

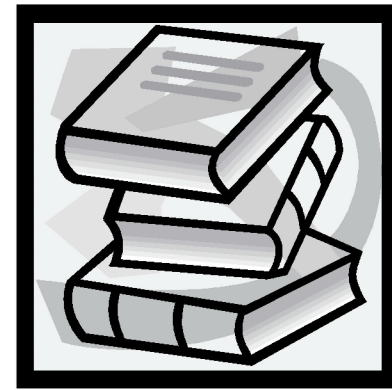


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Governor Mifflin Senior High School



Research and Style Guide

2008–2009

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INTRODUCTION

This booklet is designed to be a guide to the technical aspects of writing a term paper. It identifies the following tools necessary for Governor Mifflin students: documenting, organizing, outlining and writing the first draft. While individual teachers may have additional or more specific requirements, the basic information presented here will answer your routine research questions.

Sources used in preparing this publication include:

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 6th ed. New York: Modern Language Association, 2003.

Littell, McDougal. The Research Paper. Evanston, Ill: McDougal, 1989.

Sorenson, Sharon. The Research Paper: A Contemporary Approach. New York: AMSCO, 1994.



Chapter 1

CHOOSING A TOPIC

Interest

Because you will be working with the topic for an extended period of time, select a topic that interests you; an interesting topic makes the process challenging and exciting. Avoid a topic you are thoroughly knowledgeable about. Research becomes monotonous when you learn nothing new. In short, choose a subject which interests you enough to learn more about it.

Manageability

A topic is unmanageable either when you find too much information or when you cannot find enough. A working bibliography will help you determine the scope of the selected topic.

Availability

Your working bibliography will also help you to determine whether there is enough information available. If secondary sources are severely limited, your topic is too narrow and will make a successful completion of the paper difficult.

Worth

Your paper must say something of substance. A definitive thesis statement will help you determine the worth of your topic. It not only defines the purpose of your paper, but also presents a guide for selecting appropriate information and taking effective notes.

Originality

Merely recounting information on any subject is never productive. However, creating a new look at a topic or approaching a topic from a different angle will make the paper fresh and original.

Checklist for Selecting a Topic

- Interest
- Manageability
- Availability
- Worth
- Originality

Chapter 2

PRIMARY AND SECONDARY SOURCES

Primary Sources

When you are writing an interpretation of a literary work, the poem, novel, play, essay or short story is the primary source. Primary sources for other types of research papers can be original works which you have created. These include interviews, surveys, experiments and letters.

Secondary Sources

Basically, secondary sources are materials written later about the primary source. Secondary sources are those sources you find as you search the library. There are five basic areas for secondary researching in the library. They are

Electronic Catalog

Computer catalogs allow you to search by author, title, subject and keyword. Keyword searching allows you to use Boolean logic to tie words together to define precisely your needs, making your search fast and easy.

Reference Materials

Use the call numbers you have found in the electronic catalog as a guide to locate similar materials in the reference section. As a rule, do not use general encyclopedias for secondary sources. While they are useful for an overview of your topic, they are not good secondary sources because they are too general in nature. Specialized encyclopedias, conversely, do serve as good secondary sources.

The distinction between general and specialized encyclopedias is that general encyclopedias cover almost every topic imaginable while specialized encyclopedias cover topics within a specific subject area.

Periodicals & Magazines

Magazines, newspapers, and journals are used in research to provide current information on a topic.

The Elton B. Stephens Co. (EBSCO) online service provides full-text information from magazines and newspapers from across the United States. Using EBSCO Host, you can search by subject, publication or keyword. All of the articles, including photographs, can be printed.

Computer Online Sources

Most libraries have online searches available for their patrons. They can be either databases that are connected via a telecommunications line or databases that use CD-ROMs.

- **Access PA**

Access PA is a Web-based service that allows the patron to access the holdings of hundreds of libraries across the state. Included in the database are high school libraries, community college libraries, public libraries, and college libraries. This database is an excellent source of materials not readily found in most high school libraries.

Vertical File

The vertical file has a wide selection of materials for student use. Of particular importance are the “opposing viewpoint” pamphlets. They are available for almost any topic and are valuable because they present both sides of major issues.

Checklist for Locating Secondary Sources

- Electronic catalog
- Reference material
- Magazines and periodicals using EBSCO
- Computer online searches
 - Access PA



Chapter 3

WORKING BIBLIOGRAPHY

A working bibliography indicates everything that is available in the library on your topic. Each source you locate is put on a 3" x 5" note card and arranged in proper bibliographic form. When completed, these cards, arranged in alphabetical order, represent the order for a final bibliography. To locate the resources that are available in the library, use the checklist provided in Chapter 2 as a guide. A working bibliography enables you to determine if there is too little or too much material available on your topic. If either one of these conditions exists, your topic is either too narrow or too broad.

There are two important markings that must be on each bibliographic card. First, code each card in the upper right-hand corner with a simple letter sequence. This coding system enables you to take orderly notes from each source. The second marking is the call number for the book; it appears in the lower left-hand corner. Noting the call number will eliminate additional work when you later want to locate the source to begin taking notes.

A bibliography for a book includes:

- Author
- Title. Edition. Volume.
- Place of publication
- Publisher
- Copyright date

A bibliography for an Internet source:

- Author of article, if available
- Title of article
- Title of website
- Date accessed
- Full URL <http://address/filename>

Author:

List the author's name with the last name first, comma, then the first name.

Title:

The title of a book is next; it is always underlined.

Place of publication:

The place of publication includes the city. If more than one city appears, choose the first one listed. If the cities given are international, choose the one from the United States.

Publisher:

The publisher's name usually appears on the title page.

Copyright date:

The copyright usually appears on the back of the title page. When multiple copyright dates appear, always select the most recent date.

Volume number:

When it is necessary to indicate volume numbers, list them after the title.

Form:

In all bibliographic citations, the second line is indented five spaces; and all citations are double-spaced.

Bibliographic Form

Basic Entry (following MLA style)

Author's or editor's last name, first name. Book Title (underlined and capitalized correctly). City of publication: publisher, year of publication.

Whole Books

1. *One Author*

Baxter, Neale J. Opportunities in Counseling and Development Careers. Lincolnwood: VGM Career Horizons, 1994.

2. *Two Authors*

Gilbert, Sandra M., and Susan Gubar. The Madwoman in the Attic. New Haven: Yale University Press, 1979.

3. *Three Authors*

Hipplewhite, Charles, Jeannette M. Meyerhoff, and Gerhardt B. Kassenbaum. The Effects of High Technology on Smokestack America: An Introspective. Litchfield: Litchfield Press, 1988.

4. *No Author Given*

(If no single author or editor is given, enter the source under its title.)
Literary Market Place. New York: Bowker, 1984.

5. *Single Editor*

Cosgrove, Holli R., ed. Encyclopedia of Careers and Vocational Guidance. 10th ed. Vol. 2. Chicago: J.G. Ferguson Publishing Company, 1997.

6. *Two Editors*

Emanuel, James and Theodore L. Gross, eds. Dark Symphony: Negro Literature in America. New York: Macmillan, 1968.

7. *Two or More Books by the Same Author*

Borroff, Marie. Language and the Past: Verbal Artistry in Frost, Stevens, and Moore. Chicago: U of Chicago P, 1979.
---, ed. Wallace Stevens: A Collection of Critical Essays. Englewood Cliffs: Prentice, 1963.

Parts of a Whole Book

(When using this type of citation, page numbers for the entire essay, short story, poem, or chapter must be included.)

8. *A poem, short story, essay, or chapter from a collection of works by one author*
Angelou, Maya. "Remembering." Poems. New York: Bantam, 1986. 11.
9. *A poem, short story, essay, or chapter from a collection of works by several authors*
Format – Author's last name, first name (the person who wrote the story, essay, or chapter). "The title of the story, essay or chapter in quotation marks." The title of the whole book (underlined and capitalized properly). Ed. Editor's name. City of publication: publisher, publication date. Page numbers of entire story, essay, or chapter.
Example – Welty, Eudora. "The Corner Store." Prose Models. Ed. Gerald Levin. New York: Harcourt, 1984. 20-22.
10. *A novel or play from a collection under one cover*
Serling, Rod. Requiem for a Heavyweight. Twelve American Plays. Ed. Richard Corbin. New York: Scribner's, 1973. 57-89.

Magazines

(When citing magazines, be careful to use standard English abbreviations for the month and the year. When you are citing a weekly magazine, the day of the week appears before the month.)

11. *An article from a quarterly or monthly magazine*
Batten, Mary. "Life Spans." Science Digest Feb. 1984: 46-51.
12. *An article from a weekly magazine*
Powell, Bill. "Coping with the Markets." Newsweek 27 Apr. 1987: 54.
13. *A magazine article with no author given*
"How the New Tax Law Affects America." Nation's Accountants 24 Sept. 1986: 66-70.

Newspapers

14. *An article from a daily newspaper*
James, Noah. "The Comedian Everyone Loves to Hate." New York Times 22 Jan. 1984, sec. 2: 23.
15. *An editorial in a newspaper*
"America and the Hypermarket." Editorial. Chicago Tribune 4 Jan. 1988, sec. 1: 10.

Encyclopedia

16. *An encyclopedia from a multivolume general encyclopedia and electronic encyclopedias* (*We do not have general encyclopedias in the high school library.)

“Western Frontier Life.” World Book Encyclopedia. 1990 ed.

Internet

17. *Citing an entire Internet site*

Author’s last name, first name (if there is one). Title of the site. **Ed.** Name of the editor. Electronic publication information, including version number (if relevant and not part of the title). Date of electronic publication or of the latest update. Name of any sponsoring institution or organization. Day Month Year accessed <URL>.

Bartleby.com: Great Books Online. Ed. Steven van Leeuwen. 2002.

5 May 2002 <<http://www-dept.usm.edu/~engdept/cinderella.html>>.

18. *An article on an Internet site*

Author’s last name, first name (if there is one). “Title of the page or article.” Title of the entire site. **Ed.** Name of the editor. Electronic publication information, including version number (if relevant and not part of the title). Date of electronic publication or of the latest update. Name of any sponsoring institution or organization. Day Month Year accessed <URL>.

“City Profile: San Francisco.” CNN.com. 2002. Cable News Network.

14 May 2002 <<http://www.cnn.com/TRAVEL/atevo/city/SanFrancisco/intro.html>>.

Chapter 4

TAKING NOTES

General Guidelines

1. *Use the code*

Copy the letter code from your bibliographic card in the top right-hand corner of the note card. The only thing you will have to add to this will be the page number from your source. This saves you time and effort eliminating the need to put full bibliographic information on each note card.

2. *Note cards*

Take notes on 4" x 6" index cards. If you use larger cards for notes, do not be tempted to fill them completely. Your goal on a card is to list an important idea, not to copy an entire page from a text.

3. *One idea – one card*

Even if you have only a few words on a card, do not put more than one idea from one source on a card. Later you will organize your note cards according to your outline. If you put more than one idea on a card, you will have a difficult time trying to organize them.

4. *Use ink*

Notes in pencil smear. After you handle the cards, your penciled notes may become difficult to read.

5. *Write on only one side of the card*

If you write on both sides of the card, you may forget or miss information on the reverse side. If you need more than one card, write “continued” or “more” on the front so that you remember to look for the second card.

6. *Identify the topic*

Put a “key” word or topic on the top of each note card. This will be of great importance when you begin to organize your cards.

7. *Representative sources*

Be careful not to rely merely on one or two sources. Some sources may be more valuable than others. However, if you have 20 note cards from one and only one or two from each of your other sources, you have relied too heavily on a single source.

8. *Check illustrations*

There is much valuable information given in captions with pictures and illustrations, charts, tables and other listings.

9. *Think before you write*

Remember you are interested in only that information that will support your thesis statement. Ask yourself what is the relevancy of the material in developing your thesis.

Plagiarism

Plagiarism is usually defined as taking someone else's words or ideas and using them as your own. This is a very serious offense, and your teacher will clearly identify the penalties that will result if plagiarism occurs.

You can avoid plagiarism by noting direct quotations and paraphrasing with parenthetical documentation. Parenthetical documentation includes the author's last name and page number from your source, in parentheses after the paraphrased, or quoted material.

Plagiarism is the failure to acknowledge someone else's words or ideas. All of the following constitute plagiarism.

1. Failure to document with quotation marks and a parenthetical citation any material copied directly from other sources.
2. Failure to acknowledge paraphrased material (someone else's ideas) with a parenthetical citation.
3. Failure to provide a bibliography.
4. Use of others' work as one's own, particularly in the arts.
5. Use of others' ideas as one's own for themes, poems, musical compositions, or artwork.¹

Governor Mifflin's Policy on Plagiarism

Students who plagiarize will receive a "0" for their work for the first offense. A second offense could result in a failure for the quarter. Governor Mifflin's policy on plagiarism applies to all forms of media, including the use of computers and online services.

Quotations

When you use direct quotations within your paper, be certain they blend into your writing style. Do not put a quotation in a paragraph simply to use quotations. Remember that an effective quotation usually demands a definitive interpretation following it. A brief or partial quotation of less than four lines should be put within the text of the paragraph. Longer quotations, more than four lines, should be set off from the text by indenting the entire quotation ten spaces in from the left margin. Do not place quotations of more than four lines in quotation marks, but do put a period before the citation.

¹ The Research Paper. Evanston, IL: McDougal, 1989.

Chapter 5

ORGANIZATION

Good organization in the final paper reveals mastery of the topic. The type of information that you gather will be controlled by your thesis statement. To organize your paper without digressions, keep your thesis statement next to you when creating an outline. You organize your note cards according to that outline, making sure that you have an introduction, body and conclusion to your paper. The thesis statement will be the most important part of your paper; it is placed at the end of the introductory paragraph.

Thesis Statement

Your thesis statement tells the reader the specific purpose of your writing. It gives you and the reader a basis for evaluating the paper. In short, a definitive thesis enables you and the reader to determine whether you substantiated your position with appropriate examples and sound interpretation.

Outline

While your outline can be very general or very specific, it is essential that you create one. Use the standard outline format or use phrases, key words or complete sentences. Your outline must reflect your thesis statement, and it must exhibit a logical organizational pattern. A detailed outline makes writing the rough draft an achievable task.

Note Cards

Once you have completed your note cards, begin to evaluate them and divide them into three separate groups. Create one stack of cards for the introduction, a second stack of cards for the body and a third stack of cards for the conclusion. The largest number of cards will be those for the body of your paper since this is the longest part of the paper. After the cards have been divided into three stacks, take each pile, one at a time, and put your note cards in the same order as your outline.

Writing the First Draft

With your outline and note cards organized, you are ready to write your first draft. Be sure in writing to use transitional sentences to help you connect ideas and paragraphs. Keep in mind your thesis statement as you write your rough draft. If the information you are using does not support your thesis statement, don't use it. You don't need to use every piece of research you've already collected, and you may have to do more research after you begin writing.

Parenthetical Documentation

As you are writing your first draft, place parenthetical documentation in the sentence where a pause would naturally occur: at the end of a sentence, at the end of a clause, at the end of a phrase before the punctuation.

After any quotation, paraphrase, or precis, enter a single space. Then in parentheses, write the source name and the page number.

1. Use the author's or editor's last name to indicate the source:
(Smith 16)
2. If there are two authors, use both last names:
(Smith and Brown 9-11)
3. If there are three authors, use all three last names in the following format:
(Smith, Brown, and Jones 10-15)
4. If there is no author, use the title, shortened if possible:
(Researching 35)
5. If you use more than one work by a given author, you must identify both the author and the individual work. Separate the author's name from the title with a comma.
(Smith, Researching 51)

Works Cited Page

The Works Cited page lists only the sources – books, magazines, newspapers, films, interviews, letters, maps, etc. – from which you have used information. It is an alphabetically arranged list of your bibliographic cards and follows exactly the form you used to organize your cards initially.

Place the Works Cited page following the final page of your text and comply with these guidelines:

1. Center the title, Works Cited, one inch from the top of the page. Do not put quotation marks around the title, do not punctuate it, and do not underline it. Capitalize the first letter of each word.
2. Double space the entire page, both within and between entries.
3. Begin the first entry one double space below the title.
4. Begin all entries at the left margin; subsequent lines are indented five spaces (called a “hanging indentation”).
5. Enter all sources in alphabetical order by the first word on your bibliographic card: author's last name or title of the article. If a title begins with *A*, *An* or *The*, alphabetize by the next word. If there are two works by the same author, alphabetize the entries by title. Your teacher will explain this situation in more detail.
6. Be sure that every parenthetical citation included in your text has a corresponding entry on the Works Cited page.
7. Maintain a one-inch bottom margin.

When all the parts are put together, the result will be a well-organized and purposeful paper.