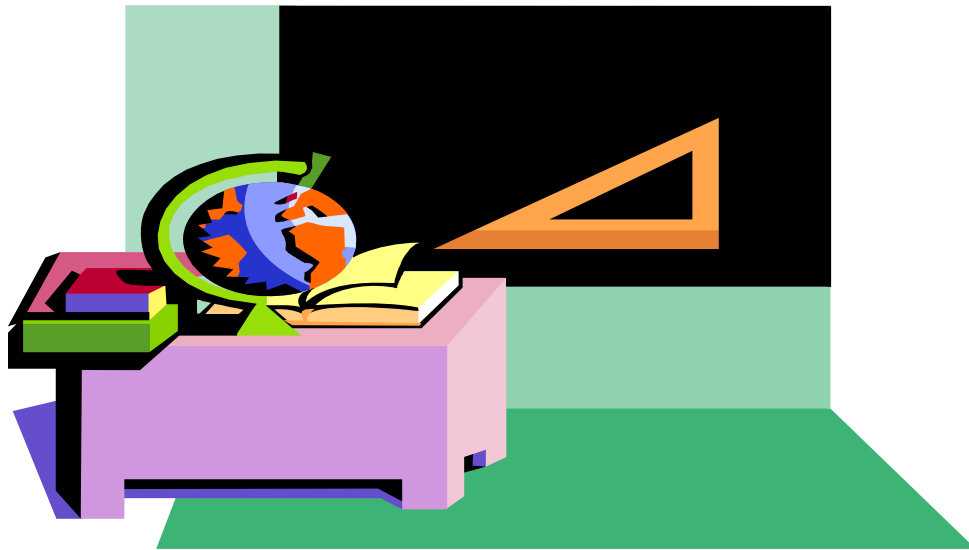


COLONIE CENTRAL HIGH SCHOOL



9-12 RESEARCH GUIDE

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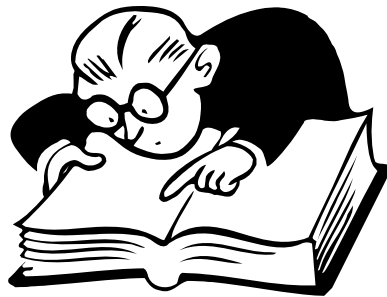
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INTRODUCTION

This guide is designed to help you be successful in writing a research paper by providing you with a research model. This model is a step-by-step guide that standardizes the research writing experience. The guide provides a comprehensive picture of how a research paper is created.

If you are a first time researcher, this guide will take you through each step necessary to complete your project. If you have done a research paper before, you will find the guide a handy reference tool for source documentation and works cited.

Whatever your status, researching and reporting your findings are a valuable and an important learning experience. This guide will make your research endeavor easier.





**RESEARCHERS
ANONYMOUS**

A Twelve-Step Program For Meaningful Research

1. Admit that you have an assignment.
2. Acknowledge that the assignment has a due date and that date is not tomorrow.
3. Concede to your Teacher, the Librarian and fellow students that you need working notes, citations, and a bibliography.
4. Recognize that there exists a resource in the library more powerful than the Internet itself – the Librarian.
5. Make a conscious decision to turn your will and time over to that power and to the Library Staff.
6. Make a list of search terms and ideas in order to face your fear of the unknown.
7. Be prepared with pen, pencil, highlighter and paper to begin note taking.
8. Humbly ask for help in locating print materials. (Please and thank you admittedly help in this area.)
9. Make a list of all resources as you use them, in complete bibliographic form.
10. Take all precautions necessary to ensure that no form of plagiarism occurs, even in the mildest degree.
11. Reread, rewrite and review all your work.
12. See, through questioning and opinion, the advice and approval of the Library Staff regarding the research compiled.

Having carefully followed Steps 1 through 12, acknowledge the value of that inexhaustible (but exhausted) font of information available to you – the Library Staff.

Note: This form is based on a form originally written by Carolyn Gierke and Patricia Reich for Library Media Connection, January 2003.

CHECKLIST

Below, please find the research process broken down into four distinct parts. Use the following checklist as a way to make sure that you have fully completed the task of writing a research paper. Note that within each part there are corresponding pages where you can find additional information.

Check off as each step is completed. Have fun and good luck!

Part 1: The Preliminaries (see page 4)

_____ Step 1: Understanding Your Research Assignment

_____ Step 2: The Due Dates

_____ Step 3: Choosing A Topic

Part 2: The Research (see page 8)

_____ Step 1: Gathering Data

_____ Step 2: Taking Notes

- _____ Note Taking Systems
- _____ Don't Plagiarize
- _____ In-text/Paranthenetical Documentation

_____ Step 3: Clarify or Re-Evaluate your Thesis

_____ Step 4: Organize Your Notes by Writing an Outline

Part 3: Write, Write, Write! (see page 13)

_____ Step 1: Write Rough Draft

_____ Step 2: Works Cited

_____ Step 3: In-text/Paranthenetical Documentation

_____ Step 4: Revise and Rewrite

_____ Step 5: Proof Read

Part 4: Final Product (see page 19)

_____ Step 1: Check Proper Format/Structure

_____ Step 2: Check Documentation

_____ Step 3: Title Page

Part 1 The Preliminaries

Step 1 Understanding Your Research Assignment

- _____ **Read over the instructions** for the assignment to make sure you fully understand what the instructor has in mind and on what basis you will be graded. *Don't worry, your research assignment may seem gigantic but the following steps will make the process more manageable and easier.*

- _____ **Ask your teacher to clarify** any parts of the assignment you do not fully understand. *Don't be afraid to ask questions, other students probably have the same concerns. It is better to ask your teacher about what is confusing you, then to misunderstand the assignment and earn a lower grade.*

- _____ **Browse over the rest of the steps** suggested in this guide to get an overview of the process. Think about how you'll approach each step. *If you focus too quickly on the end product, you may miss some of the important research steps.*

Step 2 The Due Dates

- _____ **Set deadlines for each step of the assignment** (if your teacher has not already done so for you.)

Step 3 Choosing A Topic

- _____ **Make a list of possible topics** (if your topic has not already been assigned by your teacher.) Start recording questions that interest you or ideas for possible topics. *THINK ABOUT: What issues from the class interest you that you are curious or passionate about? Consider the audience for your research paper: what kinds of things have been discussed in class that seemed to interest the class and the instructor? What kinds of issues were touched upon but could use further study and elaboration?*

For example: If you're researching a paper for United States History class, write down questions you wonder about:

*Why did the stock market crash in 1929?
Who was the worst 20th century American President?
Did the Cigarette Smoking Man from X-Files really kill JFK?*



_____ **Choose a topic relevant to the class.** Thumb through the textbook for the class in which your paper was assigned. Browse the table of contents, chapter headings and subheadings, to get an overview of the subject matter. Visit your library and browse in the catalog and reference room to find out what sources are held by the library that may relate to your class. Browse some of the subject-indexed sources on the Internet with the same purpose. Cross any topics off the list that do not relate to your class.

_____ **Brainstorm** what you already know about your topic. You may choose to use the graphic organizer on page 22.

_____ **Develop questions** based on what you want to know or find out about your topic. You may choose to use the “Questions I Need to Answer” sheet on page 23.

_____ **Find out how much is available on your topic.**

- Find out how many books there are in the library on your topic. Go to the Public Access Catalog (PAC) computers in the library and find a book concerning your topic. Use either simple or Boolean searches.
- Use the library’s Online Subscription Databases. Go to www.southcolonieschools.org and click on the “Libraries” link for a complete list of database choices.
- Search the Internet for sources. Try typing your topic into search engines such as:
www.google.com
www.lii.org (Librarians’ index to the internet)

_____ **Decide on your focus.** Concentrate on narrowing your topic. You can narrow your topic by considering a particular approach to the subject, or a sub-topic within it. You might ask yourself key questions, such as the following:

War

- Am I writing of one war or of war in general?
- Which war do I wish to write about? WWI? WWII? The Gulf War?
- Am I concentrating on the history of the war itself, or its causes or outcome?
- What specific events or examples will illustrate my points?

Christopher Columbus

- Am I writing a general biography of his life?
- What part of his life do I want to write about?
- Am I concentrating on his accomplishments or his weaknesses?
- What specific events or examples will illustrate my points?

In deriving a workable focus from your topic, be careful not to narrow it too far.

_____ **Develop a preliminary thesis statement.** Now that you have decided on a focus for your paper, you must create a thesis. This is a sentence that explicitly identifies the purpose of the paper or previews its main ideas. The thesis defines your position on the topic. Your paper should provide convincing evidence to support that view. It is important to develop a working thesis early because it will help direct your thoughts and research; of course your thesis may change as your reading and writing progresses and you begin to incorporate new information.

One way to develop a thesis is to ask yourself questions about the topic and to focus on a central issue or problem that the topic raises. Your answer to this question will be your thesis.

A thesis statement is an assertion, not a statement of fact or an observation.

- **Fact or observation:** People use many lawn chemicals.
- **Thesis:** People are poisoning the environment with chemicals merely to keep their lawns green.

A thesis takes a stand rather than announcing a subject.

- **Announcement:** The thesis of this paper is the difficulty of solving our environmental problems.
- **Thesis:** Solving our environmental problems is more difficult than many environmentalists believe.

A thesis is the main idea, not the title. It must be a complete sentence that explains in some detail what you expect to write about.

- **Title:** Social Security and Old Age.
- **Thesis:** Continuing changes in the Social Security System makes it almost impossible to plan intelligently for one's retirement.

A thesis statement is narrow, rather than broad. If the thesis statement is sufficiently narrow, it can be fully supported.

- **Broad:** The American steel industry has many problems.
- **Narrow:** The primary problem in the American steel industry is the lack of funds to renovate outdated plants and equipment.

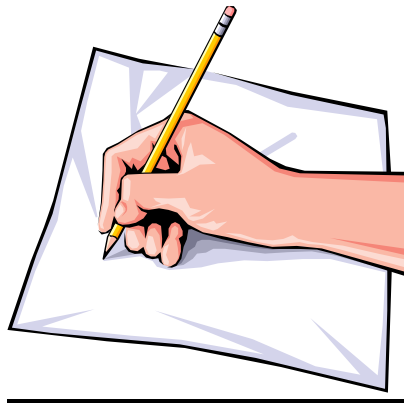
A thesis statement is specific rather than vague or general.

- **Vague:** Hemingway's war stories are very good.
- **Specific:** Hemingway's stories helped create a new prose style by employing extensive dialogue, shorter sentences, and strong Anglo-Saxon words.

A thesis statement has one main point rather than several main points. More than one point may be too difficult for the reader to understand and the writer to support.

- **More than one main point:** Stephen Hawking's physical disability has not prevented him from becoming a world-renowned physicist, and his book is the subject of a movie.
- **One main point:** Stephen Hawking's physical disability has not prevented him from becoming a world-renowned physicist.

You can revise your thesis statement whenever you want to while you are writing your essay. Writers often discover what their real purpose and point is in the process of putting their thoughts into words and then reading what they've written.



Part 2 The Research

Step 1 Gathering Data

This is the step most people think of when they think of "library research." It's a hunt for information in any available form (book, periodical, CD, video, internet), which is pertinent to your chosen focus. Once you know the focus of your research, there are lots of tools and strategies to help you find and collect the information you need.

Your information search should be focused and specific, but you may stumble on valuable information you were not even looking for. Keep an open mind continue learning about your focused topic.

- _____ **Begin your research using an encyclopedia.** It will give you some background information on your topic. Be sure to document the information you need for your works cited page.

- _____ **Locate a non-fiction book on your topic.** Go to the Public Access Catalog (PAC) computers in the library and find a book concerning your topic. Use either simple or Boolean searches. Be sure to document the information you need for your works cited page.

- _____ **Find magazine and/or newspaper articles on your topic.** Use the library's Online Subscription Databases Go to www.southcolonieschools.org and click on the "Libraries" link for a complete list of database choices. Be sure to document the information you need for your works cited page.

- _____ **Search the Internet for sources on your topic.** Pay attention to the quality and authenticity of the information you find, especially if you're using the Internet. (See the Checklist for Evaluating Web Sites on page **33**. Try typing your topic into search engines such as:
 www.google.com
 www.ii.org (Librarians' index to the internet)
Be sure to document the information you need for your works cited page.

***** Every piece of information you collect should have works cited information written down before you leave the library. Use the "Collecting Information For Your Works Cited Page" sheets on pages 24-32 & 40-41.**

Step 2 Taking Notes

_____ **Develop a system for taking notes.** Most researchers recommend using index cards, one for each idea, keyed to the resource you are using. The advantage to this system is that it allows you to group your ideas into the plan you will use without rewriting. You can also add cards at any time without reorganizing your whole system.



NOTE-TAKING

You can use 3 x 5 cards to take down facts (notes) while doing your research. These cards can easily be arranged into paragraphs at the end of your research. Note cards should look like this:

Title of source of information

Page #:

Note: Remember – a good note:

- is in your own words
- not a complete sentence unless a quote
- only the most important information

OR

Note sheets tied to a particular book/magazine/internet sight etc.
For example:

BOOK: In Print



Book Title: _____

Author/Editor: (First, M.I., Last) _____

Publisher: _____

City Published: _____ **Year Published:** _____

Below include as much information as possible (if unavailable, leave blank):

Page Numbers: _____ **Edition:** _____ **Volume:** _____

TAKE YOUR NOTES HERE:

_____ Don't plagiarize.

COPYRIGHT AND PLAGIARISM GUIDELINES

When any work is created, print, non-print or electronic, it is the property of the creators. Copyright law guarantees sole ownership of the work to the creators. It prohibits others from using the work and calling it their own.

Your research paper will present your own perspective, but will contain the ideas, work and words of others writers. **This borrowed material that is quoted, paraphrased or summarized must be documented in citations within your research paper. Plagiarism is stealing someone else's idea and passing it off as your own. AVOID PLAGIARISM – IT IS GROUNDS FOR IMMEDIATE FAILURE!!**

There are three types of plagiarism identified in The Writer's Inc. In **word for word plagiarism**, a researcher repeats the **exact words** of a source without giving the necessary credit. **Paraphrase plagiarism** occurs when a researcher says **basically the same thing as the original source** with just a few words changed. In **spot plagiarism**, a researcher **uses only a source's key words** of phrases as his or her own without giving credit.

PLAGIARISM RULES:

- FACTS THAT ARE NOT COMMON KNOWLEDGE TO YOUR TOPIC MUST BE CITED
- CLARIFY WHOSE IDEA IS BEING PRESENTED. CITE IT IF IT IS FROM A SOURCE. DO NOT CITE IT IF IT IS YOUR IDEA.
- PLACE QUOTATION MARKS AROUND SOMEONE ELSE'S EXACT WORDS.
- YOU MUST CITE A PRAPHRASE OF SOMONE ELSE'S IDEA.
- WHEN PARAPHRASING YOU MUST WRITE THE WHOLE IDEA IN YOUR OWN WORDS NOT JUST CHANGE A FEW OF THE AUTHOR'S WORDS.



In-text parenthetical documentation

IN-TEXT/PARENTHETICAL DOCUMENTATION

The most commonly used contemporary method of citing sources is called in-text or parenthetical documentation. It is a method for indicating the source you used within the writing of the paper. This may occur where you have reworded or quoted from a particular source. In its simplest form, within a set of parentheses, the writer gives the author's last name and the page number.

WHAT TO INCLUDE AS IN-TEXT PARENTHETICAL DOCUMENTATION

- A direct quotation
- An original or controversial opinion or interpretation
- Statistics, figures, or definitions
- A paraphrase of any idea taken from a source

WHAT NOT TO INCLUDE AS IN-TEXT PARENTHETICAL DOCUMENTATION

- Do not cite factual information or quotations that are common knowledge to your topic. (Example: dates of births or deaths)

Step 3 Clarify Or Re-Evaluate Your Thesis

 Check to make sure that the information you are taking down for your notes supports your thesis. If not rewrite your thesis.

Step 4 Organize Your Notes By Writing An Outline

An outline is the bare bones, skeletal frame of your paper. It represents your plan in an organized way, points out gaps in your research, and keeps you on the right track within the boundaries of your thesis.

 Put your notes/note cards into logical groups. Once you have sorted your note cards into the various categories, those headings become the main ideas in your outline. The information on the cards becomes supporting or developing ideas (sub-topics) under the main headings.

The order of your outline will be determined and organized according to the method you chose in grouping and arranging your note cards. (Note that you will have as many main ideas and supporting ideas as your subject matter calls for.)

 Weed out irrelevant information. *Guess what!?* Now that you have all those wonderful notes and citations from your research, you're going to have to get rid of some of them! No matter how profound and interesting the information is, if it doesn't relate to and support the thesis you've chosen, don't try to cram it into the paper--just sigh deeply and set it aside. You'll have an easier time writing if you do this weeding before you start.

 Prepare an outline. You may choose to use the following format.

- Introduction: Includes opening sentence and thesis statement.
- Development:
 - I. First Main Idea (The heading for this entry comes from the heading on the first group of note cards you plan to use in your paper.)
 - A. Supporting Idea (Use the information from the note cards in as many sentences as you need to develop the main idea.)
 - 1. Additional details to support your idea
 - 2. Add as many details as you need
 - B. Supporting Idea
 - 1. Details
 - 2.
 - 3.
 - C. Supporting Idea
 - 1. Details
 - 2.
 - II. Second Main Idea (Use same heading as that on your second group of note cards.)
 - A. Supporting Idea
 - 1. Details
 - 2.
 - B. Supporting Idea
 - C. Supporting Idea
- Conclusion: Review your thesis statement. Summarize the main ideas you have presented. This can be done in a few short sentences and later refined and revised in your draft.



Part 3 Write, Write, Write!

“Often while reading a book one feels that the author would have preferred to paint rather than write; one can sense the pleasure he derives from describing a landscape or a person, as if he were painting what he is saying, because deep in his heart he would have preferred to use brushes and colors.”
Pablo Picasso

Step 1 Write A Rough Draft

_____ **Read over the instructions** for the assignment to make sure you fully understand what the instructor has in mind and on what basis you will be graded.

_____ **Using your outlined notes as a guide**, you can begin to formulate your ideas. Whether you believe it or not, if you have completed the above Parts 1 and 2, you are well on your way to writing the actual research paper. Hopefully, your completed outline will guide in a format that resembles the following:

Introduction

Statement of the problem

Thesis sentence

Body: Paragraphs 1 and 2

History of the problem (Include, perhaps, past attempts at solutions. Work in sources.)

Body: Paragraphs 3 and 4

Extent of the problem (Who is affected? How bad is it? Work in sources.)

Body: Paragraphs 5 and 6

Repercussions of the problem (Work in sources.)

Body: Paragraphs 7 and 8

Future solutions (Not necessarily your own. More sources.)

Conclusion

Summarize your findings

_____ **Developing an introduction:** An introduction is the first paragraph (or paragraphs) of any written work.

An introduction:

- ✓ captures your audience's attention
- ✓ gives background on your topic
- ✓ develops interest in your topic
- ✓ guides your reader to your thesis

How can I write an introduction?

There are **three basic ways** to write an introduction:

1. You can write the introduction after you write the body of your essay.
2. You can write the introduction before you write the body of your essay.
3. You can rough out the introduction first and then focus and revise it once you have written your essay.

Sometimes after writing the rough draft you may find that the focus of your paper has changed. This sequence -- of drafting an introduction and then revising and refining it once the body of the paper is sketched out -- is *very* common.

What goes on in an introduction?

There is no single right form for an introduction to take, but one common form that many writers use is the following:

1. The introduction begins with a broad statement about the main idea.
2. The next statement may include brief background information.
3. The next sentences are more specific, moving closer to the actual thesis of the essay.
4. The final sentence of an introduction often contains a fairly specific version of the main idea; it is the thesis statement

_____ **Paragraph structure:** It helps to think of this portion of your research paper as the “meat” of your writing. It is in this mid section that you must describe your topic and propose ideas and opposing viewpoints surrounding your thesis.

_____ **Writing coherent paragraphs:** Do the paragraphs flow smoothly from one to another? This can be difficult to accomplish. Each paragraph must serve a logical purpose. You must discuss a separate related idea in each paragraph.

Use the following tactics to assist you in writing the body of your paper:

1. Use your outline as a guide.
2. Build your essay around points you want to make.
3. Integrate your sources into your discussion. Summarize, analyze, explain, and evaluate published work, don't just report it.

_____ **Developing a conclusion:** The Conclusion is your **final summary** of your thesis. The following are functions that conclusions serve:

1. To make one last effort to convince the reader.
2. To suggest larger implications now that the evidence has been presented.
3. To provide a satisfying sense of closure.

Sometimes it's difficult to write "good" conclusions. Here are some suggestions to guide you:

1. Make a useful analogy or comparison.
2. Suggest specific actions that the reader should take in light of the information you've provided.
3. Speculate about what your thesis implies for the future.
4. Make a brief remark that sums up your feelings.

Poor endings: Many conclusions are not very effective at all. A great conclusion can really leave your reader feeling fulfilled, but a poor one can cause a tremendous amount of damage to your entire work. Here are some examples of conclusions that **need to be avoided:**

1. The unnecessary summary: Do not restate your entire research paper!!!!
2. The empty cliché: *"So ends the analysis of myself and the question of who am I has been answered in a brief form."*
3. USING THE WORD "I" or "ME" or "YOU"
4. The wastebasket ending: Do not try in the final paragraph to say everything you didn't have room for in the body of the paper.
5. The mirror image (The most common problem): The writer merely repeats the thesis and summarizes the main points--a dull and mechanical conclusion.



_____ **Visual devices for achieving emphasis (Emphasis tells the reader to pay more attention to specific parts):** Sometimes, you want to find ways to bring the reader's attention to a particular idea or part of your paper. *Italics* or underlining are ways to emphasize words or phrases when *necessary*.

**** **Students learning to write research papers are expected to express emphasis primarily through words themselves;** overuse of various emphatic devices like changes of font face and size, boldface, all-capitals, and so on in the text of an essay creates the impression of a writer relying on flashy effects instead of clear and precise writing to make a point.

The simplest way to emphasize something is to tell readers directly that what follows is important by using such words and phrases as *especially, particularly, crucially, most importantly, and above all.*

_____ **Punctuation marks for achieving emphasis:** Some punctuation marks prompt the reader to give a word or sentence more **ATTENTION**.

Example: A dash or colon has more emphatic force than a comma.

- a) The employees were surprised by the decision, which was not to change company policy.
- b) The employees were surprised by the decision--no change in company policy.

_____ **Sentence structure and variation for achieving emphasis**

Example: An abrupt short sentence following a long sentence or a sequence of long sentences is often emphatic.

Now, if possible, put away your rough draft. TAKE A BREAK. Go for a walk, have a snack, - sometimes we need time to clear our minds in order to collect our thoughts. Later, read aloud your rough draft, or as if you were someone else. Watch especially for the need to clarify or add more information. Where are there weak spots? Where have you taken the reader off to Never Never Land on longwinded tangents?

Step 2 Works Cited

_____ Whenever you use another's work you must give credit to your source by documenting what you used on your Works Cited page. A list of the sources used should be attached to the end of your paper. **Begin this list on a new page, in alphabetical order by first word.** If there is no author, start with the title. You should refer to your "Collecting Works Cited Sheet" for this information. See pages **24-32 & 40-41** for examples of Works cited pages. You may choose to create an electronic Works Cited page by using Easy Bib **<http://www.easybib.com>** or another similar site.

Step 3 Check In-text Parenthetical Documentation

_____ In-text parenthetical documentation is a method for indicating the source you used within the writing of the paper. This may occur where you have paraphrased (reworded) or quoted from a particular source. You must give enough information—i.e.: the author's last name and the page number—to describe where the information came from.

Please refer to page **39** in this Student Research Guide for more information on this topic.

Step 4 Revise and Rewrite

_____ **Has the paper addressed the proper requirements?** As you read through your research paper, check to make sure that you have followed the rules and standards set by your teacher – proper font size, margins, citations, etc. Regardless of the audience for which you write make sure that you pay attention to the needs of that audience (in this case – your teacher!!).

_____ **Development of ideas:** Have you adequately addressed all of the topics and ideas in your thesis?

_____ **Coherent paragraphs:** Check your paragraph structure. Does your writing make sense? Are your thoughts carefully separated by paragraphs? Check to make sure that your paragraphs flow from one idea into the next. Otherwise, they may appear as separate “mini-papers.” It can be difficult to write a coherent research paper when using an outline as your guide

1. Could any of the sentences be written more concisely without losing meaning?
2. Are the sentences clear and complete?
3. Are there sentences that announce what you are going to say or that sum up what have already said, and therefore could be cut?



Step 5 Proof Read

_____ **Editing guidelines:**

- _____ 1. Use of specific details
- _____ 2. Consistency of verb tense
- _____ 3. Varied sentence structure, rhythm, and length
- _____ 4. Word choice: clear, effective, concise
- _____ 5. Grammar: pronoun-antecedent agreement, subject-verb agreement, sentence fragments/run-ons
- _____ 6. Spelling
- _____ 7. Punctuation: comma splices, quotations, titles
- _____ 8. Complete sentences, paragraphing, proper capitalization
- _____ 9. Check your Works Cited pages for proper format



Part 4 Final Product

Step 1 Check Proper Format / Structure

- _____ Review once more the requirements of the assignment to make sure you focused your writing efforts on your instructor's expectations. Consider the purpose of the paper, either as set forth in the assignment, or as stated in your thesis statement--did you try to persuade, to inform, to evaluate, to summarize?
- _____ Check overall organization: logical flow of introduction, coherence and depth of discussion in body, effectiveness of conclusion.
- _____ Check paper format requirements including font size and style, margins and # of pages.

Step 2 Check Documentation

- _____ Check to be sure you have included parenthetical documentation within your paper.
- _____ Check to be sure you have included a works cited page for the sources you have used.

Step 3 Title Page

There are many possible formats that can be used for your title page. Follow your teacher's requirements for creating your title page. In most cases, the following information should be included:

- _____ **Your name**
- _____ **Your student identification number**
- _____ **The date:** The date is the due date of the research paper assignment *unless* you are submitting a late paper, in which case the date will be when the paper is submitted.
- _____ **Your teacher's name**
- _____ **The name / title of the course**
- _____ **The name / title of the project:** This information is usually given by your teacher on the assignment sheet for the project itself.



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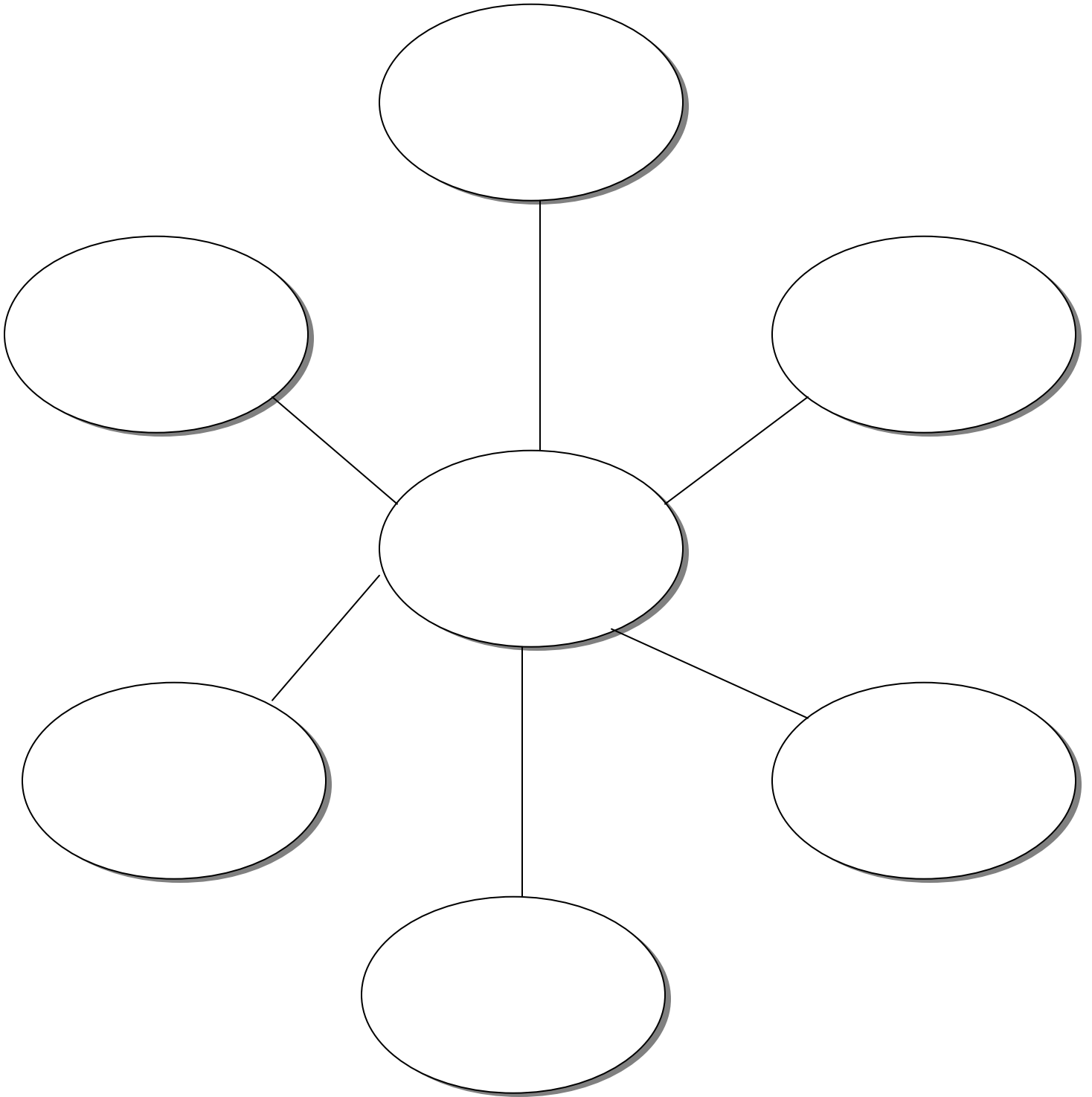
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NOTE CARD SHEET

Name: _____ Teacher: _____ Period: _____

<p>Source Page #</p> <p>Note:</p>	<p>Source Page #</p> <p>Note:</p>
<p>Source Page #</p> <p>Note:</p>	<p>Source Page #</p> <p>Note:</p>

GRAPHIC ORGANIZER





RESEARCH GUIDE



QUESTIONS I NEED TO ANSWER

* Good Research Questions frequently begin with "WHY", "WHAT" and "HOW" and CANNOT be answered with a simple "yes" or "no". *

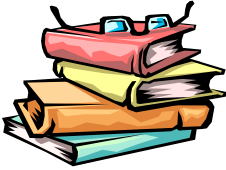
1. _____

2. _____

3. _____

4. _____

5. _____



Book: In Print

Book Title:					
Author/Editor:	(First, M.I., Last)				
Publisher:					
City Published:					
Year Published:					
Below include as much information as possible (if unavailable, leave blank):					
Page Numbers:		Edition:		Volume:	

Remember: Notes are:

- In your own words
- Not complete sentences (unless a quote)

TAKE YOUR NOTES HERE:



Encyclopedia / Reference Book: In Print

Name of Encyclopedia:			
Article Title:			
Below include as much information as possible (if unavailable, leave blank):			
Author/Editor:	<small>(First, M.I., Last)</small>		
Edition:		# of Volumes:	
Publisher:			
City Published:		Year Published:	

Remember: Notes are:

- In your own words
- Not complete sentences (unless a quote)

TAKE YOUR NOTES HERE:



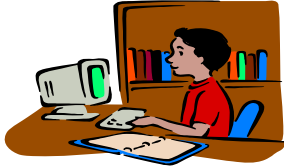
Encyclopedia / Reference Book: Online Database

Name of Encyclopedia:			
Article Title:			
Below include as much information as possible (if unavailable, leave blank):			
Author/Editor:	(First, M.I., Last)		
Publisher:			
City Published:			
Year Published:		Date Accessed:	(Day, Month, Year)
Database Name: Optional; Ex: Opposing Viewpoints, Junior Edition K12			
Subscription Service: Optional; Ex: Newsbank, NOVEL			
Library with Subscription:			
City Accessed From:		Found via:	<input type="checkbox"/> Keyword <input type="checkbox"/> Path <input type="checkbox"/> Url

Remember: Notes are:

- In your own words
- Not complete sentences (unless a quote)

TAKE YOUR NOTES HERE:



Encyclopedia / Reference Book: Online

Name of Encyclopedia:	
Article Title:	
URL of Web Page: Ex: http://www.zdnet.com , http://www.msn.com	
Date Accessed:	(Day, Month, Year)
Below include as much information as possible (if unavailable, leave blank):	
Author/Editor:	(First, M.I., Last)
Publisher:	
Date Published: When was this source published or last updated?	

Remember: Notes are:

- **In your own words**
- **Not complete sentences (unless a quote)**

TAKE YOUR NOTES HERE:



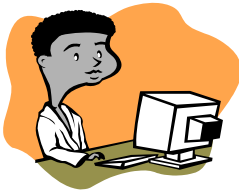
Magazine: In Print

Article Title:			
Magazine Name:			
Below include as much information as possible (if unavailable, leave blank):			
Author/Editor:	(First, M.I., Last)		
Date Published:	(Day, Month, Year)	Page Numbers of Article:	

Remember: Notes are:

- In your own words
- Not complete sentences (unless a quote)

TAKE YOUR NOTES HERE:



Magazine: Online Database

Article Title:					
Magazine Name:					
Date Accessed:		(Day, Month, Year)			
Database Name: Optional; Ex: Opposing Viewpoints, Junior Edition K12					
Service Name: Optional; Ex: Newsbank, NOVEL					
Library with Subscription:					
City Accessed From:					
Below include as much information as possible (if unavailable, leave blank):					
Author/Editor:		(First, M.I., Last)			
Date Published:	(Day, Month, Year)	Found via:	<input type="checkbox"/> Keyword <input type="checkbox"/> Path <input type="checkbox"/> URL	Page Numbers of Article:	

Remember: Notes are:

- In your own words
- Not complete sentences (unless a quote)

TAKE YOUR NOTES HERE:



Newspaper: In Print

Article Title:			
Newspaper Name:			
Date Published:	(Day, Month, Year)		
Below include as much information as possible (if unavailable, leave blank):			
Author/Editor:	(First, M.I., Last)		
Section:	(Letter or Number)	Page Numbers of Article:	

Remember: Notes are:

- In your own words
- Not complete sentences (unless a quote)

TAKE YOUR NOTES HERE:



Newspaper: Online Database

Article Title:					
Newspaper Name:					
Date Published:	(Day, Month, Year)	Date Accessed:	(Day, Month, Year)		
Database Name: Optional; Ex: Opposing Viewpoints, Junior Edition K12					
Subscription Service:					
Optional; Ex: Newsbank, NOVEL					
Library with Subscription:					
City Accessed From:					
Below include as much information as possible (if unavailable, leave blank):					
Author/Editor:		(First, M.I., Last)			
Section:	(Letter or Number)	Page Numbers of Article:		Found via:	<input type="checkbox"/> Keyword <input type="checkbox"/> Path <input type="checkbox"/> URL

Remember: Notes are:

- In your own words
- Not complete sentences (unless a quote)

TAKE YOUR NOTES HERE:



Web Site: Online

URL of Web Page: Ex: http://www.zdnet.com , http://www.msn.com .	
Date Accessed:	(Day, Month, Year)
Below include as much information as possible (if unavailable, leave blank):	
Page Title:	
Name of Web Site: Ex: ZDNet, MSN, The Weather Channel.	
Author/Editor:	(First, M.I., Last)
Institution Associated With: Ex: Dept. of Lit., Stanford U.	
Date Published: When was this source published or last updated?	(Day, Month, Year)

Remember: Notes are:

- In your own words
- Not complete sentences (unless a quote)

TAKE YOUR NOTES HERE:

Checklist for Evaluating Websites

The more often you answer “yes” to the questions below, the more reliable the source is likely to be.

Criterion #1: *Authority*

1. Is there an author or person responsible for the page? (look for major associations e.g. The American Cancer Society, National Geographic Society...)
2. Are the person’s qualifications listed?
3. Does the site belong to a larger group whose purpose is explained?
4. Date (How recent is the website, how recently has it been updated?)

Criterion #2: *Accuracy*

1. Is the site free of grammatical and spelling errors as far as you can tell?
2. Is a bibliography or works cited included?

Criterion #3: *Point of View*

1. Is the information free of advertising?
2. Is the information free of bias toward a particular point of view?

Criterion #4: *Recency*

1. Is there a date indicating when the page was last updated, and is it current?

Criterion #5: *Coverage*

1. Does the page appear complete?

EXAMPLES OF COMMON WORKS CITED FORMS

List in alphabetical order, letter by letter, by first word – other than “A”, “An”, or “The”. If there is no author, start with the title.

WHOLE BOOKS

When citing books, provide the following general categories of information:

Authors last name, first name. Book title. Additional information. City of publication: Publishing company, publication date.

Entries illustrating variations on this basic format appear below.

ONE AUTHOR

Ruiz, Ramon Eduardo. Triumphs and Tragedy: A History of the Mexican People. New York: Norton, 1992.

TWO OR THREE AUTHORS

Gilbert, Sandra M., and Susan Gubar. The Madwoman in the Attic: the Woman Writer and the Nineteenth Century Literary Imagination. New Haven: Yale UP, 1979.

FOUR OR MORE AUTHORS

Gatto, Joseph, et al. Exploring Visual Design. 2nd ed. Worcester: Davis, 1987.

A WORK IN AN ANTHOLOGY

Silko, Leslie Marmon. “The Man to Send Rain Clouds.” Imagining America: Stories from the Promised land. Ed. Wesley Brown and Amy Ling. New York : Persea, 1991. 191-95

PARTS OF BOOKS

AN ESSAY, CHAPTER, POEM OR SHORT STORY

Cather, Willa. “Joseph and His Brothers.” Cather: Stories, Poems, and Other Writings. Comp. By Sharon O’Brien. New York: Viking 1992. 859-71.

A REPRINTED ARTICLE OR ESSAY (one previously published elsewhere)

Searle, John. “What Is A Speech Act?” Philosophy in America. Ed. Max Black. London: Allen, 1965. 221-39. Rpt. in Readings in the Philosophy of Language. Ed. Jay F. Rosenberg and Charles Travis. Englewood Cliffs: Prentice, 1971. 614-28.

EXAMPLES OF COMMON WORKS CITED FORMS CONTINUED

MAGAZINES, ENCYCLOPEDIAS, NEWSPAPERS

When citing articles in periodicals, provide the following general categories of information.

Author's last name, first name. "Article title." Periodical title Date: inclusive pages.

Entries illustrating variations on this basic format appear below.

AN ARTICLE IN A WEEKLY MAGAZINE

Smith, Shelly. "Baseball's Forgotten Pioneers." Sports Illustrated 30 Mar. 1992:72.

AN ARTICLE IN AN ENCYCLOPEDIA OR OTHER ALPHABETICALLY ARRANGED REFERENCE WORK

"Zuni." Encyclopedia Britannica: Micropaedia. 1992 ed.

A SIGNED ARTICLE IN AN ENCYCLOPEDIA

Brownell, Robert L. "Whale." Encyclopedia Americana. 1991 ed.

A SIGNED ARTICLE IN A NEWSPAPER

Barringer, Felicity, "Where Many Elderly Live, Signs of the Future." New York Times 7 Mar. 1993, nat. ed., Sec. 1: 12

CD-ROMS

When citing information from CD-ROMs, provide the following general categories of information:

Author's last name, first name. "Article title of printed source or printed analogue." Periodical title of printed Source or printed analogue Date: inclusive pages. Title of databse. CD-ROM. Name of vendor or computer service. Electronic publication date or date of access.

Entries illustrating variations on this basic format appear below.

PERIODICAL PUBLICATION WITH PRINTED SOURCE OR PRINTED ANALOGUE FROM CD-ROM

West, Cornel. "The Dilemma of the Black Intellectual." Critical Quarterly 29 (1987): 39-52. MLA International Bibliography.

CD-ROM. Silver Platter. Feb. 1995.

NONPERIODICAL PUBLICAION FROM CD-ROM

Cinemanía 97. CD-ROM. Redmond: Microsoft, 1996.

EXAMPLES OF COMMON WORKS CITED FORMS CONTINUED

MEDIA AND OTHER SOURCES

AN INTERVIEW THAT YOU HAVE CONDUCTED

Jackson, Jesse. Personal interview. 15 July 1998.

A TELEVISION PROGRAM

“The Hero’s Adventure.” Moyers: Joseph Campbell and the Power of Myth. Prod. Catherine Tatge. PBS. WNET, New York. 23 May 1988.

A FILM

The Last Emperor. Dir. Bernardo Bertolucci. With John Lone and Peter O’Toole. Columbia, 1987.

RECORDINGS

Mozart, Wolfgang A. Cosi Fan Tutte. Record. With Kiri Te Kanawa, Frederica von Stade, David Rendall, And Philippe Huttenlocher. Cond. Alain Lombard. Strasbourg Philharmonic Orch. RCA, SRL3-2629, 1978.

Simon, Paul. “Under African Skies.” Graceland. Audiotape. Warner, 4-25447, 1986.

EXAMPLES OF COMMON WORKS CITED FORMS FOR SOURCES FROM THE WORLD WIDE WEB

When citing information from Internet and World Wide Web sources, provide the following general categories of information:

Author's last name, first name. "Article title" or Book title. Publication information for any printed version. or subject line of forum or discussion group. Indication of online posting or home page. Title of Electronic journal. Date of electronic publication. page numbers or the numbers of paragraphs or sections. Name of institution or organization sponsoring Web site. Date of access to the source <electronic address or URL>.

The speed of change in the electronic world means that particular features for citing Internet and Web sources are constantly evolving. The best way to confirm the accuracy of your citations is to check the MLA Web site (<http://www.mla.org>)

Entries illustrating variations on the basic format appear below and are numbered to facilitate reference.

A Personal Site

Hawisher, Gail. Home page. University of Illinois Urbana-Champaign/The Women, Information Technology, And Scholarship Colloquium. 18 Mar. 1998 <<http://www.art.uiuc.edu/wits/members/hawisher.html>>

A Book

Conrad, Joseph. Lord Jim. London: Balckwood, 1900. Oxford Text Archive. 12 July 1993. Oxford University Computing Servies. 20 Feb. 1998 <<ftp://ota.ox.ac.uk/pub/ota/public/english/conrad/lordjim.1824>>.

A Poem

Hampl, Patricia. "Who We Will Love." Women Before an Aquarium. Pittsburgh: U of Pittsburgh P, 1978: 27-28. A Poem a Week. Rice University. 13 Mar. 1998 <<http://www.ruf.rice.edu/~alisa/June24html>>.

An Article in a Journal

Bieder, Robert A. "The Representation of Indian Bodies in Ineteenth-Century American Anthropology." American Indian Quarterly 20.2 (1996). 28 Mar. 1998 <<http://uoknor.edu/aiq/aiq202.html#beider>>.

A Posting to a Discussion List

Inman, James. "Re: Technologist." Online posting. 24 Sept. 1997. Alliance for Computers in Writing. 27 Mar. 1998 <acw-1@unicorn.acs.ttu.edu>

A Professional Site

MLA on the Web. 25 Nov. 1997. Modern Language Association of America 25 Mar. 1998 <<http://www.mla.org>>.

EXAMPLES OF COMMON WORKS CITED FORMS FOR SOURCES FROM THE WORLD WIDE WEB CONTINUED

An Article in a Magazine

Levine, Judith. "I Surf, Therefore I Am." Salon 29 July 1997. 9 Dec. 1997 <<http://www.salonmagazine.com/July97/mothers.surfing.97029.html>>.

An Article in a Reference Database

"Women in American History." Britannica Online Vers. 98.1.1 Nov. 1997. Encyclopedia Britannica. 10 Mar. 1998
<<http://www.britannica.com>>.

Work from a Subscription Service

Koretz, Gene. "Economic Trends: Uh-Oh, Warm Water." Business Week 21 July 1997: 22. Electric Lib. Sam Barlow High School Lib., Gresham, OR. 17 Oct. 1997 <<http://www.elibrary.com/>>.

A Personal E-mail Message

Penning, Sarah. "Mentor Advice." E-mail to Rai Peterson. 6 May 1995.

EXAMPLE OF PARENTHETICAL DOCUMENTATION WITH WORKS CITED

The method of documentation most widely used today is called parenthetical documentation. This method has largely replaced documentation using endnotes or footnotes. The purpose of a parenthetical reference is to document a source briefly, clearly, and accurately. Brevity can be accomplished in three ways.

1. Cite the author's last name and the page number(s) of the source in parentheses.
2. Use the author's last name in your sentence, and place only the page number(s) of the source in parentheses.
3. Give the author's last name in your sentence when you are citing the *entire* work rather than a *specific* section or passage, and omit any parenthetical reference.

EXAMPLE PARAGRAPH FROM THE TEXT OF A PAPER

More and more people are becoming disillusioned with the promise of Internet diversity, and as they realize that the Internet's demographics mimic real life, their optimism for a truly democratic online society fades. Bill Machrone notes, "The Web is not doing a particularly good job of reaching out to the poor and disadvantaged," and he concludes, "The idea of a new democracy based on electronic pluralism is so far from reality that it's laughable." Stacy Horn, dismayed by "the Internet's testosterone-heavy demographics," decided to provide private accounts for women (qtd. in Elmer-Dewitt 56). According to Philip Elmer-Dewitt, this trend may continue as people "withdraw within their walled communities and never venture again into the Internet's public spaces" (56). Some universities have determined the MUDs are a "frivolous use of computer systems" and have prohibited their use as a "recreational activity that wastes system resources" (Masinter 1).

EXAMPLE WORKS CITED

Barlow, John Perry. "Cyberhood vs. Neighborhood." Utne Reader Mar.-Apr. 1995: 50-56.

Chapman, Gary. "Flamers: Cranks, Fetishists, and Monomaniacs." New Republic 10 Apr. 1995 13-15.

Elmer-Dewitt, Philip. "Battle for the Soul of the Internet." Time 25 July 1994: 50-56.

Kadi, M. "Money Dictates Who Moves into a Virtual Community." Utne Reader Mar.-Apr. 1995 57-60.

Machrome, Bill "What Use is the World-Wide Web?" PC Magazine 5 Dec. 1995: 83.

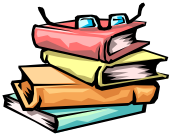
Masinter, Larry, and Erik Ostrom. "Collaborative Information Retrieval: Gopher to MOO." 10 June 1993.

14 Oct. 1996 <ftp://parcftp.xerox.com/pub/MOO/papers/MOOGopher.html>.

Rao, Rajiv. "Alone Together: Will Being Wired Set Us Free?" Fortune 20 Mar. 1995: 94-98.

Schwartz, Evan. "Looking for Community on the Interet." Natinal Civic Review 84.1 (1995): 37-41.

Turkle, Sherry. *Life on Sreen: Identity in the Age of the Internet*. New York: Simon, 1995



Book: In Print

Book Title:		
Author/Editor:	(First, M.I., Last)	
Publisher:		
City Published:		
Year Published:		
Below include as much information as possible (if unavailable, leave blank):		
Page #'s:	Edition:	Volume:



Encyclopedia / Reference Book: In Print

Name of Encyclopedia:	
Article Title:	
Below include as much information as possible (if unavailable, leave blank):	
Author/Editor:	(First, M.I., Last)
Edition:	# of Volumes:
Publisher:	
City Published:	Year Published:



Magazine: In Print

Article Title:			
Magazine Name:			
Below include as much information as possible (if unavailable, leave blank):			
Author/Editor:	(First, M.I., Last)		
Date Published:	(Day, Month, Year)	Page #'s of Article:	



Newspaper: In Print

Article Title:			
Newspaper Name:			
Date Published:	(Day, Month, Year)		
Below include as much information as possible (if unavailable, leave blank):			
Author/Editor:	(First, M.I., Last)		
Section:	(Letter or Number)	Page #'s of Article:	



Web Site: Online

URL of Web Page: Ex: http://www.zdnet.com , http://www.msn.com	
Date Accessed:	(Day, Month, Year)
Below include as much information as possible (if unavailable, leave blank):	
Page Title:	
Name of Web Site: Ex: ZDNet, MSN, The Weather Channel.	
Author/Editor:	(First, M.I., Last)
Institution Associated With: Ex: Dept. of Lit., Stanford U.	
Date Published: When was this source published or last updated?	(Day, Month, Year)



Encyclopedia
/ Reference
Book: Online

Name of Encyclopedia:		
Article Title:		
URL of Web Page:	Ex: http://www.msn.com	
Date Accessed:	(Day, Month, Year)	
Below include as much information as possible (if unavailable, leave blank):		
Author/Editor:	(First, M.I., Last)	
Publisher:		Date Published: When was this source published or last updated?



Encyclopedia
/ Reference
Book: Online
Database

Name of Encyclopedia:		
Article Title:		
Below include as much information as possible (if unavailable, leave blank):		
Author/Editor:	(First, M.I., Last)	
Publisher:		City Published:
Year Published:		Date Accessed: (Day, Month, Year)
Database Name: Optional; Ex: Opposing Viewpoints		Subscription Service: Optional; Ex: Newsbank, NOVEL
Library with Subscription:		
City Accessed From:		Found via: Keyword Path Url



Magazine:
Online
Database

Article Title:		
Magazine Name:		Date Accessed:
Database Name: Optional; Ex: Opposing Viewpoints		Service Name: Optional; Ex: Newsbank, NOVEL
Library with Subscription:		City Accessed From:
Below include as much information as possible (if unavailable, leave blank):		
Author/Editor:	(First, M.I., Last)	Date Published: (Day, Month, Year)
Found via:	___Path ___URL ___Keyword	Page #'s of Article:



Newspaper:
Online
Database

Article Title:		
Newspaper Name:		
Date Published:	(Day, Month, Year)	Date Accessed: (Day, Month, Year)
Database Name: Optional; Ex: Opposing Viewpoints		Subscription Service: Optional; Ex: Newsbank
Library with Subscription:		City Accessed From:
Below include as much information as possible (if unavailable, leave blank):		
Author/Editor:	(First, M.I., Last)	Section: (Letter or Number)
Page #'s of Article:		Found via: ___Keyword ___Path ___URL



Interview:
By You

Person Interviewed:	(First, M.I., Last)
Date Interviewed:	(Day, Month, Year)
How was the Interview conducted?:	___ In Person ___ Telephone ___ E-mail ___ Online

PASSWORDS

The South Colonie School District subscribes to numerous Internet accessible information databases at all age levels.

These are available through our website,
www.southcolonieschools.org

Follow the “Libraries” link, and then click “Passwords”. (These passwords are password protected. The password is “library”).