

WEST ORANGE PUBLIC SCHOOLS

WEST ORANGE, NEW JERSEY

GUIDE TO THE RESEARCH PROCESS

Grades 6 -12

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ACKNOWLEDGEMENTS

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WEST ORANGE, NEW JERSEY

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PREFACE

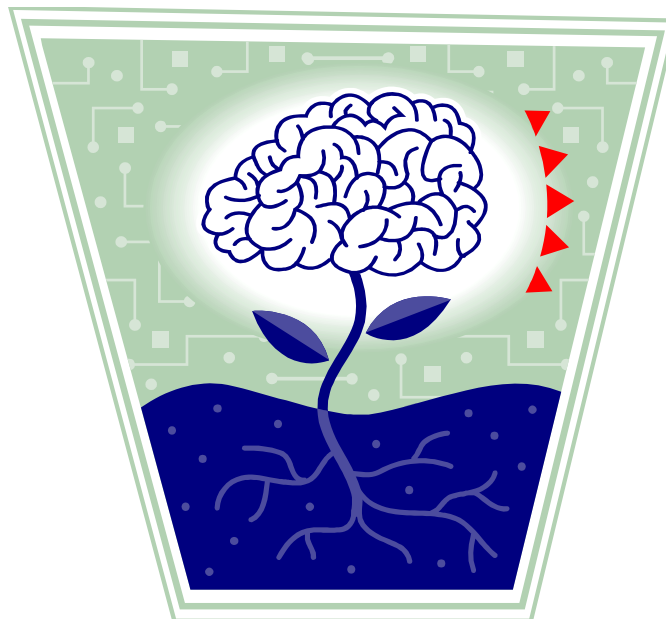
One of the most important academic skills a student will develop is writing research papers. As part of an ongoing commitment to develop student writing skills, the West Orange Public Schools has designed this manual as a student guide for writing the research paper. The research guide provides a well-organized approach to the process of academic discovery and gives direction in all phases of preparing the research paper. This manual is appropriate for all areas of the curriculum, and its use will provide a firm foundation for successful research and research writing. *The Guide to the Research Process* is a teaching resource that can provide a guideline for student research and writing. Teachers should feel free to use as much or as little of this document as suits their instructional goals. This manual is based on the *MLA Handbook for Writers of Research Papers, 7th edition (2009)* published by the Modern Language Association and will be updated with any new releases from this association.



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Steps to Writing a Research Paper

Understanding your Assignment

Listen to your teacher carefully as he or she explains the assignment. Read all directions and begin to envision a timeline for all due dates. Think about your assignment and discuss your ideas with your teacher or parent. Ask any questions you have about the details of the assignment as early as possible. Be sure to ask for help along the way instead of at the last minute.

Choosing your Topic

An important step in writing a research paper is to choose a topic. If your teacher does not assign specific topics and you are allowed to choose your own, keep in mind the following criteria.

- Choose a topic that you find interesting and would like to learn more about.
- Choose a topic that fulfills teacher and course requirements.
- Choose a topic about which information is readily available.
- Avoid topics that are too narrow or will not fulfill the terms of the assignment.

Developing a Focus

General topics such as robots, Thomas Edison, or Shakespeare's tragedies provide convenient sources of information but are too broad for a short research paper. They must be narrowed in order to develop a more focused paper.



Examples of Topics

General Topic	Narrowed Focus
Robots	a. Factors involved in designing robots b. The possible impact of robots on history
Thomas Edison	a. Edison's favorite invention b. Edison's failed inventions
Shakespeare's Tragedies	a. The use of garden imagery found in <u>Hamlet</u> b. The theme of fate in <u>Romeo and Juliet</u>

Adapted from *Monroe Twp. High School Research Manual & Style Guide*. 30 March 2010.
<http://monroenj.schoolwires.com/853653314526/site/default.asp>

Finding Information

As you develop your focus, you should preview information. **LOOK IN:**

• General encyclopedias	• Web sites
• Books	• Databases
• Course textbooks	• Multimedia sources
• Magazines, Newspapers, Journals	• Other sources of information



Remember:

As you find information, write down the source on your "Works Consulted" page so that you can keep track of your research.

Using Library Resources

- Use your school Library Media Center and/or public library. Resources could include the print reference and non-fiction collection, web sites and online databases, e-books, periodicals, newspapers, maps, charts, and other multimedia materials.
- Begin your search by using print and online resources. There are both general and specialized reference materials that cover every subject area. When you have consulted the general sources for your topic, locate the specific references that relate to your area of research.

Primary Sources

Primary sources are those sources created by someone who witnessed an actual event and reflect that person's viewpoint and has not been modified. Examples are: diaries, letters, interviews, laboratory reports, oral histories, autobiographies, maps, charts and pictures.

Secondary Sources

Secondary sources are sources written about primary sources, individuals and events which have been analyzed and interpreted. These sources were not created by people who experienced these events first hand. Examples are: text books, reference books, biographies, and literary criticisms.

- Use the Online Public Access Catalog (**OPAC**) in the Library Media Center, classroom or at home to locate resources. The catalog allows you to search by author, title, subject, or key word. Remember, the greatest resource in the library is your library media specialist. Use him or her to help you find

materials relevant to your topic. Passwords are available for home and remote use of online databases to which the West Orange District subscribes.

Evaluating Sources

You should use the following “W” questions to determine whether or not the source of information you found is going to help you write your research paper.

- **Who** wrote it?

What are the author’s qualifications?
Is he or she qualified to write about this topic?

- **What** is the author’s purpose?

What is the purpose of the Web page? To inform, persuade, entertain?

- **When** was it written? Would newer information change the importance of this information?

- **Where** is the information published?

If it is an online source, who published or sponsored the web page?
Pay attention to the domain in the URL address i.e.: .com; .edu; .org; .gov
Is it a college or university, historic site, Library of Congress, government agency such as NASA, museum, or is it a personal website?

- **Why** is this source relevant to your research? Is it better than others?



Preparing Preliminary Source Cards

Source cards are a good way to help you keep track of your sources of information. Use the cards to help you create your “Works Consulted” page. Label each source card using the format below. Programs such as NoodleBib and EasyBib allow you to create and organize virtual cards as well.

- Use index cards.
- Arrange the cards alphabetically.
- You should assign a new number to each new source of information. Begin with Source #1.
- Be sure to include your name on the back of each card.
- You should write a brief note on the card as a reminder of its use in your research.

Figure 1: Source card for a book

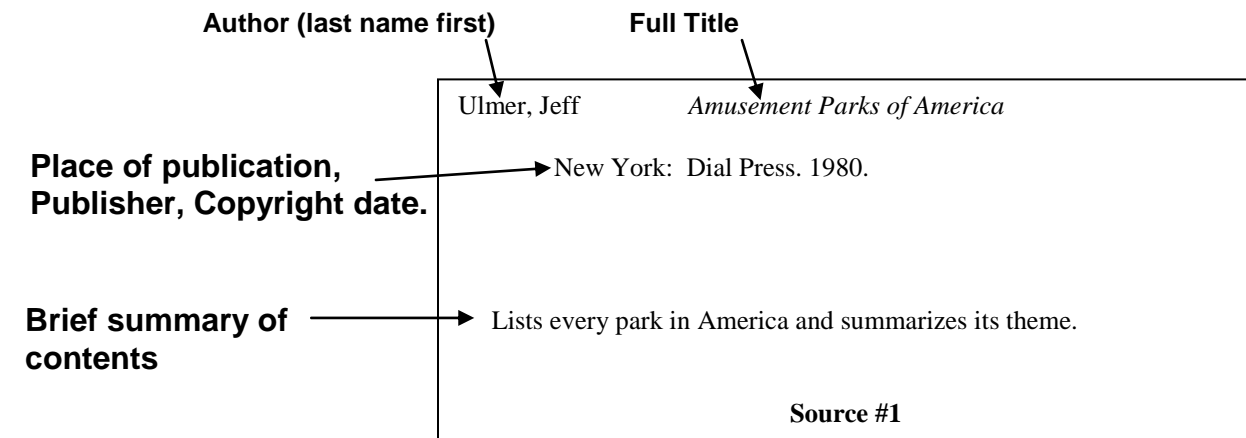
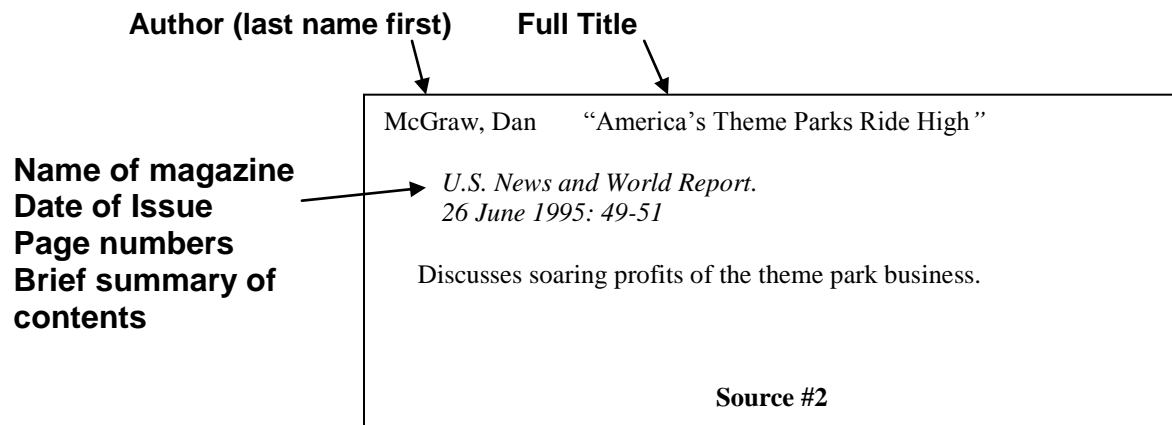
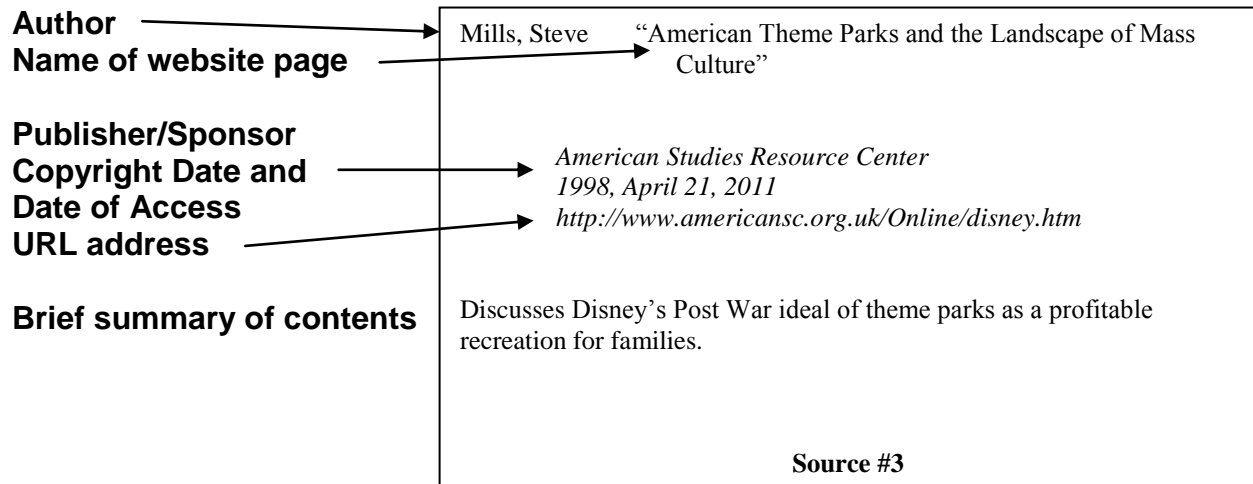


Figure 2: Source card for a magazine article





Developing a Thesis Statement

Now that you have done some preliminary research and you have developed a focus on your topic, you need to make a statement which reflects your own idea about this topic. *Your insight will be your thesis statement.*

- A good thesis statement is a hypothesis which demands further explanation and support.
- It is important to write a focused thesis statement so that when you continue your research, you will know what specific information you will need to support your idea.
- The information in your paper should support your thesis statement.
- The more specific a thesis statement you devise in the early stages of research, the more efficient and productive your note taking will be.
- As you do your research, you may wish to amend or revise your preliminary thesis statement so that your final thesis statement reflects the information you have collected.
- Your final thesis statement will be stated in the introductory paragraph of your research paper and restated in the final paragraph.

Refining a Thesis Statement

- First develop a **question** that your thesis will attempt to answer. You should formulate a **question** that is of interest to you or one that is of great importance to your reader. Alternatively, your question can interpret a potential disagreement or a point of confusion about your topic.
- Assert a specific answer to that question. **This answer is your thesis.** Try to make a point worth arguing – imagine that someone might disagree with the statement, or may not have thought about that idea before.

Some examples from across the curriculum:

Subject: Milton's Paradise Lost

Question: Does Milton's depiction of Satan in Paradise Lost mirror the Greek tragic hero?

Thesis: Milton's Satan imitates the model of the Greek tragic hero.

Subject: The Civil War

Question: What determined the outcome of the Civil War?

Thesis: Economic factors determined the outcome of the Civil War.

Subject: Russian History

Question: How did Peter the Great and Mikhail Gorbachev overcome obstacles to modernize Russia?

Thesis: Peter the Great and Mikhail Gorbachev often reacted to their problems differently, however their reforms and goals had much in common.

Subject: Amusement Parks

Question: Why is the amusement park industry growing?

Thesis: Going to an amusement park is becoming an increasingly popular pastime for people of all ages.

Subject: The Elizabethan Era

Question: Was crime and punishment in the Elizabethan era fair?

Thesis: By twenty-first century standards, crime and punishment in the Elizabethan era appears excessive; however, given the barbaric nature of the people, the penalties befitted the crimes.

Subject: Rainforests

Question: How are human beings affecting the rainforest?

Thesis: The cutting down of trees in the Brazilian rainforest is affecting animal habitats.

Subject: World Languages

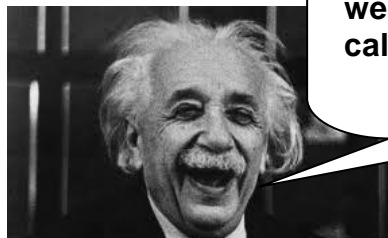
Question: How do languages change over time and in different places?

Thesis: Several factors have made the Spanish spoken in Spain different from the Spanish spoken in Latin America.

Subject: Thomas Edison

Question: What are the twenty-first century implications of Thomas Edison's favorite invention?

Thesis: Because of Thomas Edison's love of his phonograph, we enjoy iPods and MP3s today.



Albert Einstein

If we knew what it was we were doing, it would not be called research, would it?

Building the Outline

An outline is like a builder's blueprint. It helps the writer to organize ideas in an orderly system connecting all parts of the topic. Every idea must relate to the thesis.

- **Step 1:** Organize the general topics that will support your thesis.
- **Step 2:** Do research and **take notes** to find the details that will explain or expand on those general topics.
- **Step 3:** Add details to the general topics to develop

Organizing General Topics to Support Your Thesis

Brainstorm some of the big ideas about your thesis and organize these general topics into a broad, preliminary outline.

Sample Outline:

Biography of a Person

- I. Early Life
 - A. Birth
 - B. Education
 - C. Family
- II. Young Adulthood
 - A. Early career
 - B. Family
 - C. Interesting facts
- III. Later years
 - A. Fame
 - B. Challenges
 - C. Death

Sample Outline:

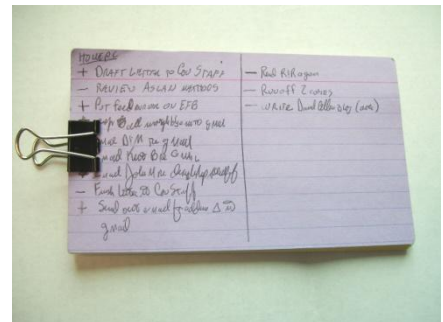
Comparing Peter the Great and Mikhail Gorbachev

- I. Personality traits
 - A. Peter the Great
 - B. Mikhail Gorbachev
- II. Attitudes toward the West
 - A. Western-style dress
 - B. Russian beliefs maintained
- III. Attitudes towards women
 - A. Peter's time
 - B. Gorbachev's time
- IV. Obstacles to reform
 - A. Problems from predecessors
 - B. Inertia and fear of progress



Researching and Taking Notes

Once you find good information, you are ready to take notes. Note taking is the core of your research, so take your time and work carefully. Using someone else's words without using quotation marks is called plagiarism. It is essential to avoid plagiarism when doing research. For more about plagiarism, see 26-27 in this style manual.



Note cards will help you keep track of the details within each source that support your big ideas. Each note card should refer back to a specific source card number. See source card format, pages 10-11.

- Summarize the details.
- Copy the exact words **only** when you wish to use a direct quotation; otherwise, paraphrase (put your notes in your own words).
- Write your notes on index cards according to the example below.
- Arrange your note cards according to the big ideas on your outline.
- Revise your working outline if necessary.
- Label each note card using the format below.

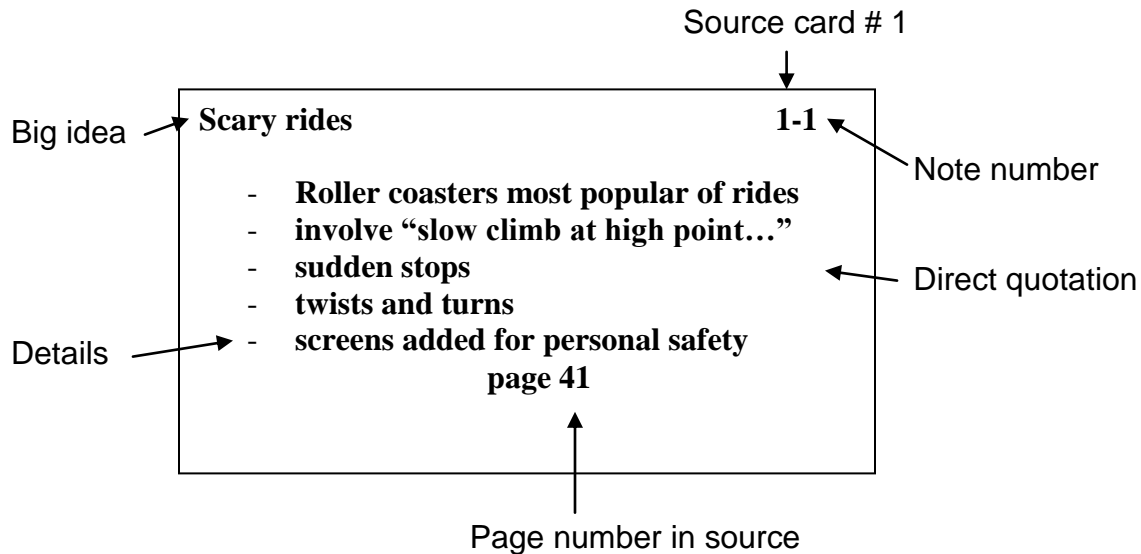
Include on each card:

- The general topic from the outline these notes will support.
- The number of the source you are using.
- The number of each note from this source as follows:
1-1, 1-2, 1-3, and so on. The first number stands for the source, the second for the note card.
- The number of the page where you found the information

When taking notes:

- Use short phrases only
- Paraphrase your notes.
- Create enough notes cards so that you have plenty of information to support your big ideas.
- Copy accurately and completely material you wish to quote directly and enclose it in quotation marks. Use ellipses (...) if you choose to omit some words in a longer quotation. See example below.

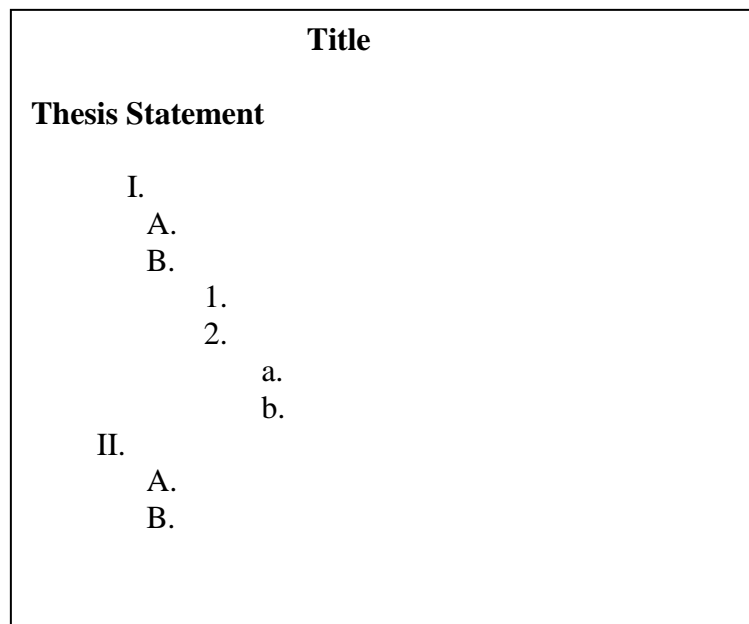
Sample Note card for “Source # 1”



Adding Details

Refer to the following points for help in writing an outline.

- Place the title above the outline and center it one inch from the top of the page.
- Place the thesis statement two lines down, beginning at your left margin.
- Number main headings with Roman numerals.
- Letter the subtopics under the main headings in capital letters.
- Subtopic divisions are given numbers as follows:

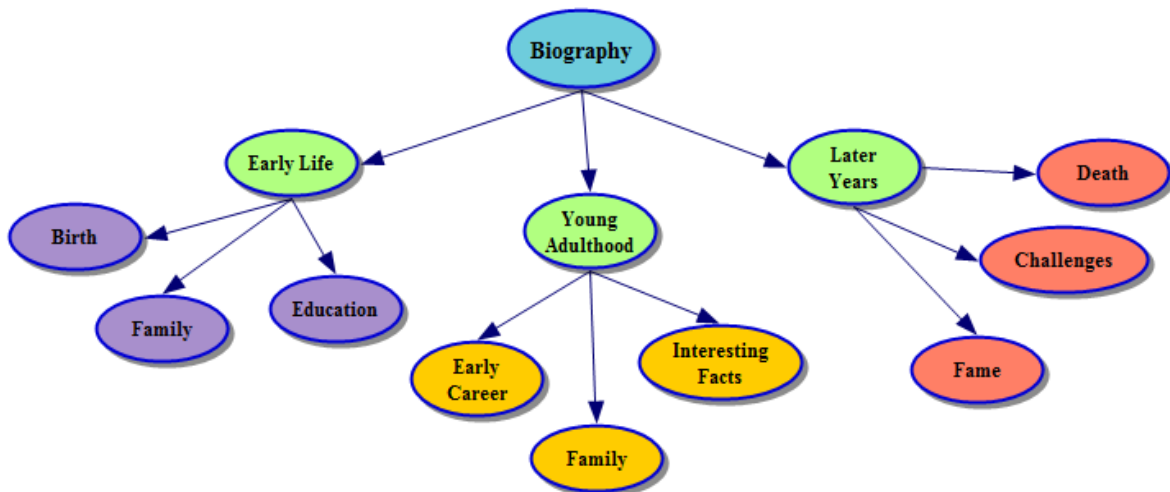


Points to remember:

- Never allow a topic or subtopic to stand alone; use two or more subtopics or none at all. Divisions demand two parts.
- Roman numeral II must follow Roman numeral I and Letter B must follow Letter A.
- Begin each topic and subtopic with a capital letter; otherwise capitalize only proper nouns and proper adjectives. In topic outlining do NOT follow topics with a period.
- Write outline in parallel form. If the first main topic is a noun, the other main topics must also be nouns. If the first subtopic under the main topic is an adjective, the remaining subtopics must also be adjectives.

Brainstorming and Creating a Concept Map

Once you begin to find information, you should organize your ideas by finding connections among all the facts and ideas with which you are working. You can organize these facts and ideas by creating a concept map. This can help you build an outline around related ideas. Using a computer program like “Inspiration” or “Kidspiration” or websites like <http://Bubbl.us> can help you create and organize your concept map.



Sample Outline

Title: Comparing Peter the Great and Mikhail Gorbachev

Thesis: Peter the Great and Mikhail Gorbachev often reacted to their problems differently, however their reforms and goals had much in common.

- I. Personality traits
 - A. Peter the Great
 - 1. Energy and enthusiasm
 - 2. Indomitable will
 - 3. “Common touch”
 - B. Mikhail Gorbachev
 - 1. Eager for change
 - 2. Stubborn nature
 - 3. “Common touch”
- II. Attitudes toward the West
 - A. Western-style dress
 - B. Russian beliefs maintained
 - 1. Peter and torture of prisoners
 - 2. Gorbachev and opposition
- III. Attitudes towards women
 - A. Peter’s time
 - 1. Women in seclusion
 - 2. Peter eases restrictions
 - 3. Wife maintains high profile
 - B. Gorbachev’s time
 - 1. Advocate of women’s rights
 - 2. Wife in public eye
- IV. Obstacles to reform
 - A. Problems from predecessors
 - 1. Peter’s Russia 200 years behind
 - a. Mongol occupation
 - b. Medieval philosophies
 - 2. Gorbachev’s bureaucratic mess
 - a. Military might
 - b. Central planning
 - c. Needs planning and management
 - B. Torpor and fear of progress

Writing the Final Outline

The final outline is a revised version of the working outline. The final outline will contain any revisions necessary as you do your preliminary work on your research paper. As you review your note cards, you may find that some of the material is not useful to support your topic/thesis statement. Now is the time to eliminate all irrelevant material as you prepare to write your final outline.

Writing the First Draft

In writing your research paper, you should remember that a research paper is like a composition. It contains an introduction, a body, and a conclusion.

- Your introductory paragraph or paragraphs focus the reader's attention on the topic or thesis statement clearly and concisely. Your introduction should present your goal, argument, or reason for writing the paper in the first place.
- The body of your paper should support the topic or thesis statement which you have stated in your introduction. It presents your case and supports your stand in a logical coherent fashion. Use the information in your note cards.
- Your conclusion should summarize your research AND restate the now-proven thesis statement.

Proofreading and Revising the First Draft

The final step before handing in your paper is to proofread it carefully. The best way to proofread your paper is to go through it systematically looking for one or two things at a time. If you try to proofread for page numbers, spelling, grammar, and unity and coherence all at the same time, one or more of these elements will suffer. Follow this system for proofreading your paper.

- Check your format. Make sure you have numbered your pages correctly, maintained correct margins, indented paragraphs and other material, checked spacing and set up your title page, outline page, first page, Works Cited, and Works Consulted. Do not read the paper, simply check for format.
- Read through your paper for grammatical and spelling errors. Do not read for content, just look at spelling and grammar. Do not rely solely on spell-checking and grammar-checking programs. A word may be spelled correctly but used incorrectly ("to" for "too" or "there" for "their") and will not be shown as an error.
- Read through the paper for content. Have you left out any words? Are your facts accurate? Does each paragraph follow a logical order?
- Remember to mark your sources. It is time to insert numbers from your source note cards after facts, direct quotations or other people's ideas that you have used in your rough draft.

Creating the “Works Cited” and “Works Consulted” Pages

The “Works Cited” and “Works Consulted” pages are lists of sources used in your research. The “Works Cited” page is a list of all the works you will cite in your text through parenthetical references. The “Works Consulted” page is a list of those references which were consulted during the process of gathering information but NOT used in the actual text as a parenthetical reference. The format for both pages is exactly the same. The “Works Cited” page should appear before the “Works Consulted” page. Entries on these pages are listed alphabetically by the author’s last name. If no author is given, the entries are alphabetized by the first IMPORTANT word of the title (i.e.: not an article).

Example:

The **C**all of the Wild
A **T**ale of Two Cities
To **K**ill a Mockingbird
The **Z**oo Story

Use the author’s name as it is given. Omit titles and degrees.

Example: Jones, Ann (NOT Dr. Ann Jones)

Use only the nearest city to your location, followed by a colon, followed by an abbreviated form of the publisher, followed by a comma then by copyright date.

Example: New York: Heath, 2009

These pages follow the last page of your text and are numbered as part of your paper.

All entries are double-spaced.

Reviewing and Completing Final Checklist

Reread your assignment sheet and review any rubrics you were given, making certain all requirements of assignment have been completed.

Complete your research paper checklist (page 37) carefully making certain all directions have been followed completely.

Samples of MLA “Works Cited” and “Works Consulted” Entries

NOTE: Reflects 2009 update to MLA format*

Print Materials	
Book with:	<p>Basic format for book: Author(s). <i>Title of Book</i>. City of Publication: Publisher, Year of Publication. Medium.</p> <p><i>Note: Works Cited/Consulted page is always double-spaced. For this document, we have single-spaced in order to save space on the page. When doing a paper in MLA format, always remember to double-space the entire paper.</i></p>
One author	Obama, Barack. <i>Dreams from My Father: A Story of Race and Inheritance</i> . New York: Three Rivers, 2004. Print.
Two authors	Cohn, Rachel, and David Levithan. <i>Nick & Nora's Infinite Playlist</i> . New York: Knopf, 2006. Print.
Three authors	Smith, Thomas, Robert Evans, and Jane M. Andrews. <i>The Soviet Union in Transition</i> . Englewood Cliffs: McGraw, 1972. Print.
Four or more authors	Quirk, Randolph, et al. <i>A Comprehensive Grammar of the English Language</i> . London: Longman, 1985. Print.
Corporate author	American Red Cross. <i>First Aid/CPR/AED for Schools and Community</i> . Yardley: American Red Cross, 2006. Print.
No author named	<i>The Holy Bible: New International Version</i> . Grand Rapids: Zondervan, 1984. Print.
Editor(s) only	Craig, Patricia, ed. <i>The Oxford Book of Travel Stories</i> . Oxford: Oxford UP, 1996. Print.
Anthology	Hanberry, Lorraine. <i>A Raisin in the Sun</i> . 1959. <i>Black Theater: A Twentieth-Century Collection of the Work of Its Best Playwrights</i> . Ed. Lindsey Patterson. New York: Dodd, 1971. 221-76. Print.

Reference Book	“Jamaica.” <i>Encyclopedia Britannica</i> . Vol. 5. 2012. Print.
Magazine Article	Basic Format for Periodical: Author(s). "Title of Article." <i>Title of Source</i> Day Month Year: pages. Medium. Klinkenberg, Verlyn. “Our Vanishing Night.” <i>National Geographic</i> Nov. 2008: 102-23. Print.
Newspaper Article	Basic Format for Newspaper: Author(s). “ Title of Article.” <i>Title of Source</i> Day Month Year: edition, section: pages. Medium. Herzenhorn, David M., and Jackie Calmes. “Detroit Bailout Is Set to Bring on More U.S. Oversight.” <i>New York Times</i> . N.p., 7 Dec. 2011. Web. 8 Dec. 2011.
Journal Article	Basic Format for Scholarly Journal: Author(s). “Title of Article.” <i>Title of Journal</i> Volume.Issue (Year): pages. Medium. Smith, Thomas, Robert Evans, and Jane M. Andrews. <i>The Soviet Union in Transition</i> . Englewood Cliffs: McGraw, 2012. Print.
Government Publication	New York State. Commission on the Adirondacks in the 21st Century. <i>The Adirondack Park in the 21st Century</i> . Albany: State of New York, 2010. Print.

***Please note that this is not an exhaustive list. The above samples are for the most commonly found examples of citations. Please refer to the following materials to assist with questions regarding proper source citation in MLA Style:**

MLA Handbook for Writers of Research Papers. 7th ed. New York: Modern Language Association of America, 2009.

Hacker, Diana. *Research and Documentation Online*. 2009. Web.

<http://www.dianahacker.com/resdoc/p04_c08_s2.html#27>.

Stolley, Karl et al. “MLA Formatting and Style Guide.” *The Owl at Purdue*. 2009. Web.

<<http://owl.english.purdue.edu/owl/resource/557/01/>>.

Electronic Materials	
Entire Web Site with:	
Author	Hacker, Diana. <i>Research and Documentation Online</i> . Bedford/Martin, 2012. Web. 22 Nov. 2012. < http://www.dianahacker.com//.html >.
Editor named	Israel, Paul, ed. <i>The Thomas Edison Papers</i> . Rutgers U, 20 Oct. 2012. Web. 22 Nov. 2012. < http://edison.rutgers.edu/ >.
No author named	"The February Revolution in Russia 1917." <i>OnWar.com</i> . Armed Conflict Events Data, 16 Dec. 2000. Web. 9 Feb. 2011. < http://www.onwar.com////feb.htm >.
Web Page with:	
Author	Thomas, Heather. "Elizabeth I Biography." <i>Elizabeth R</i> . N.p., 24 Sept. 2012. Web. 22 Nov. 2012. < http://www.elizabethi.org//.html >.
No author named	"Media Giants." <i>Frontline: The Merchants of Cool</i> . PBS Online, Feb. 2011. Web. 22 Nov. 2011. < http://www.pbs.org/ >.
Article from a Subscription Database	Ruiz, Ruth Ann. "Self-Esteem and Confidence." <i>Teen Health and Wellness: Real Life, Real Answers</i> . Rosen, June 2011. Web. 10 Oct. 2012. < http://www.teenhealthandwellness.com/?search=self%20esteem >.
Online Book	Austen, Jane. <i>Pride and Prejudice</i> . N. pag. <i>Project Gutenberg Online Catalog</i> . Project Gutenberg Literary Archive Foundation, 12 Mar. 2012. Web. 10 May 2012. < http://www.gutenberg.org//.pdf >.
Article from an Online Magazine	Couzin, Jennifer. "Is Happiness Contagious?" <i>ScienceNow</i> 5 Dec. 2012: n. pag. Web. 8 Dec. 2012. < > .
Article from Online Newspaper	Herzenhorn, David M., and Jackie Calmes. "Detroit Bailout Is Set to Bring on More U.S. Oversight." <i>New York Times</i> . N.p., 7 Dec. 2011. Web. 8 Dec. 2011.
Government Publication	United States. Environmental Protection Agency. <i>Drinking Water Standards</i> . N.p., 28 Nov. 2006. Web. 22 Nov. 2011. < http://www.epa.gov//.html >.

Electronic Materials (continued)	
Sound Recording: Music from a free online Web site	The Beatles. "Here Comes the Sun." <i>Abbey Road</i> . Rec. 22 Feb. 1969. Apple, 1969. <i>Deezer</i> . Web. 11 Nov. 2012. < http://www.deezer.com/#home >.
Photograph from a Web site	Curtis, Edward S. <i>Boys in Kaiak - Nunivak</i> . 1928. <i>American Memory: Edward S. Curtis's 'The North American Indian': The Photographic Images</i> . Library of Congress, 13 July 2007. Web. 22 Nov. 2012. < http://memory.loc.gov/html >.
Film Recording on DVD	It's a Wonderful Life. Dir. Frank Capra. Perf. James Stewart, Donna Reed, Lionel Barrymore, and Thomas Mitchell. 1946. Republic, 2012. DVD.
Radio Program on Web	"New Clocks, New Challenges as '24' Returns." On Television. By David Bianculli. National Public Radio. WNYC, New York, 9 Jan. 2009. NPR.org. Web. 10 Jan. 2009. < http://www.npr.org/html?action=1&t=4&islist=true&id=13&d=01-09-2012 >.
Map Image from Online Database	"Peru." Map. World Book Online Reference Center. World Book, 2012. Web. 11 Jan. 2012. < http://www.worldbookonline.com/ >.
Class Presentation	Thomassie, Tynia. "Plato's Views on Love." Advanced Placement Literature. West Orange High School, West Orange. 9 Feb. 2010. Class presentation.
Personal Interview	Wilson, James M. Personal interview. 4 Apr. 2012.



Formatting Requirements for Formal Research Papers

What is MLA, and Why is it Used?

The Modern Language Association of America, or MLA, is a writing style used to create research papers and dates back to the 19th century. It is not the only available style, but it is the one endorsed by the West Orange Public Schools.

Follow these requirements for typed or word processed papers:

1. Double space
 2. Use standard margins: 1" x 1"
 3. Use 12 point, serif font (Times New Roman)
 4. Indent paragraphs five (5) spaces
- Do not use a title page. Instead use the following heading in the top left corner of your first page:
Your Name
Your Teacher's Name
Class
Date assignment is due

	Smith 1
Jeff Smith	
Mrs. Johnson	
English 1	
11 March 2012	
Comparing Peter the Great and Mikhail Gorbachev	

- Follow capitalization and punctuation rules. The title should not be italicized, or placed in quotes unless it is the title of a book or other type of literature.
- Titles used within the composition should be italicized if they are titles of books, newspapers, plays or movies. Titles of short stories, poems, and magazine articles should be enclosed within quotation marks.
- Abbreviations and contractions are not acceptable in formal writing.

- Pages are numbered consecutively throughout the paper in the upper right hand side beginning with the first page. Your last name should appear with the page numbers. The numbers continue through the last page of the paper including the *Works Cited* and *Works Consulted* pages as these are part of the paper.
- Appendices are numbered or lettered separately.
- Written work of more than one page should be stapled (before class) in the upper left hand corner. Do not fold or tear corners.

Academic Honesty

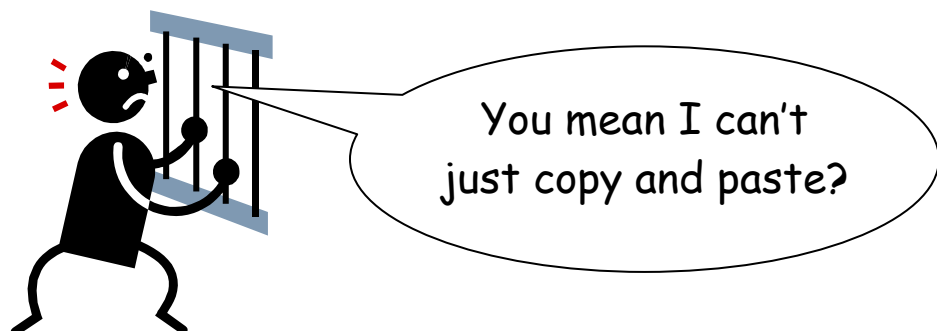
What is Plagiarism?

Plagiarism is when you present an idea that isn't your own and you don't let your readers know that you are using someone else's ideas. Even if you do this by accident, or if you just forget, it is still considered plagiarism.

Here are some examples of plagiarism:

- Reproducing another person's work, whether published or unpublished (This includes using materials from companies selling research papers).
- Submitting as your own any academic exercise (homework) prepared totally or in part by another.
- Allowing another person to change or revise your work substantially and submitting it as your own.
- Using another's written ideas or words without properly giving credit. If a student uses the words of someone else, he or she must put quotation marks around the passage and cite its origin.
- Changing a word or two while leaving the organization and content substantially the same and failing to cite the source.
- Failing to acknowledge study aides such as *Spark Notes*, common reference sources, or material taken from the Internet.

Plagiarism, both intentional and unintentional, will result in serious consequences as noted in the Student Handbook.



Avoiding Plagiarism

When you do research, you have to find information that someone else has already found. Usually this information was gathered by an expert in a particular field who presents the ideas in a book, an article or in an online format. When you use this information **you must document it** by using a citation.

Example 1 - Plagiarism of an author's wording

Original:

On Christmas Day, Ainsworth introduced Dickens to John Forster, critic of the "Examiner." His weighty, mandarin presence, with North Country assertiveness, contrasted with Dickens youthful inexperience.

Plagiarism:

Ainsworth introduced Dickens to John Forster, who was a critic on the "Examiner." Forster's weighty presence and North Country assertiveness contrasted with the personality of the youthful Dickens.

Correct Usage:

Ainsworth introduced Charles Dickens to John Forster whose strong personality impressed the youthful Dickens (Mankowitz 56).

This will go
down on your
permanent
record.



Example 2 - Plagiarism of an author's original ideas

Original:

The car turned off Main Street, the President happy and waving, Jacqueline erect and proud by his side, and Mrs. Connally saying, "You certainly can't say that the people of Dallas haven't given you a nice welcome," and the automobile turning on to Elm Street and down the slope past the Texas School Book Depository, and the shots, faint and frightening, suddenly distinct over the roar of the motorcade, and the quizzical look on the President's face before he pitched over, and Jacqueline crying, "Oh, no, no...Oh, my God, they have shot my husband," and the horror, the vacancy.

Plagiarism:

The horror of Kennedy's last day was marked with irony. Just prior to the shooting, Mrs. Connally remarked that Kennedy was receiving a nice welcome from the people of Dallas. Moments later, Jacqueline was heard calling out that her husband had been shot.

Correct Usages:

Kennedy's final moment alive was touched by deep irony. Immediately prior to the gunshots, Governor Connally's wife said, "You certainly can't say that the people of Dallas haven't given you a nice welcome" (Schlesinger 1025). With his words "the horror, the vacancy," Arthur Schlesinger, special assistant to the President, voiced the private feelings of John F. Kennedy's staff and the universal grief of all Americans (1025).



Citing Sources

A citation is a formal note you make in your work that shows your reader where you got that piece of information. There are special rules for making citations and these rules must be followed carefully. By citing these sources, you are simply saying that you are using someone else's ideas in order to make your own point. By showing where you found your information, you are making your own work stronger. Like any researcher, you are adding to your credibility by acknowledging the work of authorities in your field of research. When you are taking notes and writing your final paper, it is important that you do not plagiarize.

When should you cite?

The chart below shows some common situations when a citation is needed.

Type of information	Explanation
"Gorbachev seemed eager to stop talking about change and to begin making it happen."	Yes. Always cite direct quotation, regardless of how well known the content.
...but the Stalinist system of central planning has caused the USSR to fall far behind in technological and industrial advances.	Yes. Always cite your paraphrase of another writer's conclusion, based on that writer's research and analysis.
Peter and Gorbachev may still be considered advanced thinkers in relation to the majority of Russian society at their respective times.	No. Don't cite paraphrase of general information since you are providing details that can be found in many common sources.
Every year nearly one million Soviets leave their villages and move to overcrowded cities; currently, fifty two cities have populations in excess of 500,000.	Yes. Always cite statistics and analyses that are not common knowledge.
During the Mongol Occupation (1240-1480)	No. Dates of the Mongol Occupation can be found in most reference books on the subject.
The rapid advance of modern science however can render technology obsolete virtually overnight...	No. The rapid advance of technological advancement is common knowledge.

Creating Citations

Creating In-Text Citations using MLA Format

What is in-text (also known as internal or parenthetical) citation?

In-text citation is giving credit to the source of a quote within the text of your paper and not only at the paper's end.

What is a short quotation and how do you cite it?

A short quotation runs no more than four typed lines. It is placed in quotation marks and not indented and is double-spaced within the regular body of text.

What is a long quotation and how do I cite it?

A long quotation runs more than four typed lines. It is set apart from the regular text by being placed on a new line and being indented one inch (ten spaces) from the left margin and is not put in quotation marks.

What are some tips for using the MLA style?

- When providing quotes, include author's last name and page number.
- References in the text must point to specific sources in the Works Cited page.
- Your name and page number must appear in the upper right-hand corner of each page.
- Use a Works Consulted page when you have used sources but have not cited them.



Student's Last Name and page number ½ inch from top right. Use "Insert Page Number" and add your last name.

O'Connor 1

- Student Name
 - Teacher Name
 - Course Title
 - Date Format:
Day Month Year
- All Double-Spaced**

Carolyn O'Connor
Mrs. Tindall
Language Arts
26 May 2012

Center Title

Amusement Park Appeal

New Paragraph:
Indent ½ inch
or 5 spaces

Amusement parks have long been a source of delight for people of all ages. Most parks offer a variety of attractions so that young and old alike will find reasons for returning again and again. There are breathtaking, stomach-dropping roller coasters for daring risk takers, water rides for the overheated who want to cool off, and prize booths for sharpshooters who want to show off their skills. Interspersed among the colorful and cheerful rides are snack bars and restaurants where hungry men and women, boys and girls can have their appetites satisfied. When fatigue sets in, the tired and weary can sit down and listen to musical entertainment or watch special performances. As described in a guide of amusements parks:

Example of a long quote
Note on Long Quotes:
A long quote is 4 lines or more of text.
Indent 1 inch or 10 spaces

No other places appeal so much to the five senses or evince so many good feelings from their visitors. The sight of gray-haired couples walking arm-in-arm in the sunshine while you g couples cling to each other for dear life on the roller coaster is touching. Can anyone resist the romance of the neon lights, the thrill of the flume, the smell of popcorn, the taste of cotton candy? (Ulmer xi)

Most people think of the many different types of rides when they think of amusement parks. The scariest rides are usually the most popular, and it is not unusual to have to wait thirty minutes or more for a two-to-three minute ride. The ride usually involves a slow climb to a high

Student's Last Name and page number ½ inch from top right. Use "Insert Page Number" and add your last name.

First Page Example 2

Gilbert 1

- MLA Guidelines:**
- 1" margins on all sides
 - Double-space type
 - Font: 12 point,
 - Times New Roman

- Student Name
 - Teacher Name
 - Course Title
 - Date Format:
Day Month Year
- All Double-Spaced**

Center Title

**New Paragraph:
Indent ½ inch or
5 spaces**

Marie-Corinne Gilbert
Mr. Throckmorton
Russian History
9 April 2012

Comparing Peter the Great and Mikhail Gorbachev

Peter the Great and Mikhail Gorbachev are two of the greatest reformers in Russian history. Both men inherited backward societies burdened by largely inefficient bureaucracies, and many similarities can be found in their personalities and reforms. The reforms of both men stemmed from their mutual goal of modernizing the Russia of their respective times. Although Peter was able to keep autocratic control over Russian policy, both foreign and domestic, Gorbachev did not possess this absolute power and was greatly influenced by Western public opinion. Although Peter the Great and Mikhail Gorbachev often reacted to their problems differently, their reforms and goals for Russia had much in common.

The condition of Russia and the reforms enacted during their respective terms of power illustrate the numerous similarities between the two men. Not surprisingly, they share many personality traits. Peter the Great (1682-1725), a man of limitless energy and enthusiasm, implemented sweeping reforms to force Russia out of its backward ways and to transform it into a nation equal to

Second Page Example

MLA Guidelines:

- 1" margins on all sides
- Double-space type
- Font: 12 point,
- Times New Roman

Gilbert 2

its European counterparts. His indomitable will provided the driving force behind the transformation of Russia during the eighteenth century. Mr. Gorbachev (b. 1931) also possessed a strong desire for reform, and, as Time magazine once noted, "Gorbachev seemed eager to stop talking about change and to begin making it happen" (Moody 41). Gorbachev, often called stubborn and opinionated (Zucherman 84), reflected Peter's frequent unwillingness to accept opposing ideas or criticisms from others. Both these men also possessed what is frequently referred to as the "common touch."

Example of a short quote

Gorbachev enjoyed mingling with crowds, talking and shaking hands, and wanting to know the real people of Russia. Peter not only talked with the people, he worked with them and among them in shipyards and workshops. As a result, both Peter and Gorbachev changed public perceptions of their offices and roles (Massie 110). One of the most important qualities shared by these two men can be found in their attitudes toward the West. One of Peter the Great's notable trademarks consisted of his habit of wearing European clothes in a time when most Russians still favored traditional dress (Troyat 98). Had it not been for his enormous height, estimated to have been six feet, seven inches, he could have blended into any urban crowd in Western Europe. Similarly, Gorbachev, abandoned the baggy suits of his predecessors and opted for the more stylish Western suit with cutaway fly backs, making him look like one of the Americans on the pavement (Zuckerman 84).

Example of paraphrasing

“Works Cited” Example

MLA Guidelines:

- 1” margins on all sides
- Double-space type
- Font: 12 point,
- Times New Roman

Gilbert 15

Center "Works Cited"

Works Cited

**Hanging indent:
2nd line of entry,
Indent 5 spaces**

Entries are
alphabetized.

Alain, Besancon. “Emperor and Heir, Father and Son.” *Peter the Great*

Changes Russia. Ed. Marc Raeff. 2nd ed. Lexington, MA: Heath,
1972. 160-70. Print.

Avery, Patricia A. “First Ladies at Summit: Matching Charm and Style.” *U.S.*

News and World Report 25 Nov. 1985: 42-44. *MasterFILE Premier*.
Web. 16 Mar. 2010.

Gorbachev, Mikhail. “In His Words.” *U.S. News and World Report* 9 Nov.

1987: 70-79. Print.

Massie, Rohn K. *Peter the Great: His Life and World*. New York: Ballantine,
1985. Print.

Moody, John. “Back to Work, Comrads.” *Time* 17 May 1987: 41. *Academic*

Search Premier. Web. 16 Mar. 2010.

“Peter the Great: Russia’s First Emperor.” *World History: The Modern Era*.

ABC-CLIO, 2010. Web. 16 Mar. 2010.

Troyat, Henri. *Peter the Great*. Trans. Joan Pinkham. New York: Dutton,

1987. Print.

Zuckerman, Mortimer B. “Gorbachev: The Rest of the Story.” *U.S. News and*

World Report 21 Dec. 1987: 84-85. *Academic Search Premier*. Web.
16 Mar. 2010.

“Works Consulted” Example

MLA Guidelines:

- 1” margins on all sides
- Double-space type
- Font: 12 point,
- Times New Roman

Williams 16

Center
"Works Consulted"

Works Consulted

Hanging indent:
2nd line of entry,
Indent 5 spaces

Entries are
alphabetized.

**The difference between
“Works Cited” and
“Works Consulted” is that
on the “Works Consulted”
page, you list ALL of the
works that you
encountered during your
research, even if you did
not cite them in your paper.**

Ageloff, Alan J. “Have You Been to an Amusement Park Lately?”

Amusement Parks of America’s Past and Present. N.p., 14 Mar.

2010. Web. 16 Mar. 2010.

<<http://amusementparks.homestead.com/>.html>.

Baugh, L. Sue. *How to Write Term Papers and Reports*. Chicago: VGM

Career Horizons, 1992. Print.

Kozol, Jonathan. *Amazing Grace: The Lives of Children and the*

Conscience of a Nation. New York: Crown, 1995. Print.

Lauter, Paul, et al., eds. *The Heath Anthology of American Literature*. 2nd

ed. 2 vols. Lexington: Heath, 1994. Print.

McGraw, Dan. “America’s Theme Parks Ride High.” *U.S. News and*

World Report 26 June 1995: 49-51. *MasterFILE Premier*. Web.

16 Mar. 2010.

Modern Language Association. *MLA Handbook for Writers of Research*

Papers. New York: MLA, 2009. Print.

Royster, Charles. *The Destructive War*. New York: Vintage, 1991. Print.

Ulmer, Jeff. *Amusement Parks of America: A Comprehensive Guide*. New

York: Dial, 1988. Print.

Source Cards Check List

SOURCE CARD GUIDELINES	2	1	0
All source cards are neat and legible			
Uses a minimum of four sources, cited properly on individual source cards			
Each source card includes author, title, page number and brief summary of contents			
Each source card has a number on the top right corner			
Name, date, class period, on the back of each card			

TOTAL POINTS _____
GRADE _____
COMMENTS _____

Note Card Checklist

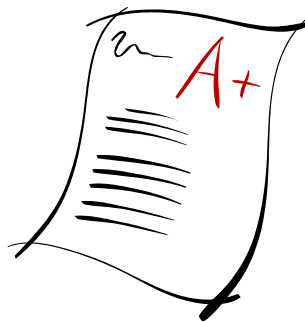
NOTECARD GUIDELINES	2	1	0
Uses a minimum of 20 note taking cards			
Each note card includes the number of the source that you are using in the upper right corner			
Each note card uses a topic line on the upper left corner			
Only one side of the note card is used and each card is paraphrased in your own words			
Name, date, class period, on the back of each card			

TOTAL POINTS _____
GRADE _____
COMMENTS _____



Checklist for Writing a Great Research Paper

- 1. Read the assignment sheet carefully and note any deadlines.
- 2. Choose a topic that interests you and fulfills the assignment.
- 3. Research and take notes from sources on index cards.
- 4. Formulate questions about your topic and develop a preliminary thesis statement.
- 5. Create a concept map to show the relationships of ideas.
- 6. Develop a preliminary outline.
- 7. Organize notes and transfer them to an outline.
- 8. Write information in paragraph form.
- 9. Revise and edit first draft.
- 10. Rewrite a final draft following proper format.
- 11. Reread assignment making certain everything is addressed.
- 12. Review in-text citations.
- 13. Complete “Works Cited” and/or “Works Consulted” pages.
- 14. Complete this “Student Research Paper Checklist” carefully.
- 15. Hand in paper!



West Orange, New Jersey
Sample Rubric for Research Paper
Grades 6-12

4 –A-Outstanding clear and consistent mastery – superior command	3 –B-Strong Strong, effective command – reasonably consistent mastery	2 – C-Fair, Adequate command – competent – mastery – lapses in quality/consistency	1- D-Partial command – inadequate – developing mastery
Insightful development of thesis or topic with substantial support and elaboration. Thesis is thoroughly proved.	Successful development of thesis or topic with key points of support, reasons or examples. Apparent resolution or proof of thesis	Some development of thesis or topic with certain points of support. May lack resolution or proof of thesis	Vague – seriously limited, flawed development of thesis or topic with inappropriate or insufficient examples, reasons or other evidence of support Lacking resolution or proof of thesis
Demonstrates mastery of skills of paraphrasing, summarizing, note taking, outlining, graphic organizing	Demonstrates a clear understanding of paraphrasing, summarizing, note taking, outlining, graphic organizing	Demonstrates a limited understanding of paraphrasing, summarizing, note taking, outlining, graphic organizing	Does not demonstrate an understanding of paraphrasing, summarizing, note taking, outlining, graphic organizing
Clear understanding and implementation of citations (MLA format) Two or more primary sources – printed text, internet, interviews etc. Appropriate examples, reasons and other evidence Smooth, logical progression of ideas Fluent, cohesive, unified, focused	General understanding and implementation of paraphrasing, summarizing, note taking with citations (MLA) Appropriate use of at least two primary sources – printed text, internet, interviews etc Usually appropriate – varied examples, reasons and other evidence Logical progression of ideas Moderately fluent, focused, unified and coherent	Some understanding and implementation of paraphrasing, summarizing, note taking with a few citations (MLA) ideas loosely connected, uneven progression Unelaborated, repetitious details Some errors in grammar, usage, mechanics that do not interfere with meaning	Very little understanding and implementation of paraphrasing, summarizing, note taking with very few citations (MLA) Poorly organized and/or focused Serious problems with coherence or progression of ideas Frequent problems in sentence structure
Skillful use of language – accurate and apt vocabulary Very few errors in grammar, mechanics, usage Meaningful - correct construction – formations and variety in sentences	Very few errors in grammar, usage, mechanics General variety in sentence structure Proficiency in vocabulary development, contextual clues	Some variety in syntax Some proficiency – accuracy in vocabulary development, contextual clues	Errors in grammar, usage, and mechanics obscuring meaning