Gahanna Lincoln High School Research Paper Style Manual

This manual belongs to _____.

GLHS Students:

Throughout your high school career, you will be asked to write many research papers. These assignments may seem overwhelming. However, this booklet will guide you through the process of researching, organizing, and writing the paper. While this manual contains general guidelines and examples, it does not include instructions specific to your teacher's assignment. **IT IS YOUR RESPONSIBILITY TO UNDERSTAND AND MEET THESE SPECIFIC REQUIREMENTS.**

Writing a research paper can be a creative and rewarding process. This booklet should help you toward that end.

Gahanna Lincoln High School Research Paper Style Manual
Compiled Spring 1998
Emended Summer 2004

The information in this manual is adapted from the Modern Language Association style as outlined in the MLA Handbook for Writers of Research Paper,6th Edition, by Joseph Gibaldi.

Although this manual should serve you well for most of your courses at GLHS, you need to be aware that other styles for documentation exist and may be required in special circumstances in high school and in college.

Sources for information on other styles:
Publication Manual of the American Psychological Association, 5th ed., 2001
(APA style features author-date citations and is used when the date of publication is important to the content of the paper.)

The Associated Press Stylebook and Briefing on Media Law, 35th ed., 2000
(This stylebook is the basic reference work for journalistic writing.)

The Chicago Manual of Style, 14th ed., 1993.
(This style features footnote and endnote citations for writers in history and the humanities.)

Sources used in the preparation of the Gahanna Lincoln High School
Research Paper Style Manual include:

Gibaldi, Joseph. MLA Handbook for Writers of Research Paper. NY: The Modern Language Association

of America, 2003.

"Plagiarize." Webster's New Ninth Collegiate Dictionary. 1991.

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Plagiarism

Before beginning any research, you must understand the meaning and seriousness of plagiarism. According to <u>Webster's New Ninth Collegiate Dictionary</u>, plagiarism is defined as "To steal and pass off as one's own the ideas or words of another." Because plagiarism is dishonest and a form of stealing, it is an extremely serious offense.

The Lincoln High School Code of Student Conduct lists plagiarism as a form of academic misconduct and specifies that any student caught plagiarizing will receive a zero on the project or assignment and be subject to disciplinary action. Any student assisting another in plagiarism may also be subject to disciplinary action.

The following forms of plagiarism are most common:

1. Using the exact words of an original source without quotation marks or documentation.

2. Using the exact words of an original source without quotation marks is plagiarism <u>even</u> if you document the source.
   - You need quotation marks if the words are not yours.

3. Using someone else's ideas in a research paper without citing the source, <u>even</u> if you put the ideas into your own words.
   - You must give credit to the original source.

4. Using information from the Internet and passing it off as originally yours.
   - You must cite the source.

5. Engaging in "patchwork plagiarism".
   - "Patchwork plagiarism" occurs when a writer begins to paraphrase a source but does not do a thorough enough job. Merely changing a word or two from time to time does not make a passage yours. Paraphrased notes must be completely in your own words, not a few of yours and a lot of someone else's.

6. Failing to provide a list of works cited.

7. Using another student's work and passing it off as your own.

Plagiarism results from careless, hurried, incomplete work at the note-taking stage in your research. Omitting the note-taking step and working directly from highlighted materials often leads to plagiarism. <u>All information from research sources used in your paper must be on your note cards.</u> Following the note-taking procedures as outlined in this manual will help prevent unintentional plagiarism. (See pages 15-16.)

> Regardless of whether intentional or unintentional, plagiarism is a serious academic offense and will be dealt with accordingly.

Gahanna Lincoln High School
Honor Code

Definitions

Cheating - Using or attempting to use unauthorized materials, information, notes, study aids, the Internet, or other devices, or obtaining unauthorized assistance from any source, including the Internet, for work submitted as one's own individual efforts in any class, assignment, or examination.

Plagiarism - Representing orally or in writing, in any academic assignment or exercise, the words, ideas, or works of another as one's own without customary or proper acknowledgment of the source.

Examples: Examples of plagiarism include, but are not limited to, the following actions:

- Submitting material or work for evaluation, in whole or in part, which has been prepared by another individual(s) or commercial service.

- Directly quoting from a source without the customary or proper citation.

- Paraphrasing or summarizing another's work without acknowledging the source.

Facilitating Academic Dishonesty

Definition: Helping or attempting to help another person commit an act of academic dishonesty.

Examples: Examples of facilitating academic dishonesty include, but are not limited to, the following actions:

- Providing assistance to another during an exam or other assignment in an unauthorized manner.

- Providing specific information about a recently given or future test, exam, or other assignment to another student who thereby gains an unfair advantage in an academic evaluation.

- Permitting one's academic work to be represented as the work of another.

- Preparing for sale, barter, or loan to another such items as unauthorized papers, notes, or summaries of reading.

I acknowledge that I understand the forms of plagiarism, intentional and unintentional, and that I understand plagiarism constitutes academic misconduct.

_____   _____
Student's signature   Student's printed name

Adapted from: Division of Student Affairs and Enrollment Services. "VCU Honor System." 31 Mar. 2003. 7 July 2004 <http://www.students.vcu.edu>.

Controlling Purpose

Once you have chosen your subject and are preparing to go to the library to start your research, you are ready to write your controlling purpose. This is a formal statement of what your paper is going to be about. The controlling purpose will help you to:

- focus your note-taking
- write an outline
- write a thesis statement
- write the paper

It is possible that you will want to revise your controlling purpose later, but stating it as clearly as possible now will help you select the right material for taking notes. Material that does not relate directly to your controlling purpose does not belong in your notes.

Examples of controlling purposes:

Controlling Purpose: to examine the beginnings of the General Motors Corporation, its leadership, growth, expansion, and plans for the future.

Controlling Purpose: to examine the 1889 flood in Johnstown, Pennsylvania, its causes, its damage, and its effects upon the town and its people.

Controlling Purpose: to research the life of Napoleon Bonaparte, the influences upon his character, his accomplishments, and his leadership style.

Controlling Purpose: to examine the Woodstock rock festival, its organizers, its participants, its entertainers, its positive and negative occurrences, and its effect on music and society.

Controlling Purpose: to determine a wellness goal, locate information necessary to reach the goal, and develop a plan of action.

Controlling Purpose: to discuss the arguments for and against the use of animals in medical research.

Preliminary Outline

The preliminary outline is only tentative. Its purpose is to help you organize the direction of your paper and your research. This outline will probably change considerably as you complete your research and prepare to draft your paper.

Begin the preliminary outline by listing the major divisions suggested by your controlling purpose. What main areas will you research? Fill in any subdivisions that come to mind. Subdivisions will be sketchy at first but will develop as you learn about your topic during research.

Guidelines for your outline:
Make sure that all divisions are related to your subject.
Make sure that all divisions help to serve the stated purpose of your paper.
Follow the guidelines for standard outline form:
- Alternate numerals and letters (I, A, 1, a).
- Capitalize the first word of each topic.
- Do not use a single subdivision (no A without a B, no 1 without a 2).

Sample Preliminary Outline

Proposed Title
I. History of the Johnstown flood

    A. When

    B. Where

    C. Thesis statement

II. Causes of the flood

    A. Weather conditions

    B. River conditions

III. Damage of the flood

IV. Effects of the flood

    A. On the town

    B. On the people

REMEMBER:
YOUR FINAL OUTLINE WILL BE MUCH MORE DETAILED.

Evaluation of Sources

Information comes from many sources. Each source should be examined carefully for its accuracy and relevancy. When evaluating sources, consider several questions:

1. Who publishes this information? Is it a reputable newspaper or magazine such as <u>Time</u>, <u>Newsweek</u>, etc., or a tabloid such as <u>People</u> or the <u>Globe</u>? Who is the author? What are the author's credentials? Is there advertising? Is there a bias?

2. How recent is the information? When you need up-to-date information, check the date of publication. However, for some projects, recent information may not be essential.

3. How accurate is the information? How was the information gathered? How much supportive detail is given? Verify that you are getting facts and statistics, not just the author's opinion.

4. Is the information relevant to your purpose? Look carefully at the information before you begin gathering notes and making copies. If the information is not relevant to your purpose, move on to the next source.

A Special Note on Internet Sources

The Internet can be a wonderful research tool; however, it should never be the first step in the research process. Consider the above questions even more carefully when gathering information from the Internet. Remember, anyone can put anything on the Web. Look for authored sites and sites from reputable sources such as universities and legitimate organizations (.edu, .org). Can you verify the information in print sources? Can you find the site again?

Always be sure to write down the address of the site as you use it.

Source Cards (Bibliography Cards)

Source cards have three purposes:

1. to record all information you will need to relocate a source in the library
2. to record all information you will need for parenthetical citations in your paper
3. to record all information you will need to prepare the list of works cited

You must code each source before you begin to takes notes from it. Your first source will be A, the second B, the third C, etc. Place the source code in the right-hand corner of the card. The source code is necessary to identify the notes you will take. (See page 15.)

Book

author-------- | Ellison, Ralph   A | -- source code

title---------- | _Shadows of War_

publishing info.-------- | New York: Random House, 1968 | if using only part of the book, indicate

       pgs. 5-17 | -- page numbers used

call number- | 809.8 El 5   GLHS Library | -- location

Magazine

author------ | Smart, R. James and Mark Davis   B | --source code

article title- | "The Women of Politics"

magazine title------- | _Newsweek_

date-------- | 18 Feb. 1995

pages------- | pp. 27-32   Bexley Library | --location

Newspaper

author----------	Chavez, Rosa	C --source code
article title-----	"The Workers Behind the Scene"	
newspaper----- title	Chicago Tribune	
date------------	16 Jan. 1991	
section, page--	Section D, p. 7	Personal library --location

Encyclopedia

author, editor-	Freeman, Donald S., ed.	D --source code
article title-----	"Presley, Elvis"	
book title------	Encyclopedia of Rock and Roll	
edition--------	(include edition if there is one given)	
page numbers-	pp. 46-50	
publishing----- information	Chicago: Everett Publishing Co., 1981	
	REF	GLHS Library --location
call number---	782	

Pamphlet

author (agency)-	Ohio State Department of Education	E --source code
title--------------	Preparing Johnny and Jane for School	
publishing------- information	Columbus: State Dept. of Education, 1977	
		Gahanna Public Lib. --location

Information Needed to Make Cards for Other Sources

Book Author Unknown
Title of Book
City: Publisher, Date

Book with an Editor and Author Unknown
Ed. First Last Name
Title of Book
City: Publisher, Date

Book in a Series
Author
Title of Book
Series Title. Series Number
City: Publisher, Date

Book in a Series with an Editor and Author Unknown
Ed. First Last Name
Title of Book
Series Title. Series Number
City: Publisher, Date

Almanac
"Title of Table or List"
Title of Almanac
Date: Page

Dictionary
"Entry"
Title of Dictionary
Edition
Date

Foreword, Introduction, Preface, or Afterword of a Book
Author of Foreword, Intro, Preface, or Afterword
Foreword (or Intro, Preface, or Afterword)
Title of Book
Author of Book
City: Publisher, Date
Pages

Work in an Anthology
Author of Chapter or Article
"Chapter of Article Title"
Ed. First Last Name
Title of Anthology
City: Publisher, Date
Pages

Broadcast Interview
Person Interviewed
Interview with
Program
Network
Station, City
Date

Interview Conducted by Researcher
Person Interviewed
Type of Interview
(personal interview, telephone interview, e-mail interview)
Date

TV Show
"Episode Title"
Series Title
Network
Local Station call letters, City
Broadcast Date

Video Recording
(Video Cassette, LaserDisc, DVD)
Title
Director
Type of Video Recording
Distributor (Company)
Release Date

Special Print Sources Available in GLHS Media Center

CQ Researcher
Author
"Title of Article"
CQ Researcher.   Vol. Number
Ed. First Last Name   ·
City: Publisher, Specific Date.
Pages

Information Plus
 Editor
Title of Book
Information Plus
Publisher, Date

Social Issues Resource Series Print
Author
"Title of Article"
Source Publication
Date: Pages
Title of Notebook
Ed. First Last Name
City: SIRS, Date.
Article Number

Facts on File
Issues and Controversies on File
"Title of Article"
Title of Source. Vol. Number
Ed. First Last Name
City: Publisher, Date
Pages

Opposing Viewpoints Sources
Current Controversies
Author
"Title of Article"
Title of Source
Title of Series
Ed. First Last Name
City: Publisher, Date.
Pages

Electronic Sources

Disclaimer: Students widely use the Internet and other digital sources of infomation for research. Since these research tools are relatively new, academic departments are still deciding the best way to document electronic sources. Because of constant changes in documentation, be sure to check with your instructor.

Information provided by:
Online Writing Lab. "Resources for Documenting Electronic Sources." June 2001. 7 July 2004
        <http://owl.english.purdue.edu>.

Electronic Sources available through GLHS Media Center:

Online Research Database
Author's Name
"Title of Article"
Name of Source
Date of Source Publication
Name of Database
Date of Access
<http://address/filename>.

Online Research Databases at GLHS include: Big Chalk Library, Biography Research Center, CQ Press Researcher, Facts.com, Findarticles, & Opposing Viewpoints.

Other Electronic Sources:

CD ROM
Author's Name
"Title of Article"
CD Rom Title
CD ROM
Place: Publisher, Date

E-mail
Author of Message
"Subject Line"(if any)
Description of Message, including
Recipient
Date of Message

Internet Site or Web Page
Author's or Editor's name (if known)
Title of "Item" "Document" or "Web Page"
Title of Site
Date of Electronic Publication or Last Update
Date of Access
<http://address/filename>.

Online Newspaper or Magazine
Author's Name
"Title of Article"
Name of Periodical
Date of Periodical Publication
Date of Access
<http://address/filename>.

IMPORTANT NOTE ABOUT INTERNET MAP,
CHART, GRAPH, OR PHOTOGRAPH:

For Internet map, chart, graph, or photograph, use the appropriate format of other electronic sources (i.e. online research database, Internet site, online newspaper or magazine, etc.) and add the appropriate word - map, chart, graph, or photograph - after the author's or editor's name.

IMPORTANT NOTE ABOUT LONG WEB ADDRESSES

If the network address or URL is so long and complicated that reproducing it would invite mistakes, shorten the address to the essential information of the site. Right click on properties to find the short network address or URL path.

Long address:
www.alcoholismabout.com/library/week/aa990407.htm/

Shortened address:
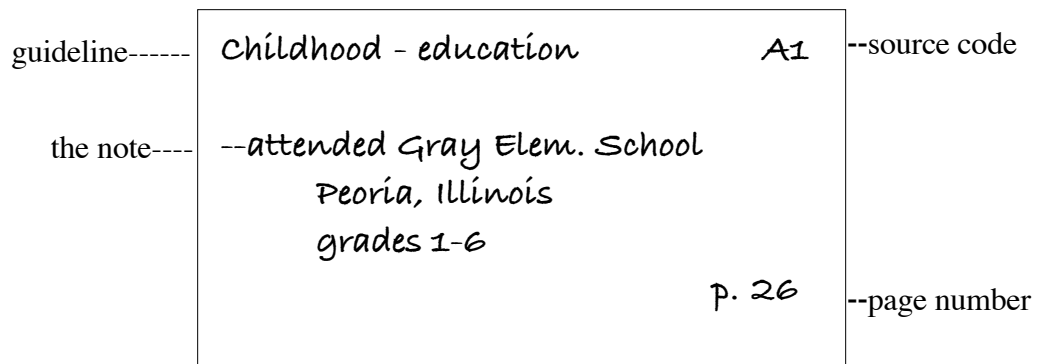www.alcoholismabout.com/

Note-taking Procedures

Research involves taking notes. The note-taking step in the research process is the key to a successful research paper. It will also help in proving your own work. In the library, you will use the Reader's Guide to Periodical Literature, the on-line catalog, and other reference aids to locate materials. Before you actually read and take notes from any article, book, or other material, you should quickly skim to see if it relates to your controlling purpose. If it does not, do not use it. This step is especially important when you are doing computer research. To save paper and time, print out only those sources which will be useful.

Note Cards

Each note card must have four pieces of information:

> the source code
> the guideline (slug, heading)
> the note
> the page number where the information was located (if given)

guideline------ | Childhood - education   A1 | --source code

the note---- | --attended Gray Elem. School
                   Peoria, Illinois
                   grades 1-6

                                      p. 26 | --page number

- Do not put any bibliographical information (author, title, publisher, etc.) on the note card.

- Use a code to key each note card to a source card. For example, all note cards from source A will have an A in the upper right corner. Each card will also have a number. The first note card you write from source A will be A1, the second card you make will be A2, etc.

> Before you write a single note from a source,
> you must make a source card.

Steps in Taking Notes

1. Read the entire article, chapter, etc., to get an overview of the information.

2. Create a guideline (heading, slug) for each note card. The guidelines should be specific and tell what kind of information is on the card. Generally these guidelines will correspond with the sections of your preliminary outline. These guidelines will be very helpful later when you sort your cards to organize your paper.

3. Paraphrase main ideas and important facts. You must put the ideas into <u>YOUR OWN WORDS</u>. Failure to do so constitutes plagiarism. Notes are NOT taken in complete sentences. Write in words or phrases. **Exception**: A quotation must be written word for word as it appears in the source and be enclosed in quotation marks on the note card.

4. Put one piece of information per note card. Putting too much information on one card will make organizing your cards more difficult.

5. Because your notes are for later use, write them in a way that will make sense to you when you use them to draft your final outline and your paper.

6. Take complete notes. Get all the information you want from a single source before you move on to another. Otherwise, you will waste time backtracking.

TIP:
Punch your note cards and source cards and place them on a metal ring. On the ring, also put a card with your name and your teacher's name. Enclosing this ring of cards in a zip lock plastic bag will keep them in good condition through the research process. Most research assignments will require you to turn in these cards with the completed paper.

Drafting the Final Outline

When you have completed your research, you are ready to draft your final outline. Use your preliminary outline and your note cards with appropriate headings to organize your information. The key to an outline is logic. It should be clear in your final outline why the sections have been chosen and why they fall into a particular order. Remember, the final outline is a framework for another person who must be able to follow your line of thought. As you organize your notes into an outline, you will be able to see where you need more information. ***You may have to do additional specific research.***

Follow these guidelines:
- Place the title above the outline.
- Numbers and letters alternate.
  Main topics are shown by Roman numerals.
  Details under Roman numerals are shown by capital letters.
  Details under the capital letters are shown by Arabic numerals
  Details under the Arabic numerals are shown by small letters.
- Use capital letters for the first word of each topic and subtopic.
- Any point that has subtopics must have a least two because you cannot divide anything into fewer than two parts. There can be no A without a B and no 1 without a 2; however, the number of subtopics beyond two is determined by the information you have.
- Each number and letter should be followed by a period. A period is always followed by two spaces.
- Indent subtopics. Indentions should be made so that all letters or numerals of the same kind will come directly under one another in a vertical line.
- Use only topics and never mix topic outlines with sentence outlines.
- Do not use periods after topics or subtopics.
- Double space the whole outline.
- State topics and subtopics of the same level in parallel form. (Use the same grammatical structure to express topics of equal importance.)

Example:

Not Parallel	Parallel	Parallel
Why I Plan to Go to College	Why I Plan to Go to College	Why I Plan to Go to College
I. To become an educated person	I. To become an educated person	I. Education
II. In order to obtain a good position eventually	II. To obtain a good position	II. Career
III. For enjoyment	III. To have four enjoyable years	III. Enjoyment
IV. Because I want to improve myself socially	IV. To improve myself socially	IV. Social status
V. For culture	V. To improve myself culturally	V. Culture

Notes/Cautions Regarding the Final Outline:

- Check the assignment carefully to determine what is required in the final outline.

- Some assignments do not require a detailed final outline.

- Some assignments do not require double spacing of the outline.

- Assignments have different requirements regarding the introduction and conclusion. Some allow the use of the words *Introduction* and *Conclusion* in the outline as the first and last main topics; some do not. Some require you to write out the introduction and conclusion.

CHECK WITH YOUR TEACHER!

Topic Outline Form

Title with All Important Words Capitalized

I. Topic

    A. Introduce topic in general terms

    B. Provide background information

        1.

        2.

        3.

    C. Thesis Statement   (The term <u>Thesis Statement</u> should appear by the <u>last</u> capital letter under Roman Numeral I in your outline. It cannot appear beside capital A, but it may appear as early as capital B. Remember, Roman Numeral I is your introductory topic and will include information that leads up to your thesis.)

II. First main topic

    A. Subtopic for II

    B. Subtopic for II

        1. Subtopic for B

        2. Subtopic for B

            a. Subtopic for 2

            b. Subtopic for 2

                (1) Subtopic for b

                (2) Subtopic for b

                    (a) Subtopic for (2)

                    (b) Subtopic for (2)

            c. Subtopic for 2

    C. Subtopic for II

III. Second main topic

> Repeat this same procedure for all parts of the outline. The number of subtopics will vary.

Drafting Your Paper

Once you have a complete draft of your final outline, you are ready to write your paper.

1. First, write a thesis statement for your paper. The thesis statement expresses the main idea of the paper in a complete sentence and is broad enough to cover the topics listed in your outline. Although the thesis will contain information from your original controlling purpose, it may be adjusted based on what your research supports.
   Caution: Never refer directly to the paper or your purpose in the thesis statement.
   Unacceptable: In this paper I will prove that medical research on animals is wrong and should be outlawed.
   Acceptable: Although widely accepted, the use of animals in medical research is cruel and unnecessary and should be outlawed.

2. The introduction to your paper should capture the reader's attention and provide background information. Make sure your introduction leads smoothly into your thesis statement. Your thesis statement is usually the last sentence in your introduction.

3. Write a topic sentence for each body paragraph and then use the information in your outline to support or explain that topic sentence. **Note:** A major division in your outline may be divided into more than one paragraph. Roman numerals in the outline do not automatically equal paragraphs in the paper.

4. As you move from paragraph to paragraph, try to use transitions to tie your paper together. However, do not stop and worry over transitions during this drafting step. You can work on transitions during revision. **Note:** Clinch your paragraph with a strong sentence. Avoid using the last sentence as a transition and topic sentence for the next paragraph.

5. Write a conclusion that sums up your paper. Restating the information in your thesis in a <u>new way</u> is often a good way to end a paper.

6. Think of an effective title for your paper. It should give the reader an idea about the subject of the paper and catch the reader's attention.

Documentation Using Parenthetical Citations

Why Document Your Sources?

1. If you fail to document an idea or a way of expressing an idea that is not your own, you are plagiarizing.

2. Documentation
   - gives credit to your sources.
   - enables your reader to verify your facts.
   - gives authority and credibility to your paper.

What Material Should Be Documented in Your Paper?

1. Word-for-word quotes of any kind **Note:** You should use direct quotations only when the author's style is important or when the source adds authority to your paper.

2. Any type of numbers: statistics, surveys, polls, research data

3. Opinions and interpretations of facts or data, even though you have put them into your own words

4. Results of someone else's research or investigations

5. Historical information that would not be considered common knowledge:
   > You would not need to document that Richard Nixon was President of the U.S. during the Watergate scandal, but you would need to note that Charles Colson, Special Council to the President, authorized the Watergate break-in.

6. Do not document
   - facts that are generally known and accepted by an average resident of Gahanna.
   - general information that you have found in a number of sources.

How Do You Document Sources Within the Text of Your Paper?

Documentation may be worked into your paper several different ways:

1. Cite the author's last name and the page number of the source in parentheses following the information:
   > Skateboarding as a competitive sport has "an unlimited future" (Curtis 192). However,without adequate physical conditioning, a skateboarder risks serious injury (Welsh 17).

   a work with two authors: (Brown and Jones 73)
   a work with three authors: (Smith, Mann, and Kirk 25)
   a work with more than three authors: (Riley et al. 45)

2. Use the author's last name in your sentence and place only the page number or numbers of the source in parentheses:

   Curtis, a noted skateboard expert, believes that skateboarding as a competitive sport has "an unlimited future" (192). However, exercise physiologist Byron Welsh points out that, without adequate physical conditioning, a skateboarder risks serious injury (17).

3. If there is no author, the title or a shortened form of the title is used in the parentheses with the page number. When shortening the title of a work with no author, begin with the word by which it is alphabetized in the list of works cited so the reader can easily locate it:

   The nine grades of mandarins were distinguished by the color of the button on the hats of office ("Mandarin" 77).

4. If you are citing more than one work by the same author, you need to use a short form of each title within the parentheses-- along with the page number-- and, where necessary, the author's last name:

   Skateboarding is growing rapidly as a recreational sport in this country with approximately ten thousand new skateboarders taking up the sport each week (James, Skateboarder's Bible 12). As a result, the supporting industries of the sport are also growing by about two billion dollars each year (James, Big Business Sports 154).

   If the author's name is used in the text, then only the title and page number would be included in the parentheses:

   According to sports analyst Jason James, skateboarding is growing rapidly as a recreational sport in this country with approximately ten thousand new skateboarders taking up the sport each week (Skateboarder's Bible 12).

5. If a quote is four or more lines in length, it should be set in ten spaces on the left margin. Do not use quotation marks around such a quote because it is already set off by being indented ten spaces. The citation appears in parentheses after the final period. It is double-spaced just like the rest of the paper:

   A colonial girl's life was one of routine and dullness as depicted in Caroline Denver's diary from 1746.

   > An account of one day is an account of all of my days. In the morning, from seven o'clock until eight o'clock, I say my prayers. From eight until nine, I busy myself with sundry chores about the house. From nine till half past twelve, I work on my lessons and draw; then my sisters and I take a walk until dinnertime. After the briskness of the outdoor activity, we settle in for the day. (Brown 62)

6. No page number is necessary if you are citing information from a one-page article.

7. When you write a paragraph that uses information from a single source, only page numbers are used after the first citation:

     The earliest allegories existed as ancient myths, used for explaining the unknown secrets of the universe in ways that, while rarely accurate, the people easily understood (Cuddon 23). Every culture developed its own myths, explaining its value or accumulated wisdom through fables such as the Arab story of a frog who offers a scorpion passage across the Nile. Upon crossing the river, the scorpion fatally stings the frog, an example of animals teaching a lesson about human nature (22). Well-known thinkers such as Plato also dabbed in allegorical mythology, most notably in works such as Symposium and Republic's myth of the Cave (23). Later medieval myths frequently featured characters' journeys through the underworld, an unrealistic idea interlaced with deeper philosophical implications (23).

As shown on Works Cited page:
Cuddon, J.A. A Dictionary of Literary Terms and Literary Theory, Third Edition. Cambridge,
    Massachusetts: Blackwell Reference, 1991. 26-57.

8. When you write a paragraph that uses information from a source without page numbers, you must then cite the author after each sentence. If there is no author, the title or a shortened form of the title is used in the citation in parentheses:

     "Domestic violence constitutes the willful intimidation, assault, battery, sexual assault or other abusive behavior perpetrated by one family member, or intimate partner against another" (National). Domestic violence is an ongoing problem in families everywhere. Every nine seconds, a women is abused in the United States (Riley). "Domestic violence occurs in 60% of marriages and is the most underreported crime" (Riley). Not only is domestic abuse harming to the victim, but 90% of battered women reported that their children were present when they were beaten (Riley). With domestic abuse being such a serious problem, it is hard to believe only 5% of victims are identified as such in Emergency Department records (Riley).

As shown on Works Cited page:
National Center for Victims of Crime. 2003 "Domestic Violence." 13 Oct. 2003
    <http://www.ncvc.org/>.
The Riley Center. 2003 "About Domestic Abuse." 13 Oct. 2003 <http://www.rileycenter.org/>.

9. **Special information about citing electronic sources**: Citing electronic sources is challenging because of the constant changes on the Internet. Be sure to check with your teacher if you have specific questions. Here are some samples:

As shown on Works Cited Page:

"Equine Diseases." <u>Equine Medical Center</u>. 2004. 10 June 2004

    <http://www.ushorsemuseum/health/diseases/index_cfm>.

Example of sentence with a parenthetical citation taken from the above source:

    The results of the equine vaccine tests show that the infected horses may have a 50 percent greater incidence of the disease ("Equine Diseases").

As shown on Works Cited Page:

Patton, Charles. "Mathematical Analysis and Brain Function." <u>Science Today</u> 7 May 2003. 7 July

    2004 <http://www.sciencetoday.com/mathematics/2003/asp>.

Example of sentence with a parenthetical citation taken from the above source:

    The research director of the project at the University of Delaware used a statistical model that required the researchers to use at least 75 high school seniors for the experiment (Patton).

10. Some final notes on punctuation of parenthetical citations:

- Do not use a comma or period between the material you are citing and the citation.
- Do not use a comma between the author's last name and the page number.
- Use commas only to separate the author's last name from the title or to indicate nonconsecutive pages. (Curtis, <u>Skateboarding</u> 192) (Curtis 13, 17, 21)
- Indicate consecutive pages with a hyphen. (Smith 62-65)
- Place the period for the sentence after the parentheses.

> Remember that the parenthetical citations lead the reader directly to the Works Cited Page. This applies to all types of sources (print, electronic, video, etc.)

Writing the Works Cited Page

In order to give credit to the sources you used in preparing your research paper, you must prepare a list of works cited. You may know this list as a bibliography.

- The words *Works Cited* are centered at the top of the page.

- The materials you used in preparing your paper are listed alphabetically by the author's last name. If there is no author, list the material by title, ignoring the words *a*, *an,* and *the*.

- The first line of each entry starts at the left margin. The second and any subsequent lines are indented five spaces.

- An entry in a list of works cited generally has three main divisions-- author, title, and publication information-- and each is followed by a period and two spaces.

- Each entry ends with a period.

- The entire page is double-spaced.

- No source should appear on the works cited page that is not referred to in the text of the paper.

- Pay close attention to format: order, spacing, and punctuation.

Note: Some assignments may not require documentation. In that case, the list of sources used in the preparation of the paper would follow the guidelines above but would be called *Works Consulted*.

> If you have sources that are different from the samples provided, consult the <u>MLA Handbook for Writer of Research Papers</u>, 6th edition, or see your teacher.

Sample Works Cited Page

Works Cited

Allen, Joseph J. "Never Give Up." <u>The New Yorker</u> 15 Oct. 1999: 55-57.

Bohlin, Karen E. <u>Language and the Past: Verbal Artistry in Frost, Stevens, and</u>
        <u>Moore</u>. San Francisco: Jossey-Bass Publisher, 1978.

- - -, ed. <u>Wallace Stevens: A Collection of Critical Essays</u>. Englewood Cliffs:
        Prentice, 1968.

Burke, Lisa R. " An Overview of Internet Access." <u>Science & Technology</u> 9 Jan.
        1998. 15 May 2002 <http://www.inform/sci.tech/access.html> .

Campbell, Carol. "Baby M No More." <u>The Record</u>. 12 Dec. 1998. <u>Big Chalk</u>
        <u>Library</u>. 16 Oct. 2003 <http://www.bigchalklibrary.com/babymnomore/>.

Freeman, D.S., ed. <u>Thoughts on Roman Civilization</u>. Los Angeles: Wood &
        Sons Publishing Co., 2000.

"Gateway to Fun." <u>Sports Illustrated</u> 12 Jan. 2003: 34-40.

<u>The Holy Bible: New International Version</u>. New York: Zondevan, 1984.

"Kushnov, Sergei." <u>Who's Who in Sports</u>. 13th ed. 2002.

Lawrence, Stephen. "Alternate Methods in Medical Research." <u>Washington</u>
        <u>Times</u> 11 Aug. 2001. 24 Nov. 2002
        <http://www.washingtontimes.com/>.

"Roman Alphabet." <u>The Universal Encyclopedia</u>. New York: Educational Press,
        Inc., 2001.

Schulman, Marc. "Korean War." <u>World History: 20th Century</u>. CD-ROM.
        New Rochelle, NY: MultiEducator, Inc., 1999.

Steffensen, James L. <u>Ancient Rome</u>. Universal History of the World. Vol. III.
        New York: Golden Press, 1966.

Sample Works Cited Entries

<u>Books</u>

One Author
Smith, John. <u>Fun for Everyone</u>. Chicago: Bantam, 1995.

Two or More Books by the Same Author
Bohlin, Karen E. <u>Language and the Past:</u>. San Francisco: Jossey-Bass Publisher, 1978.

- - - , trans. <u>Sir Gawain and the Green Knight</u>. New York: Norton, 1965.

Two or Three Authors
Adams, Mary, and Steven Johnson. <u>Inexpensive Hobbies</u>. Chicago: Harper, 1992.

Brown, Joseph, Ann March, and Seth Wright. <u>Travel in Style</u>. Los Angeles: Appleton, 1996.

More Than Three Authors
Sharp, Mary, et al. <u>The History of Archery</u>. New York: Random House, 1987.

Corporate Author
American Council of Sports. <u>NCAA Records</u>. Baltimore: American Council of Sports, 1997.

Author Unknown
<u>The Holy Bible: New International Version</u>. New York: Zondervan, 1984.

Editor
Klaus, Thomas, ed. <u>Leisure Time</u>. Columbus: Merrill, 1998.

Without Editor
"Alfalfa Weevil." <u>The World Book Encyclopedia</u>. 1997 ed.

Book in a Series
Simpson, Anne. <u>Willa Cather</u>. Twayne's World Author Series. 632. Boston: Twayne, 1990.

Foreword, Introduction, Preface, or Afterword
Dante, Joe. Foreword. <u>The Christopher Lee Filmography</u>. By Tom Johnson and Mark A. Miller.

Jefferson, NC: McFarland, 2004. xix - xx.

<u>Pamphlet</u>
<u>Fire Safety</u>. Chicago: City Publishers, Inc., 2000.

<u>Articles</u>

Article from a Monthly Magazine
Jacobs, Amy. "The Decline of Sportsmanship." <u>Glamour</u> May 1997: 73-81.

Article from a Weekly Magazine
Smith, George C. "Smart Use of Leisure Time." <u>Newsweek</u> 21 Mar. 1997: 53-55.

Signed Article from a Daily Newspaper
    White, Charles. "Champions Again." <u>Columbus Dispatch</u> 18 July 1996: C6.

Unsigned Article from a Daily Newspaper
    "Commission to Change Rules." <u>New York Times</u> 21 Sept. 1996: A14.

Signed Article in a Reference Book
    Thomas, Richard C. "Skiing." <u>Encyclopedia Britannica</u>. 1987.

Unsigned Article in a Reference Book
    "Ireland." <u>Geographical Encyclopedia</u>. 10th ed. 1975.

<u>Map, Chart, Graph, or Photograph</u>

    White, Charles. "Champions Again." Photograph. <u>Columbus Dispatch</u> 18 July 1996: C6.

<u>Government Documents</u>

    United States. Federal Communications Commission. <u>Report On Television Sports</u>

        <u>Broadcasting</u>. Washington: Government Printing Office, 1995.

<u>Film or Video</u>

    <u>The Life of the Grizzly Bear</u>. Dir. Frank Smith. Nature Films, 1996.

<u>Radio or Television Programs</u>

    "Men of Steel." <u>Nightline</u>. ABC. WTVN, Columbus. 3 Mar. 2003.

<u>Interviews</u>
Personal Interview
    Green, Jeanette. (Personal, Telephone, E-mail) Interview. 7 Nov. 2003.

Broadcast Interview
    Giovanni, Nikki. Interview with Scott Simon. <u>Weekend Edition</u>. NPR. WBUR, Boston.

        6 Dec. 2002.

<u>Almanac</u>

    "Title of table or list." <u>The World Almanac and Book of Facts</u>. 1997: 648.

<u>Work in an Anthology</u>

    Davis, Joan. "The Salem Witch Trials." <u>Witchcraft: Facts and Fiction</u>. Ed. James Walker.

        New York: Random House, 1995. 35-48.

<u>Special Print Sources Available in GLHS Media Center</u>
CQ Researcher
    Landers, Robert K. "New Deal for the Family." <u>CQ Researcher</u>. 51. 113. Ed. Sandra Stencel.

        Washington: Congressional Quarterly, Inc., 25 July 1996: 551-553.

Information Plus

Blair, Cornelia, Nancy R. Jacobs, and Jacquelyn Quiram, eds. <u>Homeless in America: How Could

It Happen Here?</u> Information Plus. Wylie: Information Plus, 1997.

Facts on File: Issues and Controversies on File

"Israel Orders Nine Palestinians Expelled." <u>Facts on File</u>. 48. 2459. Ed. Stephen Oriofsky.

New York: Facts on File, 1-8 Jan. 1988: 2-3.

Opposing Viewpoints Sources: Current Controversies

Commager, Henry Steele. "Morality Must Guide Foreign Policy." <u>Foreign Policy: Opposing

Viewpoints</u>. Ed. M. Teresa O'Neill. St. Paul: Greenhaven Press, Inc., 1984. 1-4.

Social Issues Resources Series: Print

Knudson, Mary. "The Fight to Safeguard Laboratory Animals." <u>Scientific Americana</u> Mar.

1991: 31-37. Ethics. Ed. Elaine Smith. Boca Raton: SIRS, 1992. Art. 17.

Electronic Sources

On-Line Databases (including Big Chalk Library, Biography Research Center, CQ Press Researcher, Opposing Viewpoints; Findarticles; and Facts.com)

Campbell, Carol. "Baby M No More." <u>The Record</u>. 12 Dec. 1998. <u>Big Chalk Library</u>. 16 Oct.

2003 <http://www.bigchalklibrary.com/babymnomore/>.

Entire Web Site

Jones, John. <u>The Life of Lucy</u>. 2003. 6 May 2004 <http://www.tvweb.com/lucy>.

Short Work from a Web Site

Smith, Sarah. "Secrets of the Antarctic." <u>Discovery Channel</u>. 2002. 24 Feb. 2004.

<http://www.discoverychannel.com/secrets>.

On-Line Periodical (magazine or newspaper)

Lee, Mara. "Breakfast at School Cuts Down on Distractions, Tardiness." <u>Dayton Daily News</u> 19

Oct. 2003. 20 Oct. 2003 <http://www.daytondailynews.com>.

CD Rom

Schulman, Marc. "Korean War." <u>World History: 20th Century</u>. CD-ROM. New Rochelle, NY:

MultiEducator, Inc., 1999.

E-mail

Granger, Alex. "Re: Democracy." E-mail to Sydney H. Bailey. 6 Aug. 2003.

Internet Map, Chart, Graph, or Photograph

Smith, Sarah. "Secrets of the Antarctic." Photograph. <u>Discovery Channel</u>. 2002. 24 Feb. 2004

<http://www.discoverychannel.com/secrets>.

Editing Your Paper

Edit your paper to eliminate these common errors.

- **Fragments, Run-ons, and Comma Splices**

Fragment:	Never having entered the building before that day.
Sentence:	He had never entered the building before that day.
Sentence:	Never having entered the building before that day, he was surprised by the lack of security.
REASON:	A sentence must express a complete thought.

Run-on:	Working at the CIA was exciting Smith encouraged others to apply.
Comma Splice:	Working at the CIA was exciting, Smith encouraged others to apply.
Sentence:	Working at the CIA was exciting; Smith encouraged others to apply.
Sentence:	Because working at the CIA was exciting, Smith encouraged others to apply.
Sentence:	Working at the CIA was exciting, so Smith encouraged others to apply.
Sentences:	Working at the CIA was exciting. Smith encouraged others to apply.
REASON:	Punctuate independent clauses correctly.

- **Subject-Verb Agreement**

Wrong:	The group of shoppers were excited.
Right:	The group of shoppers was excited.
REASON:	*Group*, not *shoppers*, is the subject of the sentence and is singular. It requires the singular verb, *was*.

- **Pronoun-Antecedent Agreement**

Wrong:	Everyone should bring their book.
Right:	Everyone should bring his book.
Better:	All students should bring their books.
REASON:	*Everyone* is a singular indefinite pronoun. It requires a singular pronoun, *his* (or *her*). Avoid the problem of agreement and gender by rewriting the sentence as plural.

- **I, You, He, She**

Wrong:	You should never lie.
Right:	One should never lie**.**
REASON:	A formal paper should be written in third person (one, he, she) not second person (you) or first person (I).

- **Improper Modifier**

Wrong:	Having lost the game, the fans watched the team leave the field.
Right:	Having lost the game, the team left the field.
REASON:	The team lost the game, not the fans**.**

- **Active vs. Passive Voice**

Poor:	Dinner was eaten by everyone**.**
Better:	Everyone ate dinner**.**
TIP:	Use active voice whenever possible.

- **Contractions**

Poor:	We'd agreed to meet at noon.
Better:	We had agreed to meet at noon.
TIP:	In a formal paper, avoid contractions**.**

- **Writing of Numbers**

Wrong:	86 people observed the theft of the painting.
Right:	Eighty-six people observed the theft of the painting.
REASON:	Never start a sentence with a numeral.

Wrong:	3
Right:	three
REASON:	Spell out numbers from one to ten, and use numerals above ten: one . . . ten, 11 . . . If numbers above and below ten occur in the same sentence, be consistent. **Wrong:** We ordered six copies of the 15 textbooks. **Right:** We ordered 6 copies of the 15 textbooks.

Wrong:	two point five percent
Right:	2.5%
Right:	Two-and-a-half percent (if starting a sentence)
REASON:	Except at the beginning of a sentence, use numerals with abbreviations or symbols, such as 5 lbs.; 11 p.m.; 9%; $4; 2"; or $2^{1/2}$; however, when using numbers **infrequently**, you may spell out a percentage or an amount of money **if** you can do so in three or fewer words (four dollars, thirty-six percent; three thousand dollars, eighty-six cents).

Wrong:	March 2nd, 2004
Right:	March 2, 2004 or 2 March 2004
Right:	the 2nd of March
REASON:	Use only numerals for the day, without *st*, *nd*, *th*, etc., in normal month-day-year order. Use the *st*, *nd*, *th*, etc., if the day precedes the month.

- **Names of Individuals**

  Use a person's whole name in the first reference and just the last name in subsequent references. Do not use formal titles (Mr., Mrs., Dr., Professor) in referring to men or women, living or dead.

First use	**Subsequent uses**
Emily Dickinson	Dickinson (not Miss Dickinson)
Albert Einstein	Einstein (not Professor Einstein)
Jonas Salk	Salk (not Dr. Salk)
Gloria Steinem	Steinem (not Ms. Steinem)

Final Copy Format

Disclaimer:

Part of these directions are taken from the <u>MLA Handbook for Writer of Research Papers</u>, 6th ed. However, modifications have been made for high school research papers, and directions given here should not be confused with the MLA format.

Paper:

Use only white $8^{1/2}$ x 11 inch paper. Print on one side of the paper only.

Typing:

When using a computer, check your toner or ink jet cartridge on the printer to make sure you have enough to print the entire paper. **Do not use script or other fancy print,** even for the title page. Times, Times New Roman, or Helvetica and font size 12 are recommended. Check with your teacher if you want to use another size or style.

Margins:

Except for the page numbers, leave one-inch margins at the top, bottom, and right side of the pages. The left margin must be $1^{1/2}$ inches so that once the paper is bound in a folder, the one-inch margin will be maintained. These margins have two exceptions: the title page and page one of the text, on which the text begins $2^{1/2}$ inches down. Paragraph indentions should be five spaces (or one-half inch) from the left margin.

Spacing:

Double space the entire paper, including the outline and works cited page.

Helpful hints for horizontal spacing after punctuation marks:
- Two spaces follow a punctuation mark at the end of a sentence.
- Two spaces follow a colon.
- One space follows a comma, semi-colon, or a period when used with an abbreviation or an initial.

Title of the Paper:

The title of your paper will be listed in three places-- the outline, the title page, and page one of the text.

The **title page** should include the title, your name, the date, and any other information required by your teacher. Formal papers usually **do not** include graphics on the title page.

Page Numbers:

Do not number the title page or outline. The first page of your text is page one.

Proofreading Your Paper

Cautions on the Use of "Spell Check"

Spell check on most computers will indicate only if a word is not spelled correctly. It will not recognize usage errors. Words that are pronounced the same but spelled differently will not be corrected.

Wrong:	Their all here.
Wrong:	There all here.
Right:	They're all here.
Better:	They are all here.

Wrong:	Its my party.
Right:	It's my party.
Better:	It is my party.

Wrong:	It's bark is worse than it's bite.
Right:	Its bark is worse than its bite.

Wrong:	It was to foggy for the great detective two see even too feet ahead.
Right:	It was too foggy for the great detective to see even two feet ahead.

Do not substitute the use of spell check for careful proofreading.

Corrections or Insertions

Proofread and correct your research paper after you print the final copy. Whether or not you did the typing, YOU ARE RESPONSIBLE FOR FINDING AND CORRECTING ANY ERRORS. Corrections can be inserted in typing or neat handwriting in black ink directly above the error, using carets (^). However, if there are more than three corrections per page, the corrected page must be retyped or reprinted.

Final Checklist

Review these questions before you turn in your research paper:

Form

Have you met all the requirements specified by the assignment?

approved topic

number and type of sources

format of source cards and note cards

length of paper

format of final copy

title page

outline

documentation

works cited or works consulted page

typing specifications

due date (According to the <u>GLHS Student Handbook</u>, "Special projects with preannounced deadlines, such as research papers, are due on the assigned date and class period. It is the responsibility of the student to see that such assignments reach the teacher at the beginning of the assigned period.")

Content

Do you have a clearly stated thesis?

Do you have an introduction that catches the reader's attention and introduces your topic?

Does each body paragraph have a clear topic sentence?

Do the body paragraphs adequately develop, support, explain your thesis?

Does your conclusion summarize your paper and restate your thesis?

Style

Is your paper logically organized?

Have you used transitional words and phrases to make your paper flow smoothly?

Are your sentences complete and well constructed?

Are grammar, spelling, and punctuation correct?

INFORMATION FOR A SPEECH

Skeletal Outline for a Speech

<div align="right">Name/Period
Controlling Purpose</div>

<div align="center">Speech Title</div>

INTRODUCTION (Statement of speech purpose)

The introduction should include a way to get the audience's ***Attention***, give them a ***Reason to Listen***, and ***Direct*** the speech into the body. For speeches, this is written out word-for-word.

BODY (The entire body of the outline is double spaced.)

    I.
        A.
            1.
            2.
        B.
        C.
        D.
    TR>
    II.
        A.
        B.
        C.
    TR>
    III.
        A.
        B.
        C.
        D.
        E.

> This section is written in key words or phrases. No complete sentences appear here.

> TR=Transition -- One sentence must be written between each major section to get you from one area to another.

CONCLUSION

The conclusion must have a ***summary or reiteration*** of the major points and some form of concluding ***statement*** that ties back into the introduction. This is also written out word-for-word.

Citation of Sources in a Speech

In place of written, internal citations in a paper, you must verbally cite your sources in a speech. Following are several examples of how this may be done:

"According to James Dobson, author of numerous works on child psychology, aggression in the teenage child can be defined as. . . ."

"In a May 2004 issue of <u>Time</u> magazine, Walter Scott of General Motors stated that . . . ."

"A Gallop Poll just released last month in the <u>Columbus Dispatch</u> indicated that 76% of seniors in high school claim to have tried drugs or alcohol at least once in their high school careers."

"'Live life to the fullest.' 'Grasp life by the reigns and hold on--tightly.' 'Live, and live some more.'" These three bits of wisdom offered by Leo Buscaglia, Victor Hugo, and Samuel Clemens, respectively, show how . . . ."

"Gregory Hines, creative artist and dancer, revealed in a July 2002 interview with <u>Entertainment Weekly</u> that . . . ."

"Of the 25 students surveyed in Mr. Dean's history class at GLHS, 20 students or 80% said that they plan on attending college in the future."

"The web site 'Snail Trail' indicated that most snails will live up to three months longer than normal if there is a greater amount of lime in the soil."

"'Gahanna Lincoln High School has a student body of over 2,300,' according to the Gahanna-Jefferson Public Schools' home page."

"The online article 'Careers of the Future' said that technology jobs will increase by double over the next two years."

Do not cite web pages or search engines as a source--be more specific.

Works Cited for a Speech

In order to give credit to the sources you used in your speech, you must prepare a list of works cited. The materials used in preparing your speech are listed **IN THE ORDER THEY ARE PRESENTED IN THE SPEECH--not alphabetically** as a words cited for a paper would be. The first line of each entry starts at the left margin and the second and any subsequent lines are indented five spaces. The entire page is double spaced. (*Italics* may replace <u>underlining</u>.)

The students and staff of **Gahanna Lincoln High School**

wish to express sincere appreciation to

The Gahanna Area Fund

and

Montell USA Inc.

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