

*In
Grand
Style*

A Guide for Research

EIGHTH EDITION

GRANDVIEW HIGH SCHOOL

20500 E. ARAPAHOE ROAD • AURORA, CO 80016 • 720.886.6575

CHERRY CREEK MISSION STATEMENT

To inspire every student to think, to learn, to achieve, to care.

GRANDVIEW MISSION STATEMENT

To inspire academic achievement, responsible citizenship, and individual development in a supportive environment.

INFORMATION LITERACY PROFICIENCY

The information-literate Cherry Creek student identifies information needs, generates meaningful questions, develops a search strategy, finds relevant information from a variety of resources, and evaluates the process. The student knows when to ask for assistance.

Benchmarks:

- Determines and defines the information needed.
- Develops the search strategy.
- Locates and examines resources.
- Processes and synthesizes information.
- Acts on information.
- Evaluates the process and product.

ACKNOWLEDGEMENTS

The intent of this publication is to provide Grandview High School students with a consistent style and form in research papers. Every effort was made to make this publication easy to use and relevant to student needs.

Developers of this style guide used the following sources in preparation of *In Grand Style*: Bankhead, Betty, and others. *Write It: A Guide for Research*. Englewood: Cherry Creek High School, 1996.

Eaglecrest Style. Aurora: Eaglecrest High School, 1997.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 4th ed. New York: Modern Language Association, 1995.

Overland Style: A Guide to Research. Aurora: Overland High School, 1997.

Research and Write. Aurora: Smoky Hill High School, 1995.

We appreciate the input from the Grandview English and Library Media Departments.

Thanks to the Grandview Parent Teacher Community Organization (PTCO) for sponsoring the printing of this guide for each freshman class.

Also thanks to David Sprague, Cherry Creek High School Class of 2000, for allowing us to use his research paper as an example.

*Thanks to Ann Richards and Pat Holloway for tirelessly working to maintain high literary standards and applying their expertise to this seventh edition of **In Grand Style**.*

NOTE TO EIGHTH EDITION

The 8th Edition of *In Grand Style* presents the essence and most often used elements of MLA. Please refer to MLA for citations which are not included in this document.

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PARENTHETICAL AND BIBLIOGRAPHIC CITATIONS

You must document sources used in your research in two ways:

PARENTHETICAL CITATIONS

Parenthetical citations are used within your paper to acknowledge the source of information. It is in parentheses and includes the authors last name, or title, if there is no author, and page number. Here is an example of a parenthetical citation from the paper on page 19 of *In Grand Style*:

From 1558 to 1603 her sister Elizabeth I ruled and, like her father, made the Anglican Church the official church of England. Heavy persecution of the Separatists began in 1603 when Anglican James I became king (Garraty 18).

BIBLIOGRAPHIC CITATIONS

Bibliographic citations are the **full bibliographic citation** listed on the last page under the title “Works Cited” or “Bibliography” so that a reader can actually locate the original source. (Your teacher will specify which type of listing you will use: “Works Cited” lists only the sources you actually cited in your paper, while a “Bibliography” is a more comprehensive list of all the sources you examined during your research.) There is an example of a Works Cited from the paper on page 19 of *In Grand Style*:

Foley, Shelia. *Faith Unfurled: The Pilgrims’ Quest for Freedom*.

Lowell, MA: Discovery, 1993.

Common Elements of a Bibliographic Citation

Since a bibliographic citation gives credit to the source of information, students must have the following elements in the proper order and format.

Author
Title
City (book)
Publisher
Copyright date
Access date (databases and internet)
URL or web address (databases & internet sites)

PARENTHETICAL AND BIBLIOGRAPHIC CITATION FORMATS

The following are examples of parenthetical and bibliographic citations for a variety of materials including interviews, books, and electronic sources.

BOOKS

PARENTHETICAL	BIBLIOGRAPHIC
---------------	---------------

ONE AUTHOR

(Zinn 203)	Zinn, Howard. <i>People's History of the United States</i> . New York: Harper Perennial, 1995.
------------	--

TWO OR THREE AUTHORS

(Bailey, Kennedy, and Cohen 930)	Bailey, Thomas A., Kennedy, David M., and Cohen, Lizabeth. <i>The American Pageant</i> . Boston: Houghton Mifflin, 1998.
----------------------------------	--

FOUR OR MORE AUTHORS AND AN EDITOR

(O'Brien 175)	O'Brien, Robert, and Sidney Cohen. <i>Encyclopedia of Drug Abuse</i> . 2nd ed. New York: Facts on File, 1992.
---------------	---

NO AUTHOR

(Chronicle of the 20th Century 326)	<i>Chronicle of the 20th Century</i> . New York: Dorling Kindersley, 1995.
-------------------------------------	--

EDITOR OR COMPILER

(Monk 71)	Monk, Linda R., ed. <i>Ordinary Americans</i> . Virginia: Close Up Publishing, 1994.
-----------	--

ANTHOLOGY

(Hughes)	Hughes, Langston. "Dream Variations." <i>The New Oxford Book of American Verse</i> . Ed. Richard Allman. New York: Oxford Press, 1976. 693.
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BOOKS *(Continued)*

PARENTHETICAL

BIBLIOGRAPHIC

SACRED WRITINGS

(Job 40:1-5)	Job. The Holy Bible. Revised Standard Version. New York: World Bible, 1973.
--------------	---

MULTIVOLUME WORK WITH EDITOR

(Galens 61)	Galens, David, and Lynn Spampinato, ed. "Death of a Salesman Aurther Miller 1949." <i>Drama for Students</i> . Vol. 1. Detroit: Gale, 1998.
-------------	---

A WORK WITHIN A WORK

(Lerman 74)	Lerman, Leo. "Some People and Places." <i>The New York Times Book Review</i> 31 Dec. 1950:5+. Reprinted in <i>Contemporary Literary Criticism</i> Vol. 25. Ed. Jean C. Stine. Detroit: Gale Research, 1983. 74.
-------------	---

MULTIVOLUME WORK OR SERIES, AUTHOR AND EDITOR

(Faulkner 2975)	Faulkner, Howard. "Richard Wright." <i>Critical Survey of Long Fiction</i> . Ed. Frank M. Magill. Vol. 7. Englewood Cliffs: Salem, 1982. 2974 - 2984.
-----------------	---

MULTIVOLUME BIOGRAPHICAL SOURCE

(Steinbeck 627)	"Steinbeck, John (Ernest)." <i>Contemporary Authors: New Revision Series Vol. 1</i> . Ed. Christine Nasso. Detroit: Gale Research, 1981, 627 - 631.
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ENCYCLOPEDIAS AND ALMANACS

PARENTHETICAL

BIBLIOGRAPHIC

ALMANAC

("The World's Refugees" 831)	"The World's Refugees." <i>The World Almanac and Book of Facts</i> 1998. [Note: No publishing information is needed for a very well-known work]
---------------------------------	--

SIGNED (ARTICLE AUTHOR) GENERAL ENCYCLOPEDIA ARTICLE

(Sipl 188)	Sipl, Charles J. "Computers." <i>The New Encyclopaedia Britannica</i> . 1997 ed.
------------	---

UNSIGNED (NO ARTICLE AUTHOR) GENERAL ENCYCLOPEDIA ARTICLE

("Laser")	"Laser." <i>Encyclopedia Americana</i> . 1997 ed.
-----------	---

ONLINE AND INTERNET RESOURCES

PARENTHETICAL

BIBLIOGRAPHIC

ONLINE DATABASE (WITH PRINT PUBLISHER)

(Cannon 81)	Cannon, Angie. "Steroids: Scary Student Body Fad." <i>Miami Herald. SIRS Researcher</i> . 21 Dec. 1989. 22 Feb. 1999 < http://www.sirs.com >.
-------------	--

ONLINE DATABASE (WITHOUT PRINT PUBLISHER)

(Pelosi)	Pelosi, James J. "Space Station." <i>Access Science</i> . 29 May 2003 < http://www.accessscience.com >.
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ONLINE DATABASE ENCYCLOPEDIA

(Malaria)	"Malaria." <i>Grolier's Multimedia Encyclopedia</i> . Mar 1997. 5 Mar. 2001 < http://go.grolier.com >.
-----------	---

INTERNET WEB SOURCES

(Titus)	Titus, James G., and Michael C. Barth. <i>An Overview of the Causes and Effects of Sea Level Rise</i> . 18 Feb. 2009 < http://www.epa.gov/ >.
---------	---

INTERNET WEB IMAGES/PHOTOGRAPHS

(Greenfield)	Greenfield, Lois. <i>Alvin Ailey American Dance Theater</i> 2006. 4 Nov. 2008 < http://images.google.com/ >.
--------------	---

ONLINE AND INTERNET RESOURCES *(Continued)*

ONLINE VIDEO CLIP

(Vietnam War)	Vietnam War - Fall of Saigon: Google. 2006. 12 Mar. 2009 < http://video.google.com/ >.
---------------	--

ART/PHOTOGRAPHS ONLINE

(da Vinci)	Leonardo da Vinci. <i>Mona Lisa</i> . 1503. Louvre. 16 Feb. 2009 < http://www.louvre.fr/llv/dossiers/detail-oal.jsp >.
------------	---

OTHER SOURCES

PARENTHETICAL	BIBLIOGRAPHIC
---------------	---------------

PAMPHLET

("Career" 11-16)	<i>Career as an Aerospace-Aircraft Engineer</i> . Chicago: Institute for Research, 1978.
------------------	--

GOVERNMENT DOCUMENTS

(United States. Bureau of the Census 657)	United States. Bureau of the Census. <i>Statistical Abstract of the United States: 1995</i> . 115th ed. Washington: GPO, 1995. [Note: Use GPO for U.S. Government Printing Office if no other publisher is given for a government document.]
---	---

PRIMARY SOURCE COLLECTIONS

(Nixon 358)	Nixon, Richard. "The Conservative Backlash". <i>American Decades: Primary Sources 1960-1969</i> . Detroit: Thomson Gale, 2004. 358.
-------------	--

INTERVIEW

(Wollenweber)	Wollenweber, Kurt. Personal interview. 11 January 2009.
---------------	---

OTHER SOURCES *(Continued)*

PARENTHETICAL

BIBLIOGRAPHIC

ART/PHOTOGRAPHS

(Prescott 13)	Prescott, Frederick. <i>Galaxy Drive</i> . 1996. <i>Humor in Art</i> . Worcester: Davis Publishing, Inc., 1997.
---------------	---

SHAKESPEAREAN AND OTHER CLASSICAL PLAYS

(Romeo 1.5.117-118)	Shakespeare, William. <i>Romeo and Juliet</i> . New York: Avon, 1993. <i>[Note: Example assumes author is mentioned in text and reference shows act, scene, and lines.]</i>
---------------------	--

SONG LYRICS

(Dylan)	Dylan, Bob. "Blowin' in the Wind." <i>Forrest Gump, the Soundtrack</i> . CD. Performed by Joan Baez, 1994.
---------	--

MAP OR CHART

(Denver)	Denver. Map. Skokie: Rand McNally, 1996.
----------	--

CARTOON

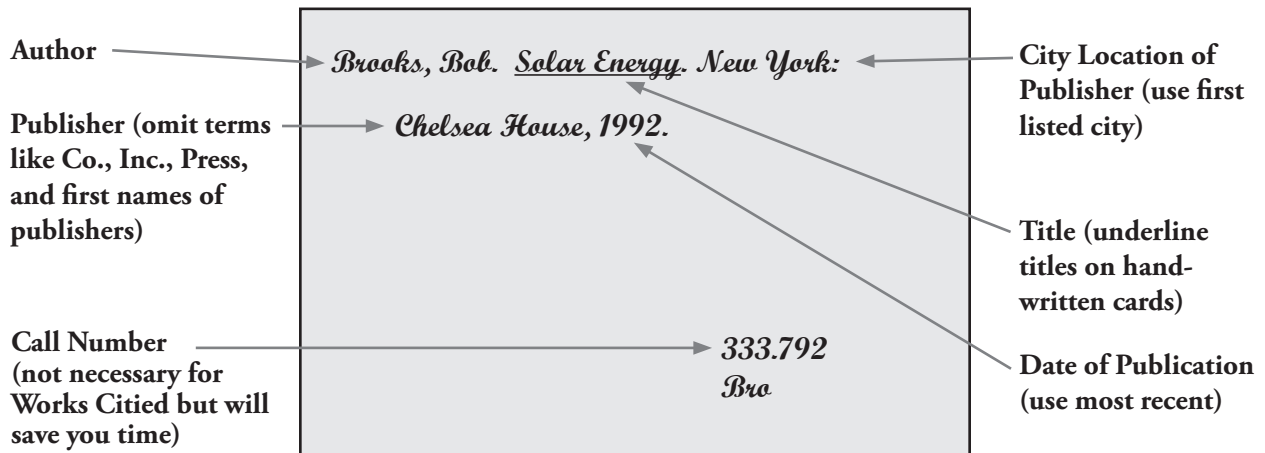
(Keefe B10)	Keefe, Mike. Cartoon. <i>Denver Post</i> 5 June 1997: B10.
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BIBLIOGRAPHY CARD PREPARATION AND EXAMPLES

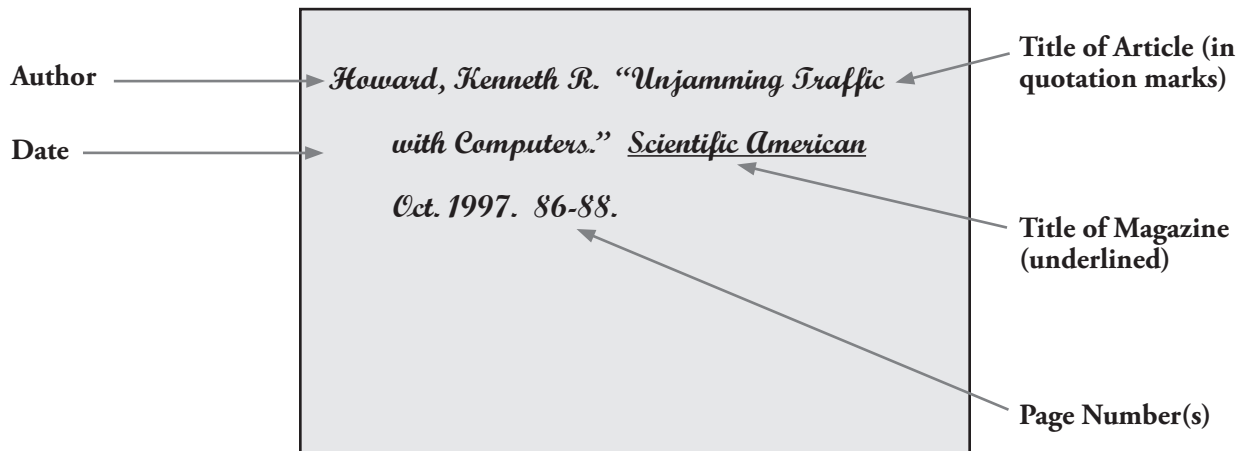
Prepare a **bibliography card** (or works cited card) for each source you use in doing your research. You will construct your formal works cited and/or bibliography from these cards, so accuracy and thoroughness in their preparation is essential. As you add or eliminate sources, you can quickly add or discard cards.

Specific format will depend on the type of source. The idea is to allow you and your reader to be able to refer back to the original source easily.

Sample Bibliography Card for Book



Sample Bibliography Card for Magazine

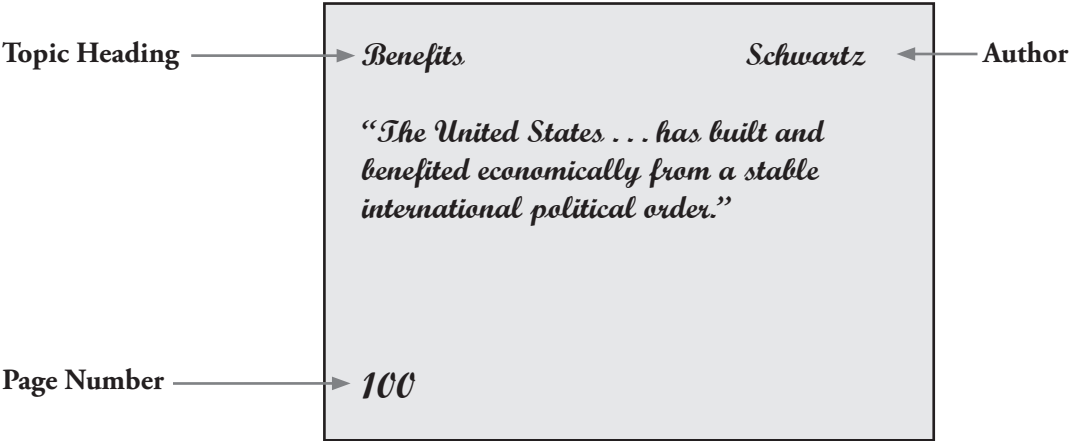


NOTE CARD PREPARATION AND EXAMPLES

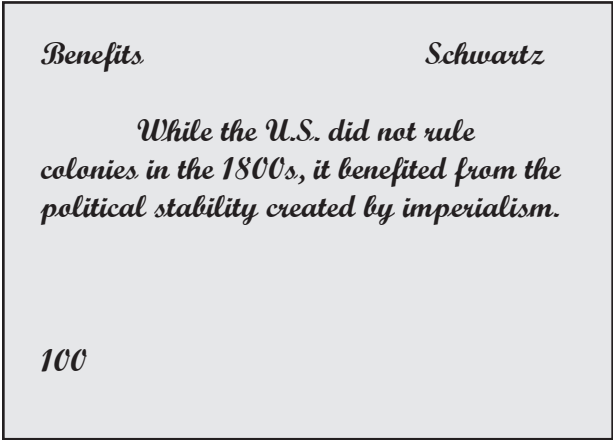
Each note card contains only **one piece of information**. By writing only one idea on each card, information can be rearranged in any order once you are in the process of planning your paper. It also makes it easy to discard or add notes as necessary. In general, note cards contain supporting information, statistics, direct quotations, definitions, or opinions of subject authorities. There is no need to rewrite the bibliographic information on note cards. The full bibliographic information is found on the bibliography card (see previous page), and the author's name in the upper right corner of the card refers back to the master bibliography card.

If there is no author, use a short title entry in the right corner instead. The topic label in the upper left allows you to easily group similar information together, and the page number in the bottom left corner makes the information easy to cite in your paper.

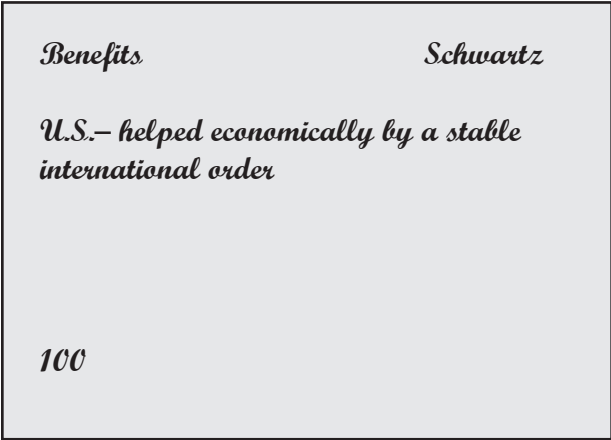
Direct Quotation Note Card Example



Paraphrased Note Card Example



Summary Note Card Example



PARENTHETICAL CITATION/DOCUMENTATION

What you place in parentheses should reflect a direct relationship between the works cited and your text. The examples below illustrate how to cite sources in the text to keep parenthetical references concise. The idea is to help your reader and you recognize authorities cited in the paper.

Placing a Parenthetical Reference

To avoid interrupting the flow of your writing, place the parenthetical reference where a pause would naturally occur (preferably at the end of a sentence) or as near as possible to the material it documents. The parenthetical reference precedes the punctuation mark that concludes the sentence, clause, or phrase containing the borrowed material:

“It was the best of times, it was the worst of times,” Charles Dickens wrote of the eighteenth century (35).

When citing more than one work or page within a sentence, place the parenthetical reference as near as possible to the material it documents:

“In the late Renaissance, Machiavelli contended that human beings were by nature “ungrateful” and “mutable” (1240), and Montaigne thought them “miserable and puny” (1343).

Documenting a Paraphrase

Author’s name in text:

Long argues that Galileo feared torture (49).

Author’s name in reference:

That Galileo feared torture is arguable (Long 49).

Documenting a Direct Quotation

Author’s name in text:

Durant observes “good manners grew as one of the arts of the Renaissance” (593).

Author’s name in reference:

It may be true that “good manners grew as one of the arts of the Renaissance” (Durant 593).

Citing More Than One Source by the Same Author

Include the author’s last name (if it does not appear in the text of the paper), a shortened form of the title, and the page upon which the information appeared:

Twain shows his appreciation for the Mississippi River when he says, “The scenery from St. Louis to Cairo—two hundred miles—is varied and beautiful” (*Life on the Mississippi* 134); however, he shows his love for the river when he says, “It was a monstrous big river down there—sometimes a mile and a half wide...we slid into the river and had a swim, so as to freshen up and cool off” (*Huckleberry Finn* 1170).

Citing Sources by Authors with the Same Last Names

Include the first initial of the author's first name to indicate which author is being cited:

The style of language is clearly used for effect by both poets. One singsongs "In creating, the only hard thing's to begin:" (Lowell, R. 250), while the other states simply, "My words are little jars / For you to take and put upon a shelf." (Lowell A. 534).

Citing a Primary Source Quotation from a Secondary Source

Name the original author speaker in the text; place the name of the author of the secondary source in the parentheses so that the reader can find the source in the works cited:

"G.B. Shaw prophetically wrote as World War II began, "There will be only two winners: the United States and the Soviet Union" (Cooke 335).

Citing Quotations Longer than Four Typed Lines

Long quotations should be started on a new line, indented one inch from the left margin, left without quotation marks, and typed double spaced. Generally a colon introduces a quotation displayed this way. If you are quoting only a single paragraph, or part of one, do not indent the first line more than the rest. Add the parenthetical reference to such a long quotation after the final punctuation mark and two spaces.

Citing Shakespeare and Other Verse Works

Shakespearean plays or any other verse plays are cited by division and line rather than by page numbers. You also need to denote line divisions by using a slash with a space on each side (/) to separate them. For example, *Romeo* 1.5.117-118 refers to Act 1, Scene 5, lines 117-118 of the play. This information should be parenthetically documented after the quotation. If you mention the name of the play in the text, you do not need to repeat this information in the citation. If your paper is not about a particular play and you do not mention the name of the play within your text, cite a shortened form of the title in the documentation:

Many businessmen who find themselves tempted to change a few numbers in their accounting books should remember Shakespeare's warning that "All that glitters is not gold" (*Merchant* 2.7.65).

Ironically, it is the friar in *Romeo and Juliet*, who after agreeing to marry the young lovers the day after they have met says, "Wisely and slow, / they stumble that run fast" (2.3.90-91).

Citing Sacred Writings

Abbreviations may be used in documentation for some very familiar works or sacred writings like the Bible or the Koran. Sacred writings are not underlined or written in italics:

The idea of using praise rather than criticism to solve problems is at least as old as the Bible: "A soft answer turns away wrath, but a harsh word stirs up anger" (Proverbs 15.1).

EVALUATING SOURCES

Be particularly attentive to evaluating information obtained from **online sources** since they may not be “juried” or edited in the same way that books and print periodicals are. Look for evidence of authority, serious scholarship, and intent or purpose.

Consider the following points as you are deciding which sources to use in your paper or other research project. Use accurate and authoritative sources to provide the best support for arguments.

Source	Web site designation, e.g., .com, .org, .edu?
Appropriateness	Pertain to topic and/or thesis?
Credibility	Believable? Verifiable? Current? Reputable author? Grammatically correct?
Bias	Promoting a cause? Balanced view? Narrow argument? Advertising separate from text?
Authority	Compatible with other sources? Facts make sense? Qualified author? Contact address and telephone? Related to a college, university, or government agency?

WRITING THE RESEARCH PAPER

Research means “to seek out again,” and its purpose is to bring together old and new information and documented opinions. The research paper involves gathering information, examining, thinking, organizing, and writing about it.

Your assignment may be called a research paper, a term paper, a research report, or an investigation, but it is likely to involve the following:

- careful research of ideas, facts, and expert opinions on a specific topic
- a thesis statement supported with facts, ideas, and expert opinions
- a formal presentation of your research and thesis

TYPES OF PAPERS

- **ANALYTICAL OR POSITION PAPER** - an examination of a hypothesis or position supported by facts and expert opinion.
Sample thesis: *The United States should sign the World Environmental Pact of 1997.*
- **ARGUMENTATIVE PAPER** - an attempt to convince the reader to agree with the writer’s opinion about a subject using emotion and reason.
Sample thesis: *The United States should begin to support its teachers and its students.*
- **PERSUASIVE PAPER** - an effort to convince the reader to agree with the writer’s opinion about the subject with the support of facts and details.
Sample thesis: *The United States government should direct more funding toward education and other programs which benefit children and youth.*
- **CAUSE AND EFFECT PAPER** - an explanation of how events or decisions lead to other events or decisions.
Sample thesis: *The overuse of pesticides led to a diminished number of birds in the United States.*
- **COMPARE/CONTRAST PAPER** - a presentation of the similarities and differences of two or more concepts or works.
Sample thesis: *While widely different works, Mark Twain’s *The Adventures of Huckleberry Finn* and F. Scott Fitzgerald’s *The Great Gatsby* can both be considered representative American novels.*
- **REPORT OR EXPOSITORY ESSAY** - a factual accounting of a specific subject; lacks opinion.
Sample thesis: *Although yellow fever affected history by causing delays in the building of the Panama Canal, it is no longer a threat.*

PLAGIARISM

Plagiarism is the act of taking the language, ideas or creations of another and presenting them as one's own without proper acknowledgement. A person commits plagiarism regardless of whether the work is *stolen, purchased, or shared freely* (Grandview High School Student/Parent Handbook 12).

The following would constitute plagiarism:

- **Submitting** another writer's paper as your own
- **Copying** a part of another writer's paper and incorporating it into your paper
- **Quoting** a source word for word without using quotation marks and a citation
- **Paraphrasing and/or summarizing** another's ideas without giving a citation
- **"Cutting and pasting"** from electronic sources without properly crediting the source

What is "public domain"?

When an idea has existed in the community of thinkers and writers for a long time, it becomes public property, and as such anyone can use it. For example, it is common knowledge that Franklin D. Roosevelt was elected the thirty-second president of the United States; thus, this information does not require a citation. However, if one source says that Franklin D. Roosevelt went to great lengths to conceal his paralysis from the American people, then a citation is required. **When in doubt, cite the source.**

How can I know for sure what is public domain and what is not?

Remember this general rule of thumb: **As you read and do research, you will encounter some ideas many times. This repetition usually indicates that this information has become "common knowledge."** Notice how the writers you are reading handled these ideas which you encounter again and again. Do they cite these ideas or not? If not, and if the ideas seem to recur with great frequency, you can assume that they have entered the public domain. When you include these ideas in your own essay, you ought to give the reader a sense that you consider the ideas common knowledge.

Can I use a language translator for my World language assignments?

Using a language translator is considered plagiarism. An electronic device is translating, not the writer of the document.

What about using only an author’s words, phrases, or ideas?

Simply put, you cannot repeat another writer’s phrasing unless you give that writer credit.

What about a mixture of phrasing which is my own and phrasing which belongs to other people?

Enclose what does not belong to you in quotation marks. For example, you might write, at first, Dylan Thomas said that we should “not go gentle into that good night,” but in his later poetry he began to call it the “all mothering, all fathering darkness.” Here the reader can easily differentiate between words which are yours and words which are Thomas’s.

If I change someone else’s phrasing, can I claim it as my own?

If you make minimal or cosmetic changes in someone else’s phrasing—if, for example, you substitute one of your own words for every fifth word the original author writes—this change does not make the phrasing yours. Remember too that in phrasing resides an *idea* and that even if you change the language until it no longer belongs to another writer, you must still give credit to the originator of the idea by noting the source.

What if I am working with a group?

You need to know from your teacher to what extent collaboration should occur.

Some questions to ask:

- Am I being assessed on my individual work, my part on the assigned task or is the group’s product assessed?
- Do acceptable answers contain identical, similar or individual ideas, words, and answers?
- Am I expected to turn in my own unique work or can my group turn in one paper with all of the groups participant’s names?

In general, most teachers consider it to be cheating if a group member claims ideas or work that reflect only others’ thinking

Note: Taking notes in your own words helps to prevent inadvertent plagiarizing of phrasing. Ideas and opinions of others must always be credited, even if they are not quoted directly. Using material without credit, intentionally or unintentionally, is plagiarism, a serious academic offense.

Giving credit to someone else does not lessen the effect of a good composition, provided your ideas exist alongside those of other writers in reasonable proportion. When you are in doubt about whether or not to give credit to an external source, you should probably give it.*

**This material was adapted from these handouts: “Sources: Their Use and Acknowledgment,” prepared by Dartmouth College, and “Plagiarism and How to Avoid It,” prepared by Northwestern University.*

See “Using Multimedia: Copyright Regulations” on page 16 for information about using material from non-print sources.

USING MULTIMEDIA

Multimedia, including film, video, text from Internet sources, music and illustrations has its own special rules and limitations. All multimedia is copyrighted and is the property of the author and/or publisher; however, students and teachers may use multimedia as part of a project for educational purposes under the provision of the “fair use” exemption. (If possible, the opening screen of a presentation should note that copyrighted materials have been used under this exemption.) Some multimedia may be in the public domain because the copyright has expired. Public domain media should be documented, but students may use without these limitations. The following limits have been set by the industry:

Motion Media <i>(film, video, TV)</i>	3 minutes or 10% of the total whichever is less.
Text <i>(prose, plays, poetry)</i>	1000 words or 10% of the total.
Music <i>(music, lyrics, music videos)</i>	Not more than 30 seconds or up to 10% of the total.
Illustrations	10% of the total or 16 images from a single source.
Numerical data	2500 fields or cell entries or 10% of the total.

Students may make up to **three copies of a multimedia production** which contains any copyrighted material. Two may actually be used, but the third may be used only as a backup master. Students may keep their own work for private purposes indefinitely, but teachers may keep students’ work for instructional or other purposes for up to two years. If you have questions about using a piece of multimedia and its legal use, be sure to ask your teacher or a librarian.

STYLE

“The approach to style is by way of plainness, simplicity, orderliness, and sincerity” (Strunk & White 69). Here are some basic suggestions about style:

DO	DON'T
1. Do use third person. (it, she, he, they)	1. Don't use first or second person. (I, we, you)
2. Do identify and address your audience. (friendly, informed, interested)	2. Don't use vague pronouns. (one, everyone, all)
3. Do use action verbs. (teaches, washes, runs)	3. Don't use <u>there is/was</u> , <u>it is/was</u> .
4. Do use active voice. (Germany invaded)	4. Don't use passive voice. (Poland was invaded by)
5. Do use concrete nouns. (Experts in medicine)	5. Don't use abstractions. (some people)
6. Do use clear, concise language.	6. Don't use clichés, slang, or contractions. (odds and ends, where the action is, don't)
7. Do use orthodox (commonly used) spelling.	7. Don't use vague or foreign terms.
8. Do vary sentence structure, types, and lengths.	8. Don't use repetitive sentence structure, types, and lengths.
9. Do write in a natural way.	9. Don't overstate.
10. Do use a variety of transitions. (and, or, therefore, while)	10. Don't use trite transitions. (firstly, to begin with)

FORMAT OF THE PAPER

Follow these guidelines to format your paper. See examples pages 21-24.

Margins	Use 1-inch margins for the text of your paper. Do not justify the right margin.
Line spacing	Double space throughout the paper.
Indentations	Indent paragraphs 1/2 inch. Indent long direct quotations 1 inch from the left margin.
Typeface examples	Use a fixed or proportional typeface comparable to the 12-point, shown below; fancy fonts and extreme sizes are not acceptable. Acceptable print samples: Times New Roman 12 point Times 12 point Palatino 12 point
Header	For papers longer than one page, use a header which includes your last name and the page number. The header is placed in the upperright corner 1/2 inch from the top of the page.
Italics	Use italics for titles.
Corrections	Use the spell checker in your word processing program to help locate and correct errors. After you have proofread, have a friend or teacher help you proofread to find errors.
Paper	Use one kind of good quality 8 1/2" x 11" white bond paper. Use the same print for the entire project, and print on only one side of the paper.
Paper arrangement	Arrange the paper in the following order. Cover (if allowed) Body or text of the paper Works Cited or Bibliography Appendices (if appropriate-charts, graphs, illustrations)

The sixth edition of the MLA Handbook (2003) has the "title page" information as part of the first page of the paper, as noted on page 19.

SAMPLE TITLE PAGE

Center all information

*2.5 inch top
margin
(you may put
title in bold but
no fancy fonts
or sizes should
be used on a
formal paper's
title page)*

**From New England to the New World:
The Separatist Pilgrims**

*Your name
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David Sprague

*1 inch
bottom
margin*

American History
Mr. Bond
January 10, 1998

Note: Old MLA Fifth Edition Format

SAMPLE HEADING AND TITLE

1/2"

1"

Sprague 1

David Sprague

Mr. Bond

American History

10 January 1998

From New England to the New World

The Separatist Pilgrims

In order to understand the migration of the Separatists to Plymouth, Massachusetts, one must have an historical perspective on the religious situation in England. In 1534, King Henry VIII broke away from the Roman Catholic Church for political reasons. The Pope refused to allow Henry VIII to divorce his wife and marry another so he could have a male heir to the throne (Gill 19). In 1553, after Henry's death, his daughter Mary restored the Roman Catholic Church as the established church until the year 1558. According to William Bradford who wrote the history *Of Plymouth Plantation*, one group in England wanted to "worship God . . . according to the simplicitie of the gospell," but Mary's government persecuted them and charged them "with rebellion & high treason" (Bradford 26). From 1558 to 1603 her sister, Elizabeth I, ruled and, like her father, made the Anglican Church the official church of England. Heavy persecution of the Separatists began in 1603 when Anglican James I became king (Garraty 18). Unwilling to become martyrs or "submitte to their ceremonies & become slaves to them & their popish trash" (Bradford 32) and wishing to practice their religion "according to the simplicitie of the gospell," the Separatists began a migration of people, culture, and ideas that would take them nearly twenty years.

SAMPLE PAPER WITH LONG QUOTATION

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The Separatist movement was centered in the village of Scrooby, located in Nottinghamshire in northern England.

King James ordered that all citizens of England must practice the religion of the established Church of England or risk imprisonment. However, the Separatists opposed Anglican practices because the ceremonies were too similar to those of the Roman Catholics. Unlike the Puritans, the Separatists did not believe that the Church of England could be reformed. Instead, they believed it necessary to practice their own beliefs. They held secret meetings at the Scrooby manor house where they conducted a simple service of reading and interpreting the Bible, a crime in England. Because the Separatists refused to conform to the beliefs and practices of the Church of England and because they did not want to risk spies informing on them, they concluded that it was necessary to migrate from England for religious freedom (Foley 9-11).

John Robinson and Richard Clyfton, both ousted from the Church of England for heresy, William Brewster, and William Bradford led the Scrooby congregation. According to Bradford, the Separatists:

. . . were hunted and persecuted on every side, so as their former afflictions were but as flea-bitings in comparison of these which now came upon them. For some were taken and clapped up in prison, others had their houses beset watched night and day, and hardly escaped their hands; and the most were fain to flee and leave their houses and habitations, and the means of their livelihood (Bradford 10).

Originally King James had threatened to “Harrie [the Separatists] out of the land!” However, he reversed his policy and refused to give them permission to leave England. The Separatists were forced

SAMPLE WORKS CITED OR BIBLIOGRAPHY

Works Cited page contains only the works referenced in your paper; a Bibliography contains all works examined.

Items in the Works Cited and Bibliographic pages are put in alphabetical order by the first word.

When typing Bibliography or Works Cited Page, double-space all entries and type as you usually do—typing each word until the computer moves down a line. Each line after the first one, is indented 5 spaces.

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Bibliography

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Basic Searching

Databases use slightly different terms, but most use the following basic Boolean operators. Most also have help buttons which can save a lot of time and frustration. Read the screen.

Advanced Keyword Searching Techniques

Boolean operators: AND/OR/NOT

AND indicates both terms must appear

ozone **AND** depletion

OR indicates at least one of the words must appear

planning **OR** forecasting

NOT indicates the first term but not the second

microwave **NOT** recipe

NOTE: Although not all databases require the use of capital letters, many do.

Other operators

Many databases also use the following operators to make searches more accurate.

“ ”	putting quotation marks around a phrase means that the phrase will be considered as one word	“civil rights”
()	putting words in parentheses means that those words will be searched first	(school OR education) AND reform
+	putting a + before a word assures you that this word is in the results	+ethics+doctors+medicine
-	putting a - before a word assures you that this word will not appear in the results	+ethics+medicine-drugs

APPENDIX B:**PRIMARY AND SECONDARY SOURCES**

Teachers may require a certain number of primary and/or secondary sources.

PRIMARY SOURCES: original words of a writer, direct information, eyewitness accounts, videotape of an event, the literature itself, documents as they were originally written.

SECONDARY SOURCES: works about someone, critical evaluation, summaries of events, reviews, interpretations.

Generally, you should quote primary sources directly and paraphrase secondary sources, unless the wording of the secondary source is especially well phrased.

PRIMARY SOURCES		SECONDARY SOURCES
experiments	court decisions	encyclopedias
observations	company records	textbooks
interviews	memoirs, autobiographies	reports
questionnaires	diaries	biographies
surveys	manuscripts	magazines
samplings	letters	newspapers
documents	poems	books
treaties	speeches	

Examples:

Primary	“I Have a Dream” speech by Martin Luther King, Jr., as reprinted in <i>Annals of America</i> or a broadcast of the speech.
Secondary	Introduction given in <i>Annals of America</i> explaining the circumstances under which the speech was given.
Primary	A journal entry by William Clark discussing his expedition with Meriwether Lewis.
Secondary	A description of the general purpose or route of the Lewis and Clark expedition.
Primary	Lines from <i>The Scarlet Letter</i> .
Secondary	Criticism of <i>The Scarlet Letter</i> .

One of the first challenges you will face is the narrowing of a topic and writing a thesis statement. When narrowing a topic the most important consideration is the assignment's requirements. A topic suitable for a five-page report would probably not be appropriate for a ten-page essay. Your teacher will most likely give you guidelines for your paper. What type of paper is it? Does your teacher want you to research a topic and come to a conclusion or prove an opinion about a social issue? Before spending too many hours researching and/or writing, make sure that your paper meets the requirements outlined by your teacher. If possible, ask your teacher to check your thesis early in the research process. Remember a thesis statement needs to tell the reader the scope, topic, and argument (or analysis) of your paper.

Some Examples of Narrowing a Topic and Developing a Thesis Statement

BROAD TOPIC	NARROW TOPIC	THESIS
Shakespeare	Macbeth Poetic imagery in Macbeth Blood imagery in Macbeth	<i>Shakespeare uses blood imagery to parallel Macbeth's tragic downfall.</i>
Media	Effects of violence in the media Effects of violence in cartoons Effects of violence in cartoons on preschool children	<i>Violence in cartoons should be eliminated because the effects on preschool children are detrimental to their mental health.</i>
Civil War	Economic and Social Issues of the Civil War Causes of the Civil War Primary Cause of the Civil War	<i>Although popular conception lists slavery as the primary cause of the Civil War, economic factors were much more significant in the beginning of the war between the states.</i>

An **abstract** is a condensed statement of the most important ideas in a paper or report, using exact words and phrases from the original. Identify the central idea and the key sentences of each main point; state in complete sentences. You add only transitional words or phrases to maintain sense. The average length of an abstract will run from one to three percent of the original. Include complete bibliographic information at the beginning of the abstract.

Abstract Example:

Borris, Amy, and Joyce Barnathan. "It's Time to Get China into the WTO." *Business Week* 1 July 1996: 46.

It's time for the U.S. to focus more forcefully on getting China into the World Trade Organization. Membership would oblige China to follow international rules which cover tariffs, quotas, and other policies that are central to U.S. disputes with legal and economic reforms and force Chinese companies to lay off millions of workers. But Washington should offer Beijing a sweetener in the form of permanent most-favored nation status to give "a lot more motivation for China to want to get into the WTO." The upside potential of Chinese membership outweighs the risks.

A **précis** is a summary of the most important ideas in a paper or report restated in your words. Be sure to give the central idea and all the main ideas from the original document. Include complete bibliographic information at the beginning of the précis.

Précis Example:

Borris, Amy, and Joyce Barnathan. "It's Time to Get China into the WTO." *Business Week* 1 July 1996: 46.

In spite of the problems in current U.S.-China relations, the U.S. should focus on getting China into the World Trade Organization. Since this move would make China follow international rules of tariffs and other trade policies, the U.S. should encourage China entrance by giving them most-favored nation status, compensating for the problems of economic reform and the possibility of massive layoffs in China.

000 GENERAL WORKS

- 004-006 Computers
- 031-032 Encyclopedias and
Almanacs

100 PHILOSOPHY/PSYCHOLOGY

- 130 Supernatural
- 150 Psychology

200 RELIGION

- 220 Bibles
- 290 Religions other than
Christianity

300 SOCIAL SCIENCES

- 340 Law
- 350 Government
- 360 Social problems and services
- 370 Education
- 390 Customs and folklore

400 LANGUAGE

- 420 English language
- 430 German language
- 440 French language
- 460 Spanish language
- 490 Other languages, including
Japanese

500 PURE SCIENCES

- 510 Mathematics
- 520 Astronomy
- 530 Physics
- 540 Chemistry
- 550 Earth science
- 570 Life science
- 580 Botany
- 590 Zoology

600 APPLIED SCIENCE/TECHNOLOGY

- 609 History of inventions
- 610 Medical sciences
- 620 Engineering
- 640 Home economics
- 650 Business

700 ARTS AND RECREATION

- 740 Drawing and decorative arts
- 750 Painting
- 770 Photography
- 780 Music
- 790 Performing arts
- 796 Sports

800 LITERATURE

- 810 American literature
- 820 British literature

900 GEOGRAPHY AND HISTORY

- 909 General world history
- 910 Geography
- 920 Collective biography
- 930 Ancient history
- 940 Europe
- 950 Asia
- 960 Africa
- 970 North and Central America
- 980 South America

GLOSSARY

abridgment - a shortened version of the author's original work.

acknowledge - to give credit to another person's words, ideas, or opinions in the form of a note and/or bibliographic citation.

almanac - annual publication containing information and statistics on major current and historical events.

annotated bibliography - a bibliography with critical and/or explanatory notes about each source.

analysis - a breaking up of a whole into its parts to examine them (often in a critical manner).

anthology - a collection of literary works.

appendix - a section containing material not included in the body but which is relevant to the topic (always titled with a letter as in Appendix A).

atlas - a collection of maps; some atlases also give historical changes and land-related statistics.

authority - a generally accepted source of expert information.

bibliography - a list of books, articles, and other material used in a work or compiled about a topic.

body (of a paper) - refers to the paragraphs after the introduction and before the conclusion, contains the main points, ideas, and arguments of the author.

Boolean - a type of formula used in computer searching often using the operations AND , OR, BUT.

brackets - the punctuation marks [] used only within a quoted passage to enclose additions (which explain a work or give information to the reader) in your own words; NOT the same as parentheses.

c or © - copyright, date of publication usually follows.

c. or ca. - *circa*, a Latin term meaning "about," used with approximate dates.

call number - the classification number located in the book's record on the online catalog screen and the book's lower spine.

GLOSSARY

CD Rom - Compact Disc Read Only Memory-disc containing digital and/or graphic data read by a laser beam.

cite, citing, citation - to quote as an authority or example; or to mention as support, illustration or proof.

comp. - compiled by or compiler, a person who puts together a work composed of other individual works.

cross reference - words or symbols that refer the reader to other places where additional information may be found.

descriptors - key words used in indexes; see **key words**.

Dewey Decimal Classification System - a method of cataloging books and other instructional materials into ten subject-related groups; used in most school libraries.

document - to acknowledge the source of an idea or fact with a parenthetical reference, endnote, footnote.

ed. or eds. - edited by or editor(s); people who prepare something for publication by selecting, revising, etc.

edition - the total number of copies of a work printed from a single set of type. Each edition is printed at a different time and is given a distinct edition number.

e.g. - for example, from the Latin *exempli gratia*; used to indicate that an example follows.

ellipsis - three periods with a space before, after, and between them (. . .) that indicates an omission in quoted material.

endnotes - documentation located at the end of the paper.

et. al. - and others, from the Latin *et alii*; always abbreviate.

etc. - and so forth, from the Latin *et cetera*; avoid use.

f., ff. - following page(s).

footnote - used to describe citation placed at the bottom of a page. Use either parenthetical references, endnotes, or footnotes as prescribed by the teacher.

GLOSSARY

glossary - a dictionary section, usually at the end of a book, in which technical or difficult words are explained.

GPO - Government Printing Office, Washington, D.C.

ibid. - in the same place, from the Latin *ibidem*; no longer recommended for use.

i.e. - that is, from the Latin *id est*.

In-text documentation - see parenthetical reference.

key words - terms related to your topic, usually naming important places, people, and subjects which are used to search indexes and databases.

Library of Congress Classification System - a method of cataloging books and instructional materials into twenty-one main classes by a system of letters and numbers; used primarily in college and other large libraries.

microform - photographic reductions of pages of printed matter; on film cards called microfiche or on rolls of film called microfilm.

monograph - a written account of a single subject in one volume.

n.d. - no date of publication given.

n.p. - no publisher given; no place of publication given.

n. pag. - no paging given in source.

online data base - computer access through telecommunications to holdings of academic and public libraries, specialized indexes, and information services.

p., pp. - page, pages; not pg.

PAC (Public Access Catalog) - an electronic index to all library media materials held by a library or a network of libraries.

paraphrase - to put another's idea, opinion, or argument into your own words.

parentheses - the punctuation marks () used to enclose your own explanatory materials in a phrase or sentence of your own; use sparingly.

GLOSSARY

parenthetical reference - documentation located within the text of a research paper; currently the favored method for most research papers.

periodicals - publications such as magazines, journals, or newspapers published at regular intervals.

plagiarism - the stealing of another's style, ideas, or phrasing; to avoid plagiarism, everything not documented must consist of your ideas and word choices.

preliminary bibliography - (sometimes called a working bibliography) a list of sources containing the needed information about materials available on a topic; used to see scope of sources and to help narrow the thesis.

pseudonym - fictitious name used by an author.

primary source - the work, manuscript, journal, government document as originally written.

prod. - produced by, producer.

public domain - idea is in the public thinking or writing for a long time.

rpt. - reprint, reprinted by.

Sears List of Subject Headings - list of subject headings with valid subject headings indicated in bold type. It is a good source for identifying keywords for searching the PAC and other indexes.

secondary source - a critical or historical work that critiques or explains a primary source or is an outgrowth of the primary work.

thesis - the statement that explains the opinion or idea the writer wishes to support.

title page - the cover sheet for a research paper, which should include the title, author, course name, teacher, and the date.

tr., trans. - translator, translation, or translated by.

vol., vols. - volume(s), numbers may be written in Arabic or Roman numerals.

works cited - information sources that are actually cited in the body of the paper.

works in progress - works continued with volumes published at intervals; usually have cumulative indexes.

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