

# ENGLISH DEPARTMENT REQUIREMENTS FOR RESEARCH PAPERS

## MINNECHAUG REGIONAL HIGH SCHOOL

### Table of Contents:

Introduction	Page 2
• Point of view	
• Work Requirements	
• Grade	
• Plagiarism	
General Plan for Writing Paper	Page 3
• Definition	
• Step-By-Step Process for Writing a Research Paper	
Parts of a Research Paper	Page 4
Taking Notes	Page 5
Thesis Statement	Page 6
Working Outline	Page 6
Writing the First Draft	Page 7
Mechanics of Writing a Research Paper in Final Form	Page 8
Documenting Sources	Page 10
Bibliography	Page 11
• Sample book entries	Page 12
• Sample Periodical Entries	Page 13
• Electronic Information from CD-Rom and Internet	Page 13 – 15
• Other Sources	Page 16
• Miscellaneous Notes (Paraphrasing, Plagiarism, Using Direct Direct Quotations)	Page 17 – 18
Quick View of Bibliography Entries	Page 19
Sample Research Paper	Page 20
Sample Bibliography Page	Page 22

David Bernstein of the Minnechaug English Department wrote this research manual. Some of the material was taken from Gibaldi, Joseph, and Walter S. Achtert. MLA Handbook for Writers of Research Papers. 4<sup>th</sup> ed. New York: Modern Language Association, 1995.

## **INTRODUCTION:**

Research papers are completed when we wish to explore an idea, solve a problem or make an argument. We often need to turn to experts for facts and opinions to help us achieve our goal. The final research paper presents the findings and conclusions of this type of inquiry. The skills learned in completing a research paper are not merely academic. It is difficult to think of a profession that would not require some form of research in order to consult sources of information, to combine this information with your ideas, and to present your thoughts, findings, and conclusions effectively.

This booklet is an explanation of the English Department's standards for research papers that are completed by Minnechaug students. The requirements for other departments in relation to rough drafts and note-taking on index cards are at the discretion of the teacher. However, all faculty members of the school have agreed to adhere to the style set forth in this booklet in relation to the final draft of the papers. These requirements include documentation, bibliography, use of quotations and paraphrasing.

### **A. POINT OF VIEW:**

The impersonal and objective third-person point of view is preferred over first-person point of view.

### **B. WORK REQUIREMENTS:**

All students must have bibliography cards, preliminary outline, note cards, first draft and final draft on the respective due dates in order to fulfill their research paper requirements. No research paper will be accepted unless all prerequisites have been completed in the required order prior to the final draft. For sophomores, students will receive only the final draft as the note cards, outlines and first draft will be destroyed. For other students it is to the discretion of the teacher as to whether note cards and drafts will be collected.

### **C. GRADE:**

The grade on the final draft will be determined by averaging content and mechanic grades. In determining the content grade, the teacher will look for clear thinking and depth of thought, good organization of material, precise vocabulary, and a thesis statement presented clearly and developed throughout the paper. The mechanics grade is determined by documentation and bibliography form, spelling, punctuation, sentence structure, grammatical usage, and incorporation of quotations and paraphrases. Some teachers may decide to grade the rough draft and note cards.

In every instance, the criteria for evaluating the paper will be based on (1) whether the teacher is convinced that the student has sufficiently mastered the subject and (2) whether the student has shown a satisfactory degree of control over the writing so that knowledge of the subject is communicated with precision to the reader.

ALL PAPERS, NOTE CARDS, AND OUTLINES MUST BE SUBMITTED ON THE DUE DATE. If the student is absent on any due date, another student or a parent must bring the material to school. Rewrites of the paper are permitted at the discretion of the teacher.

### **D. PLAGIARISM:**

Any form of plagiarism or misrepresentation of documentation is a serious offense. Students guilty of committing such offenses will receive a failing grade and their names will be turned over to the administration for further disciplinary action. See Miscellaneous section B (p. 16) for further explanation.

## **GENERAL PLAN FOR WRITING RESEARCH PAPERS**

### **A. DEFINITION:**

A research paper is an essay of considerable length presenting the results of a careful inquiry into a certain limited subject.

### **B. STEP-BY-STEP PROCESS FOR WRITING A RESEARCH PAPER**

1. Choose a subject and narrow it. (Sophomore paper must be issue oriented.)
2. Determine a possible thesis for investigation or formulate a question to be answered such as 'Should capital punishment be abolished?'
3. Make a plan or tentative outline.
4. Assemble a **working bibliography**, that is, a list of all the references you can find that might help you in the writing of the paper.
  - a. Find your subject in various indexes: computer indexes in libraries; reference books; indexes, bibliographies and footnotes in books and magazines; SIRS; CD-ROMs. Also use the internet. However be aware that some sites may not be helpful.
  - b. Using note cards, compile a working bibliography of all possible pertinent references. Be sure to include any possible reference even if the library you are using does not have access to the work. There are other libraries in the area, and by jotting down all possible references you may find the source at a different library. This habit will save you time.
  - c. If the school media center does not have the material you need, go to the Wilbraham or Hampden library and ask for interlibrary loan.
5. Find the sources collected in point 4, above.
6. Take proper notes, using note cards, on all relevant authoritative material on your subject.
7. As you get closer to writing the first draft you need to formulate a final Thesis Statement.
8. Organize notes in the most effective plan and write a working outline.
9. Write a rough or first draft.
10. Write the next draft, including documentation and bibliography. Please note that documentation is completed in the parenthetical style.
11. Revise thoroughly.
12. TYPE the final draft, including separate bibliography pages.
13. Put the pages in order.
14. Put the first draft, final draft, bibliography and note cards inside a manila envelope and turn it in. You will receive a graded copy of your final draft. The first draft and note cards will not be returned.

## **THE PARTS OF A RESEARCH PAPER**

### **A. Order of parts of a research paper.**

1. Title page (see B below)
2. Outline (option of the teacher)
3. Text (Documentation is parenthetically included within the text. See C and D below.)
4. Bibliography (see E below)

### **B. Title page: Data presented**

1. Brief, but appropriate title above the mid-line of the paper.
2. Name of writer
3. Course of study
4. Name of teacher
5. Date

### **C. Text:**

The text of the research paper is the body of the paper. Its length is determined by the scope of the subject and the amount of material necessary for presenting original ideas accurately. The English/Social Studies teacher will often assign an appropriate length for the paper.

### **D. Documentation**

1. **Definition:** Documentation is a specific reference for the purpose of telling the reader exactly what you borrowed from sources and from where you received specific words, facts or ideas. One method places all documentation at the end of the text. An alternative is for the citations to be placed within the text in parenthesis. **We use parenthetical documentation.**

2. **When to document your sources:** Nearly all research builds on someone else's work. Think of the word 'research'. You are literally re-searching someone else's original search. In presenting your work you have a responsibility to acknowledge experts from whom you borrowed ideas. You must document your source by indicating what you borrowed which includes the following:

- a. Every direct quotation
- b. Every important fact taken from a source. It is often difficult for students to decide whether documentation is appropriate. You need to document statistics and other researched facts. Documentation is not needed for statements that would pass without question. These include obvious facts ("Chemical spills occur in the United States"), matters of common knowledge ("John F. Kennedy was shot in Dallas Texas by Lee Harvey Oswald"), and general statements and expressions of opinion of the writer of the research paper ("Space travel is important to the future of the United States").
- c. Every idea, opinion, or interpretation, **borrowed** from someone else, whether quoted or paraphrased, needs to be documented.

### **AS A GENERAL RULE, WHEN IN DOUBT IT IS BEST TO ADD DOCUMENTATION.**

### **E. Bibliography and Works Cited**

1. **Definition:** A list of books, magazines, television shows, interviews, CD-ROM's and any other material used as a source for information in your paper.

2. **Working Bibliography:** A working bibliography is a list of all possible sources of information on a given subject and should be compiled in the **beginning** of your search for material. You should list, on note cards, all possible sources whether or not they exist in the library you are using. You may find the source at another local library, or, if given enough time, the library may borrow the source for you. Later you will find that some of these sources are unavailable. You may also find that a source may not offer any new information and is therefore useless.

- a. Places to start searching for information include computer indexes in libraries, computer searches such as TOM and SIRS, reference books, and the bibliographies of books. You may have to search in less obvious places and may even have to write to organizations for brochures. (If you find the need to write for information, send the letter immediately. Better yet, check to see if the organization has a Home Page and write via E-Mail. Also phone calls save time. Many

times it takes 3-4 weeks to receive information via surface mail.) When using a large college library, don't be afraid to ask a reference librarian for help.

b. Each source should be listed on a note card-one source per card. For purposes of organizing your final bibliography, it will be useful to put all the pertinent information on the card: author (last name first), title of article/book, magazine, state of publication, publisher's name, copyright date, and page numbers if applicable. **Do this before taking your first note.** You need the information and by keeping careful records you will not have to find this information later. Students who don't write all the information down, will need to go back and find it. This wastes a lot of time.

3. Final Bibliography or Works Cited: A final bibliography is a complete alphabetical listing of the works used in writing the paper. If you take notes from the work it should be listed as a source. Even if the source is not documented but helped you to formulate your ideas, include it in your bibliography. (Note: Some teachers will ask for a bibliography of Works Cited. In this case, you are to list only the works that are documented.)

## **TAKING NOTES**

Students often find it difficult to judge the validity of a source. Not all sources are reliable and therefore you should not assume that something is truthful just because it is published. This is especially true for the INTERNET. Also check the date of your source. If you are completing a paper on a topic in which the information is constantly changing, then the older the source, the less likely it is accurate. Some obvious examples are AIDS and looking at material from the 1980's or space exploration and looking at material from the previous decade.

Judge what you read in relation to other sources you have used. Be wary of material that negates information that you received from many other sources.

A. Take notes on cards. Every note card should contain four items: heading or slug, page number, source reference, and the note itself.

B. All cards should have **headings**. Headings indicate the precise content of the note card. It is not the general topic of your paper, but some subtopic or even a proof point. This subtopic is called a slug. You will find it difficult at first to put slugs on the cards, but as you progress through your note taking some basic categories should emerge. Therefore you may have to reslug some of your earlier cards. Also put sources and page numbers on the top of the card. Do not number the cards.

C. Put only one idea on each card. This aids in the organizing of the cards when you are ready to write.

D. If a note is too long for one side of the card, write **OVER** at the bottom of the card and continue the note on the back. If the note does not fit on both sides, chances are there is more than one idea on the note-card.

E. Facts vs. opinions:

1. Facts are good and should be sought. Be careful to preserve the meaning of your source by quoting exactly and fully the author's thought. Never omit any essential words. Distorted facts become falsehoods.

2. Opinions are important when they are the opinion of an expert and are backed by facts. Before accepting or rejecting an opinion, try to evaluate its source. Be aware of home pages on the Internet. You are responsible for finding out the expertise (if any) of the author of the home page. Just because a person has written a home page does not make that person an expert. For example, many home pages are the work of people for or against a political issue. The author is under no obligation to be factual. Always be wary of your source. Just because it is in print form does not make it the work of an expert.

3. Pamphlets of interest groups. Remember that these pamphlets are one sided.

F. Take notes on all information you might use. Remember that it is much easier to eliminate notes than to go back to sources while you are writing the paper. You will not use all the notes or note cards.

G. Indicate omissions from quoted material by the use of ellipsis, that is, three dots (...). For example, "Another device... though not the most meaningful,... is the use of animation."

H. Enclose in brackets <...> any correction, explanation, or comment, you wish to make with the material you are quoting. For example, "At her grandmother's house <a happy time in her childhood>, she spent time walking in the woods."

J. Protect yourself from other authors' mistakes by placing the Latin word sic in brackets after it. This tells the reader that you know that there is a mistake of fact or grammar in the quotation, but you are quoting as the text appears. For example, "The boy left its <sic> homework in the car."

## **THESIS STATEMENT**

As you get closer to writing the paper, you need to formulate a thesis statement: a sentence that answers the question of problem that you are researching. Writing this statement will allow you to focus your attention on what you are researching. Sometimes the thesis statement is easy to write such as "Capital Punishment is a cruel punishment and should be outlawed." Sometimes you need to write a few statements before settling on the one you want to use. Do not worry about altering your original ideas since the act of researching may very well change your mind about the subject. When writing a thesis statement keep in mind the following:

A. What is the purpose of your paper? Are you trying to persuade, inform or explain?

B. Who is the audience of the paper? Is your reader a specialist? A teacher? Other classmates?

## **Working Outline**

After you have completed your note taking and thesis statement you need to organize your notes for writing. By writing a working outline will allow you to see where you may need to do more research. It may also point out the stronger versus weaker points of your paper. By completing a working outline you can develop the logical order of your argument. (Please note: Some teachers require final outline too.)

## WRITING THE FIRST DRAFT

- A. Using the headings on your note cards, rearrange the note cards according to the outline.
- B. Following the outline and using the note cards, begin to write a rough draft. Don't write directly from your note cards. Instead, spend some time studying the information on the cards and write your paragraphs without the use of note cards, but with the information you have learned. When you need to insert a direct quote or an idea, go back to the note card.
- C. Use a computer when possible but if you hand write the first draft, write on one side of the paper and skip every other line to allow room for revisions.
- D. When it is necessary to stop writing before completing the rough draft, plan to stop at a logical place in your outline, such as the end of a major topic. When you get tired of writing, take a break.  
However, when you have an unexpected interruption while writing and cannot complete a major topic, leave a cue for taking up the work. Jot down a few phrases or sentences that will bring back your train of thought.
- E. After completing your rough draft, set it aside for at least one day. After a mental rest, you should be able to see flaws that you would have overlooked. You will also find new energy to develop ideas that you rushed through.
- F. After a reasonable time, read the entire paper. Check for logical sequence of material and proper balance of content. Make sure everything you discuss relates to your thesis. In fact, write your thesis on a card for constant reference. Keep asking yourself: "How does this idea relate to my thesis?" If you can't answer this question, chances are your idea and thesis do not relate.
- Next, check the paper according to the rules of composition and grammar, such as paragraph structure, spelling, and punctuation. Don't rely on spell checker.
- G. Work on the revision of the rough draft of your paper until you feel you have done a thorough job of improving it. At this point many people write another draft (first draft) and after making more revisions are ready for the final draft.
- H. If you work on a computer remember to save and **back-up** your paper by copying it on a disk.

## **MECHANICS OF WRITING A RESEARCH PAPER IN FINAL FORM**

### **A. Paper:**

1. Use white unruled paper 8 ½ X 11.
2. Type on one side only.

### **B. Margins:**

Except for page numbers, leave margins of one inch at the top and bottom and on both sides of the text. Indent the first word of a paragraph one-half inch or five spaces from the left margin. Indent set-off citations one-inch or ten spaces from the left margin.

### **C. Title page:**

1. Capitalize the first letters of all the words except internal articles, conjunctions, prepositions and any words with fewer than five letters.
2. Do not (a) put a period at the end of the title, (b) underline the title, or (c) enclose the title in quotation marks unless it is a quotation.
3. Put title on the title page only.

### **D. Spacing/Typing the Text (see example at the end of this manual.)**

1. Double space the entire text and bibliography.
2. Space once after punctuation within the sentence.
3. Space once after punctuation at the end of the sentence and after colons.
4. Do not space between quotation marks and the last word of the material quoted. Do not space between parentheses or brackets and the material enclosed, or before and after the hyphen or dash.
5. Double space before and after long prose quotations or quotations of poetry.
6. Double space within individual bibliographical entries, and double space between entries. See sample bibliography page. (Do not add extra lines between entries.)
7. Do not add extra spaces between paragraphs.

### **E. Indentation:** There are four times when proper indentation is needed.

1. For a new paragraph: Indent one-half inch or five spaces at the beginning of each new paragraph.
2. For a longer prose quotation: A prose quotation of four or more typewritten lines should be set off from the text and indented in its entirety one-inch or ten spaces from the left margin. NOTE: Quotation marks are **not** used at the beginning or the end of such a quotation. Example follows:

...This absurdity manifests itself in a simplified form, the 'Catch 22'

that is the title:

which specifies that a concern for one's own safety in the face of dangers that were real and immediate was the process of a rational mind.

Orr was crazy and could be grounded. All he had to do was ask; as soon as he did, he would no longer be crazy and would have to fly more missions. Orr would be crazy to fly more missions and sane if he didn't, but if he was sane he had to fly them. If he flew them he was crazy and didn't have to; but if he didn't want to he was sane and had to (Heller 47).

While Heller's book has a multitude...

3. For a quotation of poetry or musical lyrics: A quotation of three or more lines should be set off from the text and centered on the page. It must stand apart by double spacing before and after it. The form of the original must be followed exactly.

If a line of poetry is too long for the width of the page, sub indent three spaces before starting to type the remaining part of the next line. EXAMPLE OF PROPER INDENTATION FOR POETRY/LYRICS FOLLOWS: (next page)

The line is drawn  
The Curse it is cast  
The slow one now will  
Later be fast.  
As the present now  
Will later be last  
For the times they are a-changin'.  
(Dylan, Greatest Hits)

4. For a bibliography entry: For ease of reference to entries in a bibliography, a "hanging indentation" scheme should be used. This is done by placing the name of the author flush with the left margin and indenting succeeding lines of each entry five spaces. For a complete example refer to bibliography section at the end of the manual. Follows is a one entry example:

Bluestein, Gene. The Voice of the Folk: Folklore and American  
Literary Theory. Amherst, Massachusetts: University of  
Massachusetts Press, 1972.

#### **F. Pagination**

Number all pages. Page numbers should be placed in the upper right-hand corner, one-half inch from the top and flush with the right margin. Do not use the letter *P*.

## **Documenting Sources:**

Documentation is needed to tell the reader where you received your information when you are quoting a source, giving a statistic, or borrowing an idea. For research papers your documentation will be done in a brief parenthetical acknowledgment. In most cases the author's last name and a page reference are enough. A reader who needs more information will look at the bibliography pages.

**General Rules for documenting sources:** (See sample page of the text at the end of the manual.)

A. Author's name in the text:

Text reads: In his book, The Reporter As Artist, Ronald Weber said "(quotation)" (18).

You need only to give the page number since the author has been identified. Therefore, at the end of the sentence simply put the correct page number and then the period (18).

B. Only one work by an author, not referred to in the text: (Johnson 46).

C. If you use two or more works by the same author you need to differentiate which text the material is from:

(Wolf, New Journalism 31).

D. Multiple authors, names not in text: (Baldwin and Clark 310-315).

E. Multivolume work: Cite volume number and page number:

(Fishwick, Vol.2, 189).

F. Work with no author: Use abbreviated title. Omit page number if it is a one page article.

("Fables of Fact") <one page article>

("Just Playing Folks" 25) <multi-page article>

G. Corporate author:

(United Nations, Economic Commission 79)

H. Television shows, films, videotapes: In most cases you will probably refer to the title within the text. In these cases, no documentation is needed, but these sources will be listed in your bibliography. If you do not refer to the title of the show in the text then your documentation would read- ("The Joy Ride").

I. Personal interviews: If you refer to the subject of the interview in the text- (27 July 1988).

If you do not refer to the subject of the interview in your text, put the name of the subject as your documentation.

(Springsteen).

J. CD-ROMs: When documenting a CD-ROM use the same rules as if it was a book except you may not have page numbers. Usually the author's name will be enough. Again, if you use the author's name in the text, you do not need to document the sentence since chances are there are no page numbers. If there is no author then you use the title.

**PLEASE NOTE:** There are many other sources that may be used and must be documented. As a rule, the parenthetical insert should have the first word you include in the bibliography and the page number if it is appropriate.

## **Bibliography:**

(Some teachers may prefer you to call this Works Cited.)

The bibliography lists alphabetically the sources used in the preparation of the paper. In most cases this may include works that were documented as well as works that notes were taken from but not documented. As a rule, if you take a note and the work is relevant to your topic, then it should be included in your bibliography. Some teachers may want you to only include works that you used in documenting the paper.

Although the bibliography or works cited appears at the end of the paper it is a good idea to prepare it before writing the paper. This will help to have the proper information when you need to document sources. For example you will need to include shortened titles if you have more than one work by the author.

The bibliography page is at the end of the paper and begins on a new page. If your text ends on page 7 then your bibliography begins on page 8. The words *Bibliography* or *Works Cited* appear centered on the page, one inch from the top. Double space between the title and the first entry. **Do not number entries.**

A. In general the entries are arranged in alphabetical order by the **author's last name** or, if the source has no author, by the first word of the title. Ignore the words A, An or The when alphabetizing. This alphabetical listing makes it easy for the reader to find the full publication information for works referred to in the text.

B. An entry is arranged with the information in the following order: (For a more complete entry see sample Bibliography at the end of the booklet.)

1. Author's name- last name first
2. Title of the part of the book- if only a section is used. Title of magazine article. (In quotes)
3. Title of the book; title of magazine. (Underlined)
4. Name of editor, translator or compiler if there is one.
5. Edition used- if applicable
6. Number of volumes- if applicable
7. Name of series- if applicable
8. Place of publication, name of the publisher, and date of publication (for book only). For magazines you should include the volume number and the date of publication.
9. Page numbers- if you use only one distinct section of the book. All magazine articles should include page numbers.

**Note that when (a) author's name is missing, you go directly to (b) Title of the part of the book. If both (a) and (b) are missing you jump to (c) Title of book.**

C. Indentation: For ease of reference, make author's name stand out; and the prominence is achieved by placing the author's name flush with the left margin and indenting each succeeding line one-half inch or five spaces. This is known as a "hanging indentation." (See sample bibliography page.)

D. Typing the bibliography page.

1. The bibliography page should be numbered, continuing the number of the text.
2. Center the word Bibliography one inch from the top of the page.
3. Begin first line at left margin and indent each succeeding line five spaces. Double-space between and within each entry.

## I. Sample Book Entries

### A. A book by a single author:

Glemis, Joseph. The Film Director as Superstar. New York:  
Doubleday and Co., 1973.

### B. An anthology or collected works by an editor.

Flippen, Charles, ed. Liberating the Media: The New  
Journalism. Washington D.C.: Acropolis Books Ltd., 1974.

### C. Two or more books by the same person:

In citing two or more books by the same author, put the author's name in the first entry only. Each subsequent entry should have three hyphens and a period in the place of the name. Skip two spaces and give the title. Works listed by the same author are alphabetized by title.

Wolfe, Tom. The Kandy-Kolored Tangerine Flake Streamline Baby.  
New York: The Noonday Press, 1963.

---. ed. The New Journalism. New York: Harper and Row, 1973.

### D. A book by two or more persons:

When you have more than one author, give their names in the order they appear on the title page. Only the first author has last name first, with each succeeding author having first name first. If there are more than three authors, list only the first three and then add et. al.

Walz, Eugene, John Harrington, and Vincent Dimarco. Frames of  
Reference. Dubuque Iowa: Kendall/Hunt Publishing, 1972.

### E. A book with no author:

The Times Atlas of the World. 5th ed. New York: New York Times, 1975.

### F. A book with a corporate author:

National Funeral Directors. An Introduction to Embalming. Louisville, Kentucky:  
1991.

### G. Portion of a book: (One essay or article from an anthology.)

Malloy, Harold. "The Restoration Plays." The Theater of Europe. Ed. Mark Sawyer  
and Mandy Howe. Amherst: University of Mass. Press, 1992. 133- 144.

## II. Sample Periodical Entries

A periodical is a publication that appears at regular intervals, such as a newspaper, magazine or journal. In general you follow the rules for book titles, beginning with author, then title of article (enclosed in quotation marks, not underlined as in books) and title of publication and other information listed on the previous page.

### A. An article with an author:

Goldman, Debra. "Bright Lights, Camera, Action." American Film Jan./Feb. 1988: 26-29.

NOTE: If the article is from a weekly or biweekly periodical give the complete date beginning with the day and abbreviating the month.

Begley, Sharon. "A Healthy Dose of Laughter." Newsweek 4 Oct. 1982: 74+.  
(The "+" sign tells the reader that the article was continued later in the magazine.)

### B. An article from a daily newspaper:

Carbone, Angela. "Hospices: An Alternative to Death." Holyoke Transcript Telegram 13  
Nov. 1983: 23.

### C. A signed editorial should add the descriptive label Editorial.

Malkofsky, Morton. "Let the Unions Negotiate What's Negotiable." Editorial. Learning Oct.  
1996: 6.

### D. An unsigned article: Begin with the title of the article and alphabetize by title.

"Just Playing Folks." Saturday Evening Post 30 May 1964: 25.

## SAMPLE ELECTRONIC INFORMATION SUCH AS CD-ROMS AND OTHER DATABASES

There is a wealth of information that can be attained from various computer sources. **Keep in mind that the purpose of a bibliography is to enable the reader to locate the source.** Therefore you must give enough information so the reader can easily locate the information needed. Often extra information may be necessary (access date, electronic address) and some standard information may be unavailable (page numbers). You should pay particular attention to the following two elements:

**DATES:** In print citations only the publication date is listed, but since electronic resources are updated on a regular basis, you need to include both the date of the original publication (if available) and the date on which the material was accessed.

**ELECTRONIC ADDRESS:** It is required that you include the online address of electronic materials, where available. The address should be given inside angle brackets: <http://www.wisc.edu/writing/Handbook>.

### III. CD-ROMS:

This is information that is received from a library computer on a network or via a CD-ROM at home such as Encarta.

As in books and periodicals, the author's name is first, followed by the title of the article and then title of CD-Rom or database. If no author is given, list the title of the printed publication.

Here is the order:

1. Name of author (if given)
2. Publication information if taken from a printed source-include title and date of printed publication.
3. Title of the database (underlined)
4. Publication medium (CD-ROM)
5. Name of vendor (SIRS, Microsoft, Knowledge Adventure)
6. Electronic publication date

Note: If you cannot find some of the information requires-for example the vendor's name-cite what is available.

EXAMPLES:

#### A. An article with an author:

Galloway, Stephen. "TV Takes the Fall in Violence Poll." Time 23 July 1993: 16-18. Sirs.

CD-ROM. Sirs, Inc. Nov. 1996.

#### B. An article with no author:

"Learning Why Vegetables Are Good for You." New York Times 13 Apr. 1993: 17-18.

TOM.CD-ROM Infotrak 10 Feb. 1994.

#### C. Citing only part of the work, state which part and use proper punctuation.

"Dickens, Charles." Discovering Authors. Version 1.0. CD-ROM. Detroit: Gale, 1995.  
(no author or editor)

#### D. If you cannot find some of the information, cite what is available.

CIA World Factbook. CD-ROM. 1992.

### IV. CITING ONLINE DATABASES:

Information received from the internet.

It is important to tell the reader that you received the information from an online service or from the World Wide Web since this information can be updated at a regular basis. This is not always true for CD-ROM and certainly not true for printed material. There are two basic types of material that can be gathered from these sources, previously published articles and non-previously published articles.

Material that was **previously published** but accessed through a computer service is also included in this list. Examples include the Boston Globe Web page, or Galenet. When using an online service to access this information the bibliography must be in the order that follows:

1. Name of author (if given)
2. Publication information from a printed source-include title of article, name of periodical and date of periodical
3. Title of the database (Boston Globe, Galenet)

4. Publication medium (Online, World Wide Web)
5. Name or computer service (America Online, Netscape)
6. Internet or E-Mail address
7. Date you accessed the information

Note: If you cannot find some of the information requires-for example the vendor's name-cite what is available.

**EXAMPLES:**

**A. Periodical Database accessed on WWW: signed article.**

Angier, Natalie. "Chemists Learn Why Vegetables Are Good for You." New York Times  
 13 Apr. 1993: 32+. New York Times Online. Online. <<http://www.nytimes.com>>. 25  
 Nov. 2000.

**B. Periodical Database accessed on WWW: no author**

"Blank Verse." Merriam Webster's Encyclopedia of Literature. Gale Group September  
 1999. <[www.galenet.com/servlet/SRC/](http://www.galenet.com/servlet/SRC/)>. 26 May 2001.

**C. Information from material with no printed source.** The difference is that you will not include publication information (see "2" above) and include title of material accessed and date of the material.

Glicken, Morley D. "A Five-Step Plan to Renew Your Creativity." Online. Dow Jones  
 News Retrieval. 3 Dec. 1950. <http://djones.lib.ny.com>. 5 Dec. 2000.

Lerman, Bryce A., and Ronald H. White. Intellectual Life of a Snail. Washington D.C.:  
 Information Task Force, 1996. Online. U.S. Animal Study Project. Available:  
<http://www.usan.gov/nii/ipwg.html>. 15 May 1996.

**D. Professional Website.**

Simons, Mark. Thomas Hardy Resource Library. 6 Sept. 1998  
<http://pages.ripco.com:8080/mws/hardy/html>.

**E. Personal Website.**

Scanlon, Jeremy. Home page. 12 March 2002 <<http://www.englandafloat.com>>.

**F. E-Mail Communication.**

Spencer, Richard. "Re: Good Writing." E-Mail to Ron Hofmann. 21 March 2002.

**G. On-line Book.**

Dickens, Charles. Great Expectations. London, 1861. Project Guttenberg. 7 March 2002  
 <<http://uiarchive.cso.uiuc.edu/pub/etext/gutenberg/etext98/grexp10.txt>>.

## V. OTHER SOURCES

The following is a partial list for miscellaneous sources. In no way is this a complete list.

A. **Radio and television programs:** The entry appears in the following order: title of program, underlined; the network; the local station and its city; the date of broadcast. If a specific part of the broadcast is used (a section of 60 Minutes) that part should be added, in quotation marks, before the title of the program. You may also want to add other pertinent information such as director, writer, or narrator.

The First Americans. Narrator. Hugh Downs. NBC News Special. WWLP, Springfield, Mass.

21 Mar. 1988.

"The Birth of a Baby." Narrator. Mike Wallace. 60 Minutes. CBS. WNEC, Boston. 26 May 1981.

B. **Recordings:** If you use the complete album, or many cuts from the album you need to list the title of the album after the name of the musician. If you use only one cut, use the title of the cut after the name of the musician.

Pretenders. The Singles. London: WEA Records, 1988.

McFerren, Bobby. "Don't Worry, Be Happy." Simple Pleasures. Capitol Records, 1988.

C. **Films, videotapes, filmstrips, and slide shows:** A citation begins with the title, underlined, and includes the director and the year. You may want to include other pertinent information.

Bonnie and Clyde. Dir. Arthur Penn. With Warren Beatty and Faye Dunaway. 1967.

D. **Interviews:** There are two types of interviews, those that someone else did and you read or listened to, and those that you do.

Hoffman, Dustin. Interview. All Things Considered. Natl. Public Radio. WFCR, Amherst, Mass.

12 June 1983.

Simpson, Lorraine. Personal Interview. 5 Dec. 1991.

## MISCELLANEOUS NOTES:

**A. Paraphrasing:** Although a research paper relies heavily on the writing of others, it should not consist simply of a long string of word-for-word quotations. Like any other paper, a research paper should be presented in your own writing style. Whenever possible, information from a source should be restated or summarized in your own words. While you are borrowing these ideas and therefore documenting them, your writing will be clearer and less likely to confuse the reader. Quotations are best used when they are used selectively. When using quotations make sure they are interesting, unusual, and brief. Too many or overly long quotations can bore the reader.

### THE FOLLOWING HAS TOO MANY DIRECT QUOTATIONS:

Authorities disagree about the dating of these pyramids. Professor Sheldon Muncie says, "The preponderance of evidence collected by investigators in recent years points to a date no earlier than 1300 A.D. for the construction of the lowest level" (32). Professor William Price basically agrees with him: "Bricks of this type were not used in the surrounding areas until the late fourteenth century" (157). But Robert McCall found that "the radiocarbon readings are completely out of line with the standard textbook dates; the original substructure is at least 700 years older than Muncie's earliest estimate" (234).

### A GOOD PARAPHRASE:

Authorities disagree about the dating of the pyramids. Professors Sheldon Muncie and William Price conclude, on the basis of the type of brick used and other evidence, that they were begun no earlier than the fourteenth century (32, 157). But Robert McCall's radiocarbon reading indicates a date earlier than 600 A.D. (234).

In the first paragraph the overuse of quotes makes for a jumbled, confusing paragraph. The reader loses the basic idea. The second paragraph is much clearer and to the point. The best way of writing this type of paragraph is to absorb the information on your note cards, put the cards aside, and present the information in your own words. When you have finished, check it for accuracy and any unconscious borrowing of phrases and sentences. The documentation is needed for the second paragraph because the ideas are not the writer's.

**B. Plagiarism:** It is essential that you give credit to another person's original ideas, research, or wording. Failure to document borrowed information is at best careless; at worst it is plagiarism. When the writer plagiarizes material, he/she is offering the material as his/her own thoughts when, in fact, they are not. Everyone who has written material has the responsibility to give credit to sources. In many colleges plagiarism is punished by a range of penalties from failure of the course to expulsion from school. Most students know that copying another writer's work word for word without credit is plagiarism. Where they have trouble is when they change the wording slightly, but still are using the author's main ideas. This is still plagiarism. Therefore, if you are in doubt, document your source or sources.

The following example of plagiarism is taken from the MLA Handbook for Writers of Research Papers page 20.

The original material appears on page 906 in volume 1 of the Literary History of the United States.  
*The major concerns of Dickinson's poetry early and late, her "flood subjects," may be defined as the seasons and nature, death and a problematic afterlife, the kinds and phases of love, and poetry as the divine art.*

The plagiarized version is the following: It is plagiarized because there is a lack of documentation.

*The chief subjects of Emily Dickinson's poetry include nature and the seasons, death and the afterlife, the various types and stages of love, and poetry itself as a divine art.*

The solution to the student's problem is to write the following:

*Gibson and Williams suggest that the chief subjects of Emily Dickinson's poetry include nature, death, love and poetry as a divine art (1: 906).*

**C. Using Direct Quotations:** Sometimes it is more effective to use direct quotations rather than restating the section in your own words. Three instances when quotations are preferable:

1. Interpretations of literary works. When a statement or opinion in your paper is based on a passage in a poem, essay, short story, novel or play, quote from the passage so that the reader can read the basis of your comments.

Example:

He does not like the way his fellow inmates are manipulated by Big Nurse. He can't believe that most of the inmates have been voluntarily committed. In fact he doubts that they are even crazy. But Big Nurse has control over the inmates, and they fear her. As the Chief realizes, "it's not just the Big Nurse by herself, but it's the whole Combine, the nation-wide Combine that's the really big force, and the nurse is just a high-ranking official for them" (Kesey, 165).

2. Important statements of information, opinion, or policy. Whenever the exact wording of a statement is crucial in its interpretation, it should be quoted in full.

Example:

President Kennedy told Krushchev that the Soviet Union could not expect to spread Communism abroad without opposition: "What your government believes is its own business; what it does in the world is the world's business" (Donahue 48).

3. Distinctive phrasing. If your source states some idea or opinion in a particularly forceful or original way that would be weakened by paraphrasing, quote the exact words.

Example:

This practice implied that there were two valid sides to present, a concept antithetical to the New Journalist. Jack Newfield argues that, "the truth does not always reside exactly in the middle. Truth is not the square root of two balanced quotes. I don't believe I should be objective about racism, or the conditions inside Clinton Prison.... Certain facts are not morally neutral" (9).

## **Quick View of Bibliography Entries:**

This is a partial list. See page 21 for complete listing.

### **1. Book entry one author:**

Glemis, Joseph. The Film Director as Superstar. New York: Doubleday and Co., 1973.

### **2. Book entry two or more authors:**

Gibaldi, Joseph, and Walter S. Achtert. MLA Handbook for Writers of Research Papers. 4<sup>th</sup> ed. New York: Modern Language Association, 1995.

### **3. Collection produced by an editor when using more than one part of the anthology:**

Flippen, Charles, ed. Liberating the Media. Washington D.C.: Acropolis Books, 1994.

### **4. One essay or article from a collection or anthology:**

Malloy, Terry. "I Could Have Been Someone." Life of a Boxer Turned Union Activist. Ed. Mark Sawyer. New York: Houghton Mifflin Books, 2000.

### **5. Magazine or Newspaper Article (Hard Copy):**

Carbone, Angela. "Hospices: An Alternative to Death." Springfield Morning Union 13 Nov. 1999: 46.

### **6. Magazine or Newspaper Article on the Web:**

Begley, Sharon. "A Healthy Dose of Laughter." Newsweek 4 Oct. 1998: 74+. Newsweek Online. <<http://www.newsweek.com>>. 3 Jan. 2001.

### **7. Magazine or Newspaper Article on a CD-ROM:**

Galloway, Stephen. "TV Takes a Fall in Violence Poll." Time 23 July 2000: 16-18. Sirs. CD-ROM. Sirs, Inc. 2000. 5 Jan. 2001.

### **8. Article without an author:**

"Just Playing Folks." Newsweek 12 Feb. 2000: 24.

### **9. Editorials:**

Goodman, Ellen. "The Great Presidential Debate." Editorial. Boston Globe 8 Dec. 1999. E3.

### **10. Pamphlet: Treat a pamphlet as you would a book without an author.**

Taking Care of Your Pets. PETA, 1999.

### **11. Film:**

Bonnie and Clyde. Dir. Arthur Penn. With Faye Dunaway and Warren Beatty. 1967.

### **12. Television show:**

"Joy Ride, The." Narr. Mike Wallace. 60 Minutes. CBS. 21 May 2000.

### **13. Video:**

Shakespeare. A/E Biography. Videocassette. 1995.

## **Sample Research Paper**

### Seasonal Affective Disorder

By Laura Najemy

As far back as 400 BC, people have suspected that the changing of seasons dictates our emotions. Even Hippocrates said, "One should be especially on one's guard against the most violent change of the seasons... and the most dangerous: both equinoxes, especially the autumnal" (Hyman 108). Though through the years the human race has evolved, made many technological advances and changed many theories, this basic idea has held strong. Recently this belief that changing seasons dictate emotions has transformed into a valid conclusion that in places where there are distinct seasons, people are affected by the drastic changes. This conclusion is now most commonly known as Seasonal Affective Disorder (SAD).

In the mid 1980's researchers in the United States loosely defines Seasonal Affective Disorder as a form of depression that varies with seasons. (Stuhlmiller). However, it is much more complicated. This depression commonly brings on extreme fatigue, lack of energy, increased need of sleep, increased appetite, weight gain and anxiety. It is most often associated with the lack of sunlight in extreme northern and southern latitudes from the late fall to the early spring (Dinsmoor). According to Clifford Taylor, M.D. there is no single theory that explains all cases of SAD (Taylor 37). Seasonal Affective Disorder peaks in the Northern Hemisphere mid-winter around Christmas and New Years, leading many to believe that this mild depression is caused by the holidays. However, this is far from the truth. Proving that it is not a holiday-induced disorder, it consequently occurs mid June and July, wintertime in the Southern Hemisphere (Worsnop). Though the majority of information regarding the disorder available to the general public was discovered after 1980, in 1967, chrono-biologist Franz Halberg published a paper relating the cause of this depression to biological matters. Halberg postulated that the seasonally depressed have internal rhythms that are not properly timed to the 24-hour cycles of sunlight and darkness (Hyman 94). Since Halberg's time many theories have been created yet...

...Others experience SAD when working in the dark windowless offices year round (Howe). One 40-year-old woman exemplifying the symptoms brought on by SAD said:

In general, when winter comes what my body wants to do is hibernate. When it's dark I want to go to bed and pull the covers over my head and sleep. I have to force myself out of the house. I find myself going to bed earlier and earlier and daydreaming about going to warm places, feeling more negative about life in general. Mostly it's a sense that I can't stand it one minute more. (Hyman 95).

Over twenty years ago if this woman had come to her doctor with this complaint, he or she probably would not have been able to diagnose the patient's correct condition. It was in the early 1980's that the public began to hear about the depressed whose symptoms flared up in winter and then subsided once spring came. The first identified SAD victim was Herb Kern, a research scientist with a background in engineering. Kern noticed and documented a clear seasonal pattern with his mood swings. He contacted the National Institute of Mental Health (NIMH) and met with Norman E. Rosenthal M.D. who had experienced severe SAD himself when he moved from Africa to New York. Along with a team of researchers, the two began their pioneering research into SAD and its treatment. Their research was first published in 1984 and it was the first formal description of Seasonal Affective Disorder in scientific literature (Taylor 7).

According to the NIMH, for six percent of the United States' adult population, SAD brings on much more than a "bad case of the blues" (RS). As the daylight diminishes in the winter, it may bring loss of interest in socializing, insomnia, increased sleep, disabling depression, fatigue, irritability, anxiety, lowered sex drive, weight gain or craving sweets.

## **SAMPLE BIBLIOGRAPHY PAGE**

Angier, Natalie. "Chemists Learn Why Vegetables Are Good for You." New York Times 13 April

1996: New York Times Online. Online. American Online. 10 Feb. 1997.

Begley, Sharon. "A Healthy Dose of Laughter." Newsweek 4 Oct. 1982: 74+. Newsweek Online.

<http://www.newsweek.com>. 3 Jan. 2001.

Bonnie and Clyde. Dir. Arthur Penn. With Warren Beatty and Faye Dunaway. 1967.

Carbone, Angela. "Hospices: An Alternative to Death." Holyoke Transcript Telegram 13 Nov. 1993: 46.

Duffy, Linda. "Group Working To Release Crack's Grip On Frenchtown." Tallahassee

Democrat <FL> 3 January 1993. Newsbank, Health, 1988, Fiche 5, grids B12, 13.

"Dickens, Charles." Discovering Authors. Vers. 1.0. CD-ROM. Detroit: Gale, 1995.

First Americans, The. Narr. Hugh Downs. NBC News Special. WWLP, Springfield, Mass. 21

March 1989.

Flippen, Charles, ed. Liberating the Media Washington, D.C.: Acropolis Books Ltd. 1974.

Galloway, Stephen. "TV Takes a Fall in Violence Poll." Time 23 July 1993: 16-18. Sirs. CD-

ROM, SIRS Inc. 2000. 5 Feb.2001.

Glemis, Joseph. The Film Director as Superstar. New York: Doubleday and Co., 1973.

Goldman, Debra. "Bright Lights, Camera, Action." American Film Jan./Feb. 1988: 26-29.

Hoffman, Dustin. Interview. All Things Considered. Natl. Public Radio. WFCR, Amherst,

Mass. 4 June 1993.

"Joy Ride, The." Narr. Mike Wallace. 60 Minutes. CBS. WNEC, Boston. 21 May 1985.

"Just Playing Folks." Saturday Evening Post 30 May 1964: 25.

Lisignoli, Diana. "Gallipoli". Magill's Cinema Annual 1982: 179-181. Salem Press, N.J. 1982.

Malkofsky, Morton. "Let the Unions Negotiate." Editorial. Learning Oct. 1982: 6.

Malloy, Terry. "I Could Have Been Someone." Life of a Boxer Turned Union Organizer. Ed.

Mark Sawyer. New York: Houghton Mifflin Books, 2000.

McFerren, Bobby. "Don't Worry, Be Happy." Simple Pleasures. Capitol Records, 1988.

Simpson, Lorraine. Personal Interview. 26 May 1981.

Slater, Connie. "The Illegals." American Demographics. January 1985: 26-29. SIRS, CD-ROM.

Sirs, Inc. Dec. 1999.

Times Atlas of the World, The. 5th ed. New York: New York Times, 1975.

"U.S. Envoy Slain in Afghanistan." Facts on File, vol. 38, #1997, 16 Feb. 1979: 106.

Walz, Eugene, John Harrington and Vincent Dimarco. Frames of Reference. Dubuque Iowa:

Kendall Hunt Publishing, 1972.

Wolfe, Tom. The Kandy-Kolored Tangerine Flake Streamline Baby. New York: The Noonday

Press. 1963.

---. ed. The New Journalism. New York: Harper and Row, 1973.