Twinsburg High School Research Manual

MISSION STATEMENT:

The purpose of this guide is to give students a process that they can apply to projects and papers. By using the following suggestions, students will be better prepared for both high school and post-high school research tasks.

Particularly, this manual is designed to help students document ideas and materials borrowed from other sources.

Why do we document sources used on a paper or project?

1—Others who read or view the work will see the sources used on it, adding validity and a sense of scholarship.

2—A standard form of reporting sources aids others who are trying to locate these sources for further research.

3—Intellectual honesty requires that an author cite his or her sources (Skapura 4).

PLAGIARISM AND INTELLECTUAL HONESTY

Plagiarism is the theft of another person's ideas and research. To better understand this, imagine being an author, songwriter, artist, or computer programmer. After spending long hours working to perfect work, these people expect that they will be able to enjoy the rewards that come next, whether they are material or intellectual. Just as it is wrong to steal physical items, it is equally wrong to steal such artists' ideas, thereby claiming the benefits as your own. This concept is the heart of intellectual honesty. We need to give the original writer credit for his or her ideas **which will then give more credibility to our own work.**

According to page seven of the Twinsburg High School Student Handbook, cheating and plagiarism include, but are not limited to:

1—Using another person's work as your own.

2—Copying another's homework, test, examination, theme, book report, term paper or downloading material from the Internet.

Furthermore, "Plagiarizing means to use as your own any other person's idea, expression, or words without giving the original author credit" (7).

GETTING STARTED

1. Unless you already know a great deal about your topic, begin by researching primary and secondary sources.

**A primary source is the original text that is being addressed. For example, if we were researching the role of the setting in <u>To Kill a Mockingbird</u> the novel itself would be the primary source. A reasonable first step would be to read through the novel, finding particular passages that deal with the setting and writing those passages on note cards.

*Primary sources can also be court records, government documents, letters, memoirs, editorials.

**Secondary sources are materials that analyze or interpret primary sources. For example, a compilation of essays about <u>To Kill a Mockingbird</u> would be an example of a secondary source.

If, for example, a student were writing a paper finding ways to replenish endangered animals, he or she could first find a reference book that describes this topic, finding related topics such as the names of endangered species, organizations that help to replenish these species, etc. Then the student could take this information and do more research until the topic he or she could narrow the topic.

2. Develop a thesis statement after completing some research. Zeroing in a topic before doing adequate research can result in a faulty thesis statement or one that is difficult to support.

**At this point, too, it is crucial to choose appropriate sources. The Internet offers a host of material, but much of it is questionable. Follow carefully your teacher's suggestions and guidelines in this matter. Use of board-approved databases ensures students that material is suitable.

3. Begin taking notes on note cards. There are two different types of cards needed for research: source cards and note cards.

     A. Source cards list the necessary information to complete a Works Cited citation: author's name, title of book, publishing company, year, and city. Check Works Cited specifications to see what other information will be needed for sources other than books. Each source card should also be assigned a letter. See sample:

A	Chopin, Kate <u>The Awakening</u> New York Avon Books 1972

B. Note cards include bits of information taken from sources. The information included on one card should only include material which is unified and deals with one aspect of the topic. The note card should also include the letter of the source from which it comes. See sample:

> A   Bird Symbolism
>
>   "A green and yellow parrot, which hung in a cage outside the door, kept repeating over and over: "Allez vous-en! Allez vous-en! Sapristi! That's all right!"
>
>   p. 5

Notice that the writer is able to save time by using a letter, in this case "A" which matches the source and any note card taken from that source. This way, the writer does not have to keep writing the title on all the note cards from that source. Other information on the note card includes the topic the note card addresses, called the "slug." In this case the slug is "Bird Symbolism." The quote is then written out exactly and the page number recorded. Do not forget the page number, since it is necessary for the parenthetical documentation.

4. Group note cards that deal with the same topic together to start forming your subtopics and paragraphs.

5. Using the Inspiration program, an outline, or another organizational tool recommended by your instructor, organize your material further. At this point you should also determine the controlling idea, or thesis statement, of your paper. Remember that a thesis is one sentence long and will not be a question but an actual statement. It is the central idea that the rest of your paper will support.

FORMATTING A RESEARCH PAPER

1. Unless otherwise stated by your teacher, use MLA formatting for the heading. MLA format does not require a cover sheet. Rather, your heading will be in the upper left hand corner of the first page. It will start 1" from the top and will be double-spaced. The following information should be included: Student's Name, Instructor's Name, Course Title, Date the Paper Is Due. See example:

The writer's last name and the page number should be included in the upper right hand corner of each page including the first page and the Works Cited page. It should be placed ½" from the top. See example:

The title should be centered and capitalized as a typical title without underlining, italics, or quotation marks.

Jane Doe

Mrs. Franks

English 9

9 February 2010

The Importance of Characterization

2. Use MLA formatting for typing the paper. The entire paper should be double-spaced. Unless otherwise noted by your teacher, use 12-point Times New Roman font on both your paper and Works Cited page. New paragraphs should be indented five spaces, and one-inch margins should be maintained at the top, bottom, and sides of the paper. The Works Cited page is a page that is not tacked on to another page, but rather is included as a separate sheet at the end of your paper.

3. Correctly use quotation marks, extended quotations when offering quoted material from sources. The sentence that the quote is in must maintain its grammatical accuracy:

In Crime and Punishment, Raskolnikov says, "In killing the old woman I killed myself"

(Dostoevsky 13).

Quotes can be *attached,* such as the example above, or *embedded* within the sentence:

While Holden is reading a book, he takes a break and "[pulls] the peak of the hunting hat

around to the front. . .way down over [his] eyes" pretending to be Ackley's mother (21).

In the above quote, brackets are used to maintain grammatical and point of view accuracy. In addition, an ellipsis is used to indicate omission of words.

Finally, when including a lengthy passage in an essay, always provide a context that serves to introduce the quote. That context should be a complete thought and end with a colon:

After Holden is already in New York, he feels the need to contact his little sister, Phoebe.

He believes she may be at the History Museum that for Holden represents innocence and

childhood. Holden remembers the display cases of the Native Americans and realizes

what he likes most about the museum:

> Certain things they should stay the way they are. You ought to be able to
>
> stick them in one of those big glass cases and just leave them alone. I
>
> know that's impossible, but it's too bad anyway. Anyway, I kept
>
> thinking about all that while I walked. (122)

* Note with the lengthy passage, no quotation marks are used. Instead the entire quotation is indented 10 spaces and the period comes before the parenthetical citation.

4. Use parenthetical documentation and a Works Cited page to identify borrowed material. Material that must be documented includes, but is not limited to:

- ❖ Direct quotations
- ❖ Paraphrases
- ❖ Statistics
- ❖ Ideas and information

If you are unsure about whether information requires documentation or not, err on the side of caution and offer documentation.

After using information, put the author's last name and the page number in parenthesis to signal the source of the material. If the author's name is already referred to in the text, just put the page number in the parenthesis:

> According to Sandra Madison, Ralph Ellison's use of three "voices" allows the

reader to understand the central character better (24).

OR

> Ralph Ellison's use of three "voices" allows the reader to better understand the

central character (Madison 24).

When referring to poetry, use the line numbers rather than page number.

When referring to plays, use Act, Scene, Lines: (4.3.1-3). This would refer to Act 4, Scene 3, Lines 1-3.

5. Use the Works Cited page or Works Consulted page to provide full bibliographic information for sources used in the project/paper. First, it is important to determine if a Works Cited or Consulted page is warranted. Works Cited literally means works that are parenthetically cited within the paper. If a work is not cited in parenthesis, by definition it will not appear on the Works Cited page.

A Works Consulted page would be suitable for projects, such as Powerpoint presentations or poster projects which use sources, but in which sources are not actually cited. Works Consulted pages allow the writer to record the same information as he/she would use on a Works Cited page. Works Consulted lists materials used for the project.

If a writer is unsure which of the above is suitable for a paper/project, he or she should check with the teacher.

The format of the page follows the margins of the body of the formal paper. Sources should be listed in alphabetical order. The citation should start with the author's name unless it is unknown in which case the title will be listed first.

Entries are never numbered. They are double-spaced both within and between entries:

Students must follow MLA guidelines for information. See sample Works Cited which comes at the end of this manual.

6. Follow MLA format when listing entries on Works Cited or Works Consulted page. Include these items in this order: Name of author or editor, book title, place of publication, name of publisher, date of publication, and page numbers if you only use part of the book. Whenever an entry exceeds one line, the second and following lines should be indented five spaces. Follow the examples below:

The majority of print sources follow this general order of information:

> **Author**
> **Title**
> **Publication information (city, publisher, date of publication)**
> **Type of source (print or web source)**

1. Book or pamphlet by one author:

Jones, Don. *How to Throw a Baseball*. New York: Scribners, Inc., 2008. Print.

2. **Book or pamphlet by two or three authors:**

Baran, Patricia, and Michael Porinchak. *Math Made Fun and Easy*. New York: Alton,

Maria, and Sons, Inc., 2004. Print.

3. **Book by four or more authors: (the name of the first author is listed followed by the abbreviation et al.)**

Ross, Laura, et al. *Why the Classics Matter*. Chicago: Wilson, 2008. Print.

4. **Book with an editor** (This citation is for books with a listed editor but no listed author.)

Milano, Lisa, ed. *The Humanities*. St. Paul: Greenhaven, 2007. Print.

5. **Book with an author and an editor** (This citation is for books with a listed author and noted editor.)

Lally, Michael. *Government*. Ed. Brian Insley. New York: Penguin, 2006. Print.

6. **Anthology (collection of articles, stories, poems, essays, etc.—including literature textbooks):**

Cairns, John, and Kevin Herston, eds. *1000 Essays about Politics*. Chicago: Wilson,

2005. Print.

7. **Article from an anthology:**

Kratky, Linda. "Smiles Go Miles." *Uplifting Essays*. Ed. Richard Dye. St. Paul:

Greenhaven, 2003. 42-48. Print.

8. **Article in a reference book:**

Godinsky, John. "Golf." <u>Encyclopedia of Sports</u>. 2005 ed.

9. **An introduction, preface, foreword or afterword:**

Grenert, Linn. Foreword. *The Awakening*. By Kate Chopin. Ed. Jamie Hogue. New

York: Delia Publishers, Inc., 2004. x-xiii. Print.

10. Newspaper article:

Mason, Jessica. "A Look at Education Today." *USA Today* 2 June 2004: 3A. Print.

11. Magazine article from a monthly or bimonthly magazine:

Teringo, Louise. "The Order of Schools." *Principal's Digest*. Jan.-Feb. 2003: 1-20.

      Print.

12. Magazine article from a weekly or biweekly magazine:

Silverthorn, Michael. "Keep Your Eye on the Prize." *High School Journal*. 14-21 Feb.

      2005: 71-80. Print.

13. Film, television and radio programs:

The First Class of This Generation. Dir. Sally Marshall. Perf. Sylvia Ryland, Samuel

      Bryce, and Cynthia Hess. Paramount Pictures, 2004. Film.

14. Interview by the paper writer:

Jordan, Michael. Telephone interview. 21 July 1993.

Electronic Publications also identify a source and allow a reader to locate it. Follow teachers' guideline when dealing with electronic sources. <u>Do evaluate the validity of online sources before using them</u>. Using board-approved databases is an effective way of ensuring that online sources are acceptable.

The majority of web sources follow this general order of information:

      Author's last name, first name.
      "Article Title" or *Book Title.*
      Publication information for any printed version.
      Title of overall web site.
      Version or edition used.
      Publisher or sponsor of site
      Date of publication
      Medium of publication (web).
      Date of access

15. Online reference source: Use the subject of the article, the source and year published or posted, the date accessed on the Internet, and the source identification web.

"Golden Retriever." *Encyclopaedia Britannica Online*. Encyclopaedia Brittanica.

> 2004. Web. 20 Feb. 2010.

16. An article from a website.

Mayes, Candice. "Newspeak in Today's World." *Contemporary English Issues*. Media

> Network Systems. 2008. Web. 7 Jan. 2010.

17. Personal Home Page: **Start with the creator of the page's name, in author format, then title, date last updated, date of access, and URL.**

Fortner, Beth. Home page. Web. 12 Mar. 2009.

18. An online book:

Frazier, Ian. *On the Rez.* New York: Farrar, Straus and Giroux, 2000. *Google Book*

> *Search.* Web. 20 Mar. 2009.

For other specific source types and entries, see the MLA Handbook.

Works Cited

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7th ed. New York:

> The Modern Language Association of America, 2003. Print.

Twinsburg High School Student Handbook. Bellinham, WA: Premier Agendas, Inc.,

> 2003. Print.