 – Develop a Tentative Thesis

- **What is a Tentative Thesis?**

A tentative thesis is a statement that tells what your paper will be about. It should express the controlling purpose of your essay - what you intend to prove, explain or demonstrate and/or what question(s) you intend to answer. It is not an exercise in stylish or elaborate writing; instead, it is written to be very clear and logical and uses, to this effect, topic sentences for the body paragraphs, specific development of the topic sentences, and transitional devices to help the flow of the reading from paragraph to paragraph. Remember, a research paper is essentially an essay.

- **Develop a Tentative Thesis**

Based on your research, it should be possible to start to answer your compelling question. This initial answer is your tentative thesis.

- ✓ You have developed a compelling question.
- ✓ Now you have enough research to start to answer that question.
- ✓ The answer is your tentative thesis
- ✓ Ask yourself, “Does it indicate how my paper will be organized?”

General Topic: Joyce Carol Oates

Compelling Question: What kinds of stories did Ms. Oates start writing?

Narrowed Topic: The pain of love in the early short stories of Joyce Carol Oates.

Tentative Thesis: Joyce Carol Oates’ early short stories consistently explore the dangers of young love, especially to innocent women who do not suspect the unpredictable impulses of men.

Note: Thesis development is an ongoing process. You should feel free to change your thesis as your research continues.

Step 4 – Conduct Research

- **Create Note Cards**

Starting with your best possible source (based on your skimming and surveying skills), start taking notes on individual note cards, according to the rules and form guides given by your teacher. The elements of individual note cards are on the next page.

You will write your paper from these note cards. Each note card that you decide to use turns into an in-text citation (sometimes called an inter-linear note) and must have the essential information on it to be of use. For example, if you forget the page number of your note, you will have to try to find it all over again when you will probably have no time!

- ✓ Go back to your source cards
- ✓ Take notes from these sources, starting with the ones that you think are the most promising,
- ✓ Create a separate note card for each group of facts or ideas.
- ✓ There are different kinds of notes you can take. They are:
 - Quote – direct statement from the source in the exact words
 - Paraphrase - rephrasing information from the source in your own words
 - Summary – condensing the information from the source in your own words
 - Statistics – figures of measurement
- ✓ See the next two pages for examples of note cards.

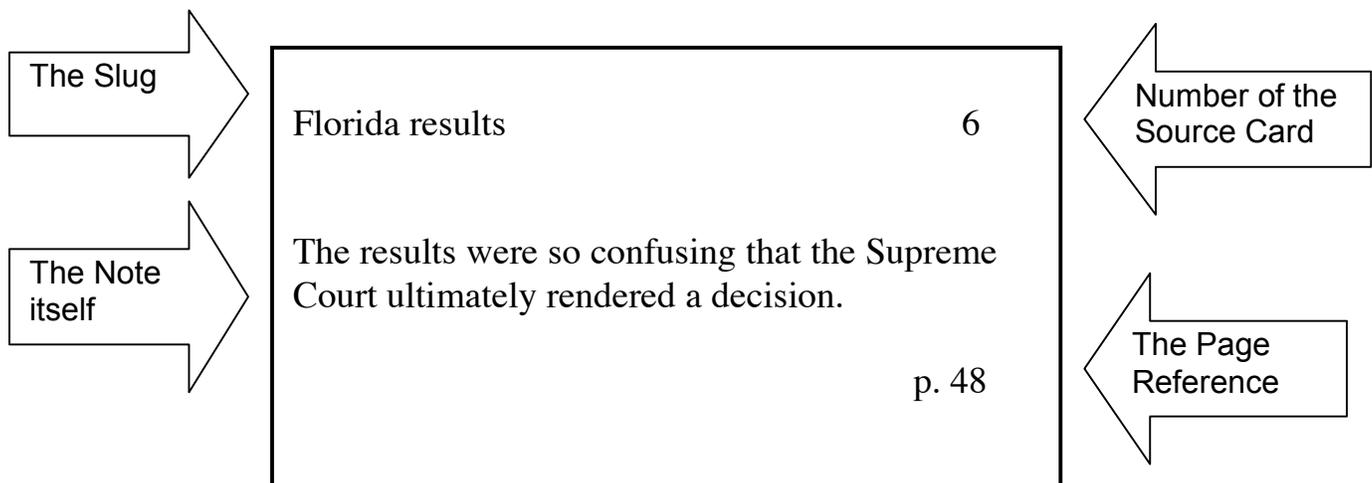
Most students think this is a waste of time and would much rather scribble all over pieces of notebook paper with an avalanche of information copied directly from the book. This is not the way to go! First, you will copy too much. Second, you will not know how to organize it.

Step 4 – Conduct Research (continued)

- **Elements of Note Cards**

All note cards should contain the following:

1. The Slug – the heading that you give the card, usually a word or phrase
2. The Note itself – the general rule is one group of related facts or ideas per note card
3. The Page Reference – the page from which the information was taken. If using an online source without page numbers, write "web."
4. Number of the Source Card – the number of the source card from which the information was taken



Step 4 – Conduct Research (continued)

- **Another Example of A Note Card**

Here is an effective (and inexpensive) way to do note cards. See your teacher for blank copies.

Slug (topic subheading) *Florida results* Source Card # *6*

Explain on the lines what point you will make about your topic that the note in the box will help to support.

The results were so confusing that the Supreme Court ultimately rendered a decision.

p. 48

Circle One



QUOTE

PARAPHRASE



SUMMARY

STATISTICS

Source: Michael Fedorchuk

Step 5 – Outline & Organize

- **Sort Note Cards by Slugs**

Note cards fall into categories that reflect the organization of your paper. These category descriptions are called “slugs” and are placed in the upper left hand corner of your note cards. These category descriptors should be written in pencil since you will be changing or discarding them during your reading/note taking/ and organizing process.

- ✓ Sort your note cards by the slug headings
- ✓ Create little piles of note cards that all have the same slug

- **Determine the Main headings and Subheadings of your outline**

You should look for common themes among your slug cards and group similar headings (slugs) together. Depending on the amount of research done, these similar groupings can be combined and given a main heading title. The actual slug headings then can become the subheadings. The cards will now reflect the organization pattern of your paper.

- ✓ Evaluate your piles of note cards
- ✓ Group similar piles together
- ✓ If you have a lot of cards with one heading, this may become a main heading
- ✓ If you have a very small pile, it may be a subheading or combine with something else

Note: Here's the important point to remember about outlining: It develops as your paper develops. As you find new and different information, as you shift and fine-tune your thesis and focus (often based on availability of sources and your own curiosity), you naturally change your organizing headings. The final outline is not written first. Until you are ready to write your final draft, allow your outline to change as your ideas for the paper change.

Step 5 – Outline & Organize (continued)

- **Draft an outline**

Parallel structure is used to give form and symmetry to the outline. In the following example, all headings and subheadings are noun constructions, which is the most common approach.

- I. _____
 - A. _____
 - B. _____
 - 1. _____
 - 2. _____

Each heading and subheading needs to break into at least two parts. That is, you can't have an A without at least a B, a 1 without at least a 2, etc.

Sample of a Phrase Outline for an Explanatory* Research Paper

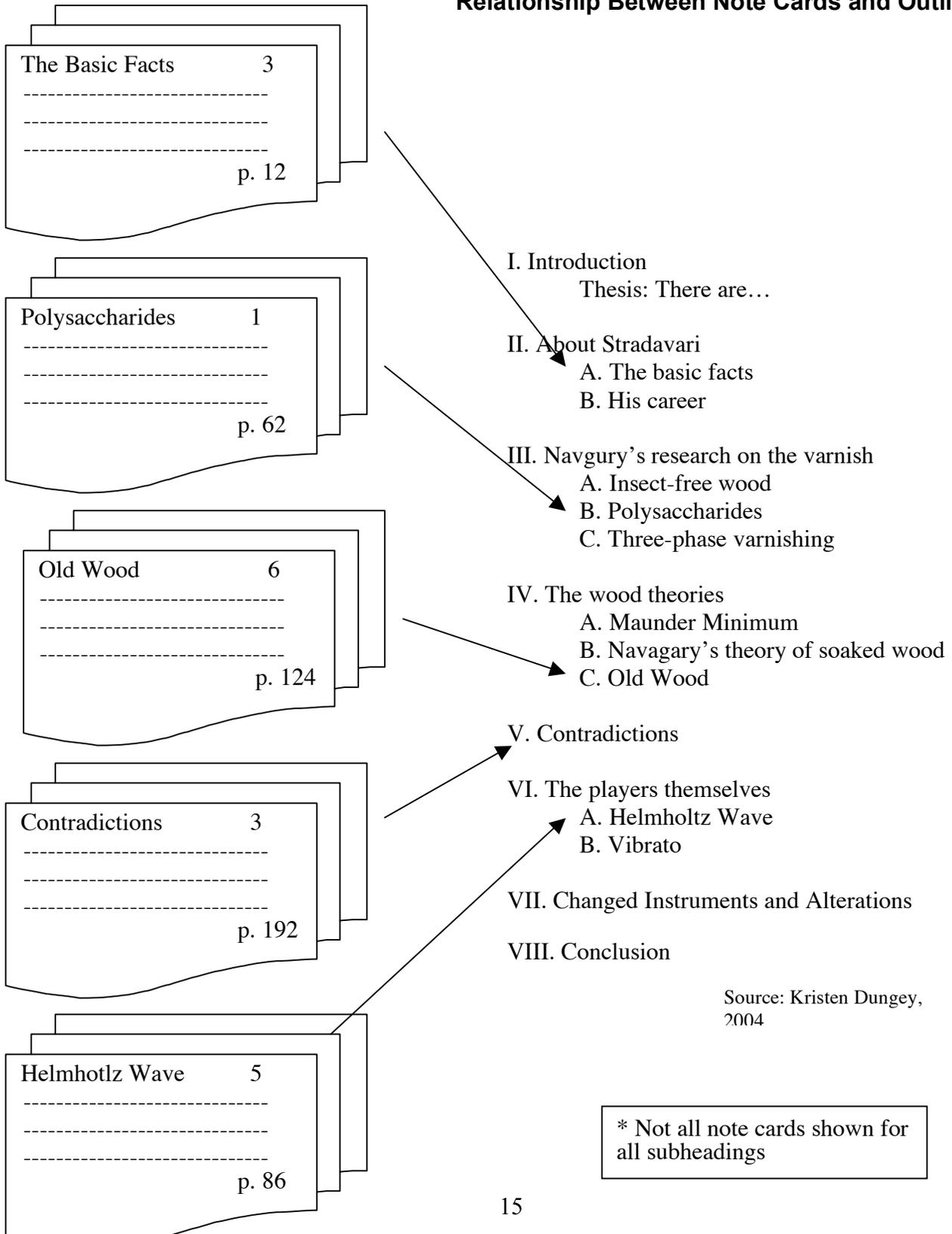
- I. Introduction
 - Thesis: There are several theories concerning Stradavari's "secret method" that he used to make his violins better than any other.
- II. About Stradavari
 - A. The basic facts
 - B. His career
- III. Navgury's research on the varnish
 - A. Insect-free wood
 - B. Polysaccharides
 - C. Three-phase varnishing
- IV. The wood theories
 - A. Maunder Minimum
 - B. Navagary's theory of soaked wood
 - C. Old wood
- V. Contradictions
- VI. The players themselves
 - A. Helmholtz Wave
 - B. Vibrato
- VII. Changed instruments and alterations
- VIII. Conclusion

Source: Kristen Dungey, 2004

* Thesis can be informational, persuasive, explanatory, or a combination of these. See your teacher for the type of research paper you are supposed to be writing.

Step 5 – Outlining & Organizing (continued)

Relationship Between Note Cards and Outline



Step 6 - Using In-Text Citations

An in-text citation is a way to immediately alert the reader to the source of the information that you have just referenced.

1. Generally, it is a parenthetical interruption consisting of an author's last name followed by the page where the information or quotation was found. No punctuation is used within the citation between the author and page. The period for the sentence that ends with an in-text citation always comes after the parenthesis.

Example:

In the future, "Only moderate growth can be expected" (Williams 47).

2. Remember to cite paraphrased (reworded into your own words) or summarized information, not simply quotations!!

3. Every quotation needs an in-text citation directly following it, even if it comes in the middle of a sentence.

4. Generally, only a single page reference is allowed per citation

5. If all the paraphrased information for one paragraph comes from the same page of one source, only one citation at the end of the paragraph is needed. Direct quotations, however, always need to be individually and immediately cited.

6 For electronic sources, cite the first item listed in your Works Cited entry.

When citing from the internet, be very suspicious of unsigned information!

7. If the same author or editor is being used for more than one reference work, use the first two items listed in your Works Cited entry to differentiate between them.

Note: Examples of various types of citations can be found in Appendix E, page 26.

In-Text Citations with Block Quotes

When quoting four or more lines of text, use a block quote. Block quotes differ from normal quotations in the following ways:

- They are introduced by a colon.
- They do NOT use quotation marks.
- They are indented one inch on each side.
- They keep the original spacing of the paper.
- They are immediately followed by their final punctuation (before the citation).
-

Example:

Several characters seem to recognize the danger ahead of them. Ralph is one who realizes the horror of the boys' actions:

Tears began to flow and sobs shook him. He gave himself up to them now for the first time on the island; shuddering spasms of grief that seemed to wrench his whole body. His voice rose under the black smoke. (Golding 186)

Resist the temptation to overuse block quoting. Remember, the reader expects to be reading mostly your own text reinforced by appropriate quotations. Quotes should account for less than 20% of your paper.

Step 7 – The Works Cited Page

The final step before writing the first draft of your paper is to complete a “Works Cited” page. This is the place where you record the information from your source cards so that a reader can follow up on the in-text citations you have inserted into your paper to document your sources.

The Works Cited page is a separate page, or pages, at the back of your paper.

- The words “Works Cited” should appear –centered- at the top of the page.
- You must list every source that you actually cited in your paper. In other words, it is essentially a listing of your source card information.
- Items should be listed alphabetically by the first word in the listing, regardless of whether it is the author’s last name or a title. There is NO separation by type of source (i.e. books, periodicals, newspaper, internet, etc.). They all go in one big alphabetical list.
- The first line of each entry begins at the left margin. Extra lines are indented 1/2” (or five space).
- Maintain double spacing for the Works Cited page.

For an example of a completed Works Cited page, refer to the last page of this manual for the Works Cited that accompanies the sample paper.

Step 8 – Draft

With your note cards in hand and a working (temporary) outline, write the paper, step-by- step, note card by note card. Of course, you will not be merely pasting all your note cards together. You will be using their information to make your case, explain your point, and discover the truth to the question that started you down this research road. You will still have to work the cards' information into paragraphs and guide the reader through your reasoning process. Note cards (and their reflections in in-text citations) simply give the reader periodic assurance that you know what you are talking about, and if quotations, allow someone else to speak for a change.

Remember to paraphrase the information for most of your note cards so you will not look like you copied the entire paper from other people, or, worse yet, that you passed off others' hard-fought writing as your own (called **PLAGIARISM** and always grounds for failure! See the student handbook). Direct quotations should be used to show that an authority is speaking, but not overused.

- ✓ Using note cards and your outline, begin to write your paper
- ✓ Your introduction should include your final thesis
- ✓ Your body paragraphs should be organized according to your outline
- ✓ For most of your note cards, remember to paraphrase or summarize
- ✓ Every time you paraphrase, summarize, or use a direct quote, create an in-text citation
- ✓ Unite paragraphs with transitional words and hooks
- ✓ Re-state your thesis in your conclusion in different words



Step 9 – Polishing and Publishing



- **Polishing the Final Draft**

Here's what you do:

Read it all the way through to see if it develops the thesis statement and/or answers the controlling question to the best of your ability? Does it make sense? Does it read like and look like the model papers your teacher has given you? Does it reflect the myriad form guides and technical instruction sheets you were to follow? Did you spell check it, watching out for homophones (their, there, they're, etc)?

Submit the paper to your teacher in the following order:

- **Title Page**

The title page should contain the title of your paper, your name, the class, and the date. The title should be a descriptive summary of the subject of your paper.

- **Final Outline**

This outline reflects the full paper; it should not be the same one with which you started. Think of it as a table of contents without page numbers.

- **Final Paper with In-Text Citations**

This is the final revised copy of your paper. Every time you used information from a note card, you should have created a corresponding in-text citation.

- **Works Cited/Bibliography**

Only sources used in the paper should be included in your "Works Cited" page. This list should be alphabetized by the first word in each entry.

Remember that most teachers want to see the source cards and note cards so don't throw them out!

Appendix A – Search Engines and Search Tips



Not all search engines are created equal. While the Internet is a useful tool for conducting research, you need to be cautious and informed before beginning your search.

Different Search Engines

Google

<http://www.google.com>

Google is a much better web site with which to conduct research because it ranks sites by how many other sites link to it. It will always give you the most relevant sites first.

Tip: If a web page you want is temporarily down, you can still see a copy stored on Google's server. Click the "cached" link in the search results.

Ask

<http://www.ask.com>

Search engines like Ask.com are only useful when you are conducting your preliminary research. It answers your questions and provides you with simplified answers.

Tip: Phrase your question as simply as possible

Yahoo

<http://www.yahoo.com>

Yahoo catalogs sites based on user submissions, so the results may not be as relevant as ones you might receive from Google.

Tip: Use a plus sign to indicate words that must appear in search results.

AltaVista

<http://www.altavista.com>

Alta Vista lets you search with exact phrases and with Boolean operators (see below).

Tip: Use NEAR instead of AND in the advanced search. Results will tend to be more relevant.

Internet Search Tips

When you begin your search do not limit yourself to searching using only one phrase or topic. Try to use variations of the topic that you are searching.

- ✓ You may start with the 2000 presidential election.
- ✓ Then you might want to research George Bush or Al Gore.

The more research you complete, the more ideas you may get for specific phrases to put into a search engine.

Boolean operators are words that are used to make your search more specific. They are words like AND, OR, and NOT.

For example:

- ✓ If you search for cats AND dogs, your results will contain only pages that have both of those words.
- ✓ If you search for cats OR dogs, your results will contain pages that have one or both of those words.
- ✓ If you search for cats NOT dogs, your results will contain only pages about cats.

Other helpful operators are the + and – signs.

- ✓ If you search for Bill Clinton + Hilary Clinton you will get pages that contain information about both of them.
- ✓ If you search for Bill Clinton – Hilary Clinton you will get pages that contain information only about Bill Clinton.



Sources: <http://www.ipl.org/div/websearching/>
<http://library.albany.edu/internet/boolean.html>

Appendix B – Works Cited Guide for Electronic Sources

Basic Components:

1. Author's Last Name, First Name (if available).
- *2. Title of Document.
3. Title of Complete Work, or Homepage (if available).
4. Version or File Number (if available).
5. Page number(s) (most often available with pdf format)
6. Document date or date of last revision (if available)
- *7. Date of access (when you logged onto it)
- *8. URL (Uniform Resource Locator) address; that is, "<http://.....>"

Note: Items marked with * represent absolute minimums for documentation.

Example of a Works Cited entry for an electronic source:

1

Chandler, Daniel. "The Transmission Model of Communication."
The Act of Writing, revised edition. 1994. November 3, 1997.
< http://www.aber.ac.uk/~dgc/>.

Your **in-text citation** for this source will always be the first item of the Works Cited entry.

Example of the in-text citation for this source: (Chandler)

Remember!!! When writing your bibliographic entries for your source cards, you need to write down at least enough information to assure your being able to get back to exactly where the information resides. Therefore, the URL (Uniform Resource Locator: - http://www. ...) is extremely important. Make sure it is written down exactly and completely on your source cards. (Some browsers print the URL automatically at the bottom of the page. If yours does not, you need to carefully copy it out by hand). Also, don't forget to note when you accessed the site.

Signed articles as well as information from established mainstream organizations (National Heart Association, U.S. government web sites, etc.) are always better sources than anonymous (unsigned) or unofficial listings.

Source: Preston Wilson

Appendix C – Using ProQuest

ProQuest is a full-text retrieval system for periodicals (magazines, journals, bulletins - anything that is published periodically) and newspapers.

To access ProQuest from Home:

Using either Internet Explorer , Safari, or Netscape Communicator:

1. Go to "http://proquest.umi.com/pqdweb"
2. If you need to sign in, use the following:
Account name: "06g6rdq7js" (the first item is a zero)
Password: "welcome"

To access ProQuest from School:

1. Go to "http://proquest.umi.com/pqdweb"
2. If you need to sign in, use the following:
Account name: "V VDJ R76HB9" (no spaces between letters)
Password: "welcome"
3. Enter your search language in a word, words, or specific phrase. See the online search tips.
4. Under "Database" you will most often select "Multiple Databases" but can choose any of the others if thought appropriate.
5. Select your "Date range" from the drop-down box. "All Dates" will be most often appropriate.
6. Under "Limit results to:" it is suggested that you check both boxes: "Full text documents only" and "Scholarly journals, including peer-reviewed."
7. Click on "Search" button.
8. Articles can be printed from ProQuest

Note: ProQuest offers plenty of online help in search strategies and techniques.

Source: Preston Wilson

Documenting information from ProQuest For Source Cards, "List of Works Cited" entries and In-text Citations

When citing information retrieved from library databases like ProQuest, you need to note the publication in which the information originally appeared, the name of the database from which you retrieved the information, the date that you accessed the database, and the general URL address of the database.

Example using a ProQuest source:

Watson, Russell "Sending in the troops." Newsweek. 31 May 1999: 36. ProQuest Direct. 28 Sept. 2000. <<http://proquest.umi.com/pqdweb>>.

In-text citation: (Watson)

Example using another library database:

"Norma Jean Baker." International Dictionary of Films and Filmmakers, Volume 3: Actors and Actresses. St. James Press, 1996. Biography Resource Center. 28 Sept. 2000. <<http://www.galenet.com/servlet/BioRC>>.

In-text citation: ("Norma Jean Baker")

Source: Preston Wilson



Source: FoxTrot Cartoon by Bill Amend, <http://www.ucomics.com/foxtrot/>

Appendix D – The Dewey Decimal System

How to Use the Dewey Decimal System

The Dewey Decimal System organizes information into 10 broad areas, which are broken into smaller and smaller topics. Different topics are assigned numbers, known as "call numbers." For example, "Animals" are given the number 599. To see what books the library currently has on animals, go to the non-fiction shelves and find the books that have a 599 as part of their call number. A list of some of the information you can find in the different Dewey Decimal areas appears below. You can learn more about the Dewey Decimal system and how it works in the book *The Dewey Decimal System* by Allan Fowler. The call number for this book is: J025.431 Fo.



Dewey Decimal System

000 General Knowledge

Almanacs, Encyclopedias, Libraries, Museums, Newspapers

100 Psychology and Philosophy

Death & Dying, Ethics, Feelings, Logic, Making Friends, Optical Illusions, Superstitions

200 Religions and Mythology

Amish, Bible Stories, Christianity, Judaism, Islam, Quakers, Shakers

300 Social Sciences and Folklore

Careers, Customs, Environment, Families, Government, Manners, Money, Recycling

400 Languages and Grammar

Chinese, English, French, German, Italian, Japanese, Sign Language, Spanish

500 Math and Science

Animals, Biology, Chemistry, Dinosaurs, Fish, Geology, Insects, Physics, Planets, Plants

600 Medicine and Technology

Computers, Engineering, Farming, Health, Human Body, Manufacturing, Nutrition

700 Arts & Recreation

Architecture, Crafts, Drawing, Games, Jokes, Music, Puppets, Songbooks, Sports

800 Literature

Children's Literature, Plays, Poetry, Shakespeare, Writing

900 Geography and History

Biographies, Countries, Native Americans, States, Travel, Wars

Source: Monroe County Public Library (Indiana) <http://www.monroe.lib.in.us/childrens/ddchow.html>

Appendix E – MLA Documentation

MLA Style: Sample Bibliographic Entries (6th Edition)

The Modern Language Association (MLA) documentation format uses in-text citations which briefly identify the source of the information, enabling the reader to locate a full bibliographic entry in the list of "Works Cited" at the end of the essay, article or book.

MLA- In-Text Citations: Wherever you incorporate another's words, facts, or ideas, cite the author's last name and a page reference.

MLA- Works Cited: This section of your essay lists all works used in the text of your paper.

- Entries are arranged alphabetically by the author's last name
- If the author's name is unknown, by the title of the work
- In the "Works Cited" list, second and subsequent lines in citations should be indented one-half inch, or five spaces.

Please Note: Although here the citations are single spaced to conserve space, in your "Works Cited" they should be double-spaced.

Type of Entry	Works-Cited Form	In-Text Citation
Book, Single Author	<p style="margin-left: 40px;"><i>Author Last Name, Author First Name. <u>Title</u>. City: Publishing Company, Copyright Date.</i></p> <p>EXAMPLE: Keyser, Elizabeth Lennox. <u>Whispers in the Dark: The Fiction of Louisa May Alcott</u>. Knoxville: U of Tennessee Press, 1993.</p>	<p style="margin-left: 40px;"><i>(Author last name page #)</i></p> <p>(Keyser 75)</p>
Book, Two or Three Authors	<p style="margin-left: 40px;"><i>Author Last Name, Author First Name, Author #2 Last Name, Author #2 First Name, and Author #3 Last Name, Author #3 First Name. <u>Title</u>. Edition #. City: Publishing Company, Copyright Date.</i></p> <p>EXAMPLE: Burgoon, Michael, Frank G. Hunsaker, and Edwin J. Dawson. <u>Human Communication</u>. 3rd ed. Thousand Oaks, CA: Sage, 1994.</p>	<p style="margin-left: 40px;"><i>(All author last names page #)</i></p> <p>(Burgoon, Hunsaker, and Dawson 175).</p>
<p>Note: If there are more than three authors, name only the first and add et al.</p>		
Book, No Author Given	<p style="margin-left: 40px;"><i><u>Title</u>. Edition. Publishing City: Publishers, Copyright date.</i></p>	<p style="margin-left: 40px;"><i>(Title page #)</i></p>

<i>Author's Work in an Anthology</i>	<p>EXAMPLE: <u>A Handbook of Korea</u>. 4th ed. Seoul: Korean Overseas Information Service, Ministry of Culture and Information, 1982.</p> <p><i>Author Last Name, Author First Name. "Title of Work" Title of Anthology. Editor's Name. City: Publishing Company, Copyright Date. Page numbers.</i></p>	<p>(<u>A Handbook of Korea</u> 241-47).</p> <p>(Author last name page #)</p>
<i>Multivolume Work</i>	<p>EXAMPLE: Auerbach, Nina. "Jane Austen and Romantic Imprisonment." <u>Jane Austen in a Social Context</u>. Ed. David Monaghan. Totowa, NJ: Barnes, 1981. 9-27.</p> <p><i>Author Last Name, Author First Name. Title. Edition #. Volume #. City: Publisher, copyright date.</i></p>	<p>(Auerbach 10)</p> <p>(Author last name Volume#: page #'s)</p>
<i>Edition Other Than the First</i>	<p>EXAMPLE: Daiches, David. <u>A Critical History of English Literature</u>. 2nd ed. 2 vols. New York: Ronald, 1970.</p> <p><i>Author Last Name, Author First Name. Title. Editor's Name. Edition #, City: Publisher, copyright date.</i></p>	<p>(Daiches 2: 538-9)</p> <p>(Author last name page #)</p>
<i>Republished Book</i>	<p>EXAMPLE: Chaucer, Geoffrey. <u>The Works of Geoffrey Chaucer</u>. Ed. F.N. Robinson. 2nd ed. Boston: Houghton, 1957.</p> <p><i>Author Last Name, Author First Name. Title. Original copyright date, City: Publisher, copyright date.</i></p>	<p>(Chaucer 545)</p> <p>(Author last name page #)</p>
<i>Book in a Series</i>	<p>EXAMPLE: Doctorow, E.L. <u>Welcome to Hard Times</u>. 1960, New York: Bantam, 1976.</p> <p><i>Author Last Name, Author First Name. Title. Series name. City: Publisher, copyright date.</i></p>	<p>(Doctorow 209-12)</p> <p>(Author last name page #)</p>
	<p>EXAMPLE: Reiman, Donald H. <u>Percy Bysshe Shelley</u>. Updated ed. Twayne's English Authors Series. 81. Boston: Twayne, 1989.</p>	<p>(Reiman 113)</p>

<i>Article in a "Familiar" Reference Book</i>	"Article title." <u>Reference name</u> . Edition.	("Article name")
EXAMPLE:	"Wasatch Range." <u>Encyclopedia Americana</u> . 1993 ed. <i>Author Last Name, Author First Name</i> . "Article Title." <u>Journal name</u> . Volume (year): page numbers.	("Wasatch Range") (Author last name page #)
<i>Journal</i>		
<i>Article from a Weekly or Biweekly Magazine</i>	EXAMPLE: Spear, Karen. "Building Cognitive Skills in Basic Writers." <u>Teaching English in the Two-Year College</u> . 9 (1983): 91-98. <i>Author Last Name, Author First Name</i> . "Article Title." <u>Journal name</u> . Day Month Year: page numbers.	(Spear 94) (Author last name page #)
<i>Article from a Monthly or Bimonthly Magazine</i>	EXAMPLE: Gleick, Elizabeth. "Sex, Betrayal and Murder." <u>Time</u> 17 July 1995: 32-33. <i>Author Last Name, Author First Name</i> . "Article Title." <u>Journal name</u> . Month Year: page numbers.	(Gleick 33) (Author last name page #)
<i>Article from a Newspaper</i>	EXAMPLE: Snyder, Mark. "Self-Fulfilling Stereotypes." <u>Psychology Today</u> July 1982: 60-68. <i>Author Last Name, Author First Name</i> . "Article Title." <u>Paper name</u> . Day Month Year, edition: page numbers.	(Snyder 68) (Author last name page #)
<i>Film Review</i>	EXAMPLE: Jereski, Laura. "Entertainment Stocks: Is a Boffo Performance over?" <u>Wall Street Journal</u> 1 Aug. 1995, eastern ed.: C1+ <i>Author Last Name, Author First Name</i> . "Article Title." Rev. of <u>Movie</u> . <u>Paper name</u> . Day Month Year: page numbers.	(Jereski C1) (Author last name page #) (Harrington D1)

Interview

Interviewee Last Name, Interviewee First Name. Method of Interview. Day Month Year (Interviewee last name)

EXAMPLE: Morganis, Nancy. Telephone Interview. 8 Aug. 1995 (Morganis)

television program

“Title of program.” Title of show. Network. Day Month year (“Name of program”)

EXAMPLE: “Debate on Welfare Reform.” Face the Nation. CBS. 6 Aug. 1995 (“Debate on Welfare Reform”)

Author’s Name in Text: If you include the author’s name in a sentence, you do not need to repeat it in the parenthetical page citation that follows.

Source: Clement C. Maxwell Library
<http://www.bridgew.edu/depts/maxwell/mla.htm>

Appendix F – MLA vs. APA

Like all other documentation styles, including the MLA, the APA style provides a standard system for giving credit to others for their contribution to your work. It is what we call a "parenthetical" documentation style, meaning that citations to original sources appear in your text. This allows the reader to see immediately where your information comes from, and it saves you the trouble of having to make footnotes or endnotes. The APA style calls for three kinds of information to be included in in-text citations. The author's last name and the work's date of publication must always appear, and these items must match exactly the corresponding entry in the references list. The third kind of information, the page number, is only in a citation to a direct quotation.

Source: <http://www.researchhaven.com/style/APA.htm>

	APA	MLA
Parenthetical Citation in Text	Uses author name, date of publication, and page number	Uses author name and page
Authors/editors	Uses last name and first initial. Lists all authors	Spells out available names. If more than 3 list first and et al.
Titles	Capitalizes first word	Capitalizes every important word
Publisher	Uses full name	Shortens name
Place of publication	Lists state abbreviations when city is lesser known	Only lists city
Pages	Lists first page and additional pages	Uses + for pages after the first one
Dates	Follows authors name	Placed at end of citation

Indentions	First line of an entry is indented, second and subsequent lines are flush with the left margin	First line is flush with left margin, second and subsequent lines are indented
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	APA Style	MLA Style
Parenthetical	(Peak, 2001, p. 79)	(Peak 79)
Reference or Work Cited	Peak, K. (2001) Justice Administration: Police, Courts, and Corrections Management, 3rd Edition Upper Saddle River, NJ: Prentice Hall	Peak, Kenneth J. Justice Administration: Police, Courts, and Corrections. Upper Saddle River: Prentice Hall, 2001

Chart from " A Matter of Style: APA vs. MLA" by Nik Kendall
 <[http://www.my_writingta.com/AMatterofStyle\(1\).doc](http://www.my_writingta.com/AMatterofStyle(1).doc)>

Appendix G – Sample Paper

Title of paper is centered

A Call to Action:
Regulate Use of Cell Phones on the Road

Cover page includes name, teacher, class, and date

By

Angela Daly
Professor Chavez
English 10
March 14, 2004

The entire thesis
is included in the
outline

Outline

I. Introduction

Thesis: Regulation is needed because drivers using phones are seriously impaired and because laws on negligent and reckless driving are not sufficient to punish offenders.

II. Impairments caused when driving

- A. Traffic deaths and injuries
- B. Cartoons
- C. Scientific research
- D. Fatalities

III. Traffic Laws

- A. Light sentences
- B. Special laws
- C. Other countries' laws
- D. Local Laws vs. State Laws

IV. Conclusion

Outline uses
noun
constructions

A Call to Action:

Regulate Use of Cell Phones on the Road

When a cell phone goes off in a classroom or at a concert, we are irritated, but at least our lives are not endangered. When we are on the road, however, irresponsible cell phone users are more than irritating: They are putting our lives at risk. Many of us have witnessed drivers so distracted by dialing and chatting that they resemble drunk drivers, weaving between lanes, for example, or nearly running down pedestrians in crosswalks. A number of bills to regulate use of cell phones on the road have been introduced in state legislatures, and the time has come to push for their passage. Regulation is needed because drivers using phones are seriously impaired and because laws on negligent and reckless driving are not sufficient to punish offenders.

No one can deny that cell phones have caused traffic deaths and injuries. Cell phones were implicated in three fatal accidents in November 1999 alone (Sundeen). Early in November, two-year-old Morgan Pena was killed by a driver distracted by his cell phone. Morgan's mother, Patti Pena, reports that the driver "ran a stop sign at 45 mph, broadsided my vehicle and killed Morgan as she sat in her car seat." A week later, corrections officer Shannon Smith, who was

Title is centered

Opening sentences catch reader's attention

Thesis asserts Angela Daly's main point

Signal phrase names the author of the quotation to follow. No page is available for this Web source.

Daly uses a clear topic sentence

Author's name is given in parentheses; no page is available

that same month, John and Carole Hall were killed when a Naval Academy midshipman crashed into their parked car. The driver said in court that when he looked up from the cell phone he was dialing, he was three feet from the car and had no time to stop (Stockwell B8).

Page number given when available

Clear topic sentences like this one are used throughout the paper

Expert testimony, public opinion, and even cartoons suggest that driving while phoning is dangerous. Frances Bents, an expert on the relation between cell phones and accidents, estimates that between 450 and 1,000 crashes a year have some connection to cell phone use (Layton C9). In a survey published by Farmers Insurance Group, 87% of those polled said that cell phones affect a driver's ability, and 40% reported having close calls with drivers distracted by phones. Many cartoons have depicted the very real dangers of driving while distracted (see Fig. 1).



"YEP... GOT MY CELLPHONE, MY PAGER, MY INTERNET LINK, MY WIRELESS FAX, AND THANKS TO THIS NIFTY SATELLITE NAVIGATING SYSTEM, I KNOW PRECISELY WHERE I AM AT ALL TIMES!"

Fig. 1. Chan Lowe, cartoon, *Washington Post* 22 July 2000: A21.

Illustration has figure number, label, and source information

Scientific research confirms the dangers of using phones while on the road. In 1997 an important study appeared in the New England Journal of Medicine. The authors, Donald Redelmeier and Robert Tibshirani, studied 699 volunteers who made their cell phone bills available in order to confirm the times when they had placed calls. The participants agreed to report any nonfatal collision in which they were involved. By comparing the time of a collision with the phone records, the researchers assessed the dangers of driving while phoning. Here are their results:

Summary and long quotations are introduced with a signal phrase naming the authors

Long quotation is set off from the text; quotation marks are omitted

We found that using a cellular telephone was associated with a risk of having a motor vehicle collision that was about four times as high as that among the same drivers when they were not using their cellular telephones. This relative risk is similar to the hazard associated with driving with a blood alcohol level at the legal limit. (456)

In reports by news media, the latter claim was exaggerated (“similar to” is not “equal to”), but the comparison with drunk driving is startling nonetheless.

A 1998 study focused on Oklahoma, one of the few states to keep records on fatal accidents involving cell phones. Using police records, John M. Violanti of the Rochester Institute of Technology investigated the relation between traffic fatalities in Oklahoma and the use or presence of a cell phone. He found a ninefold increase in the risk of fatality if a phone was being used and a doubled risk simply when a phone was present in a vehicle (522-23).

Summary begins with a signal phrase naming the author and ends with page numbers in parentheses

carry phones in their cars may tend to be more negligent (or prone to distractions of all kinds) than those who do not.

Daly counters an opposing argument

Some groups have argued that state traffic laws make legislation regulating cell phone use unnecessary. Sadly, this is not true.

Laws on traffic safety vary from state to state, and drivers distracted by cell phones can get off with light punishment even when they cause fatal accidents. For example, although the midshipman mentioned earlier was charged with vehicular manslaughter for the deaths of John and Carole Hall, the judge was unable to issue a verdict of guilty. Under Maryland law, he could only find the defendant guilty of negligent driving and impose a \$500 fine (Layton C1). Such a light sentence is not unusual. The driver who killed Morgan Pena in Pennsylvania received two tickets and a \$50 fine--and retained his driving privileges (Pena). In Georgia, a young woman distracted by her phone ran down and killed a two-year-old; her sentence was ninety days in boot camp and five hundred hours of community service (Ippolito J1). The families of the victims are understandably distressed by laws that lead to such light sentences.

Facts are documented with in-text citations: author's names and page numbers (if available) in parentheses.

Daly uses an analogy to justify passing a special law

When certain kinds of driver behavior are shown to be especially dangerous, we wisely draft special laws making them illegal and imposing specific punishments. Running red lights, failing to stop for a school bus, and drunk driving are obvious examples; phoning in a moving vehicle should be no exception. Unlike more general laws covering negligent driving, specific laws leave little ambiguity for law officers and for judges and juries imposing

leave no ambiguity for drivers. Currently, drivers can tease themselves into thinking they are using their car phones responsibly because the definition of “negligent driving” is vague.

As of December 2000, twenty countries were restricting use of cell phones in moving vehicles (Sundeen 8). In the United States, it is highly unlikely that legislation could be passed on the national level, since traffic safety is considered a state and local issue. To date, only a few counties and towns have passed traffic laws restricting cell phone use. For example, in Suffolk County, New York, it is illegal for drivers to use a handheld phone for anything but an emergency call while on the road (Haughney A8). The first town to restrict use of handheld phones was Brooklyn, Ohio (Layton C9). Brooklyn, the first community in the country to pass a seat belt law, has once again shown its concern for traffic safety.

Laws passed by counties and towns have had some effect, but it makes more sense to legislate at the state level. Local laws are not likely to have the impact of state laws, and keeping track of a wide variety of local ordinances is confusing for drivers. Even a spokesperson for Verizon Wireless has said that statewide bans are preferable to a “crazy patchwork quilt of ordinances” (qtd. in Haughney A8). Unfortunately, although a number of bills have been introduced in state legislatures, as of early 2001 no state law seriously restricting use of the phones had passed--largely because of effective lobbying from the wireless industry.

Despite the claims of some lobbyists, tough laws regulating phone use can make our roads safer. In Japan, for example, accidents

Daly explains why laws need to be passed on the state level

Transition helps readers to move from one paragraph to the next

Daly counters a claim made by some opponents

Daly cites an indirect source: words quoted in another source

country prohibited using a handheld phone while driving (Haughney A8). Research suggests and common sense tells us that it is not possible to drive an automobile at high speeds, dial numbers, and carry on conversations without significant risks. When such behavior is regulated, obviously our roads will be safer.

Because of mounting public awareness of the dangers of drivers distracted by phones, state legislators must begin to take the problem seriously. “It’s definitely an issue that is gaining steam around the country,” says Matt Sundeen of the National Conference of State Legislatures (qtd. in Layton C9). Lon Anderson of the American Automobile Association agrees: “There is momentum building,” he says, to pass laws (qtd. in Layton C9). The time has come for states to adopt legislation restricting the use of cell phones in moving vehicles.

For variety Daly places a signal phrase after a brief quotation

The paper ends with Daly’s stand on the issue

