**Term Paper**

Nicolet High School

Spring 2014

Magnuson

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**Important Dates to Remember**

First Day of Second Semester 1/27

Topic Due 2/7

Thesis Due 2/14

Refined thesis and Outline Due 2/21

Body Paragraph check 2/28

Rough Draft Due 3/10

Final Draft Due 3/24

**Topic Selection**

According to Carlton College in Northfield, Minnesota, “Picking a topic is perhaps the most important step in writing a research paper. To do it well requires several steps of refinement. First you have to determine a general area in which you have an interest (if you aren't interested, your readers won't be either). You do not write a paper "about the Civil War," however, for that is such a large and vague concept that the paper will be too shallow or you will be swamped with information. The next step is to narrow your topic. Are you interested in comparison? Battles? Social change? Politics? Causes?[[1]](#footnote--1)

To break this into specific steps, you should:

1. Determine a general area of interest
   1. Try to care. If you are bored out of your mind, apathetic, resistant and don’t like your topic, then the next 2 months will be brutal.
   2. Choose something of interest. Take your contemporary interests, dreams, questions, something you saw while flipping through the channels, local oddity, or passions and get historical.
2. Narrow your topic. Move from general to specific
   1. The holy quartet of historical papers
      1. Religious
      2. Social/Cultural
      3. Political
      4. Economic
   2. Controversial Aspect of your topic
   3. Cause and effect
   4. Impact of

**Historical Lists: Chronological**

*Westward Expansion*

Impact on Native American

Methods and Results

Agrarian

Cult of Domesticity

*Industrial Age*

Rise of Progressive Education

Flight

Assassination of McKinley

Institution of Jim Crow Laws

Leisure Time

Film and Radio (Mass Media)

Mechanization of Work

*World War One*

*1920’s*

Harlem Renaissance

Jazz Age

Temperance and Prohibition

The Progressive Era

The Stock Market Crash

Great Depression

The Lost Generation

*1930’s*

WPA

CCC

Dust Bowl

Wagner Act

SEC

Hooverville

Social Security Act

Federal Art Project

“Rise” of the Skyscraper

Radio

New York World’s Fair 1939

Television

Industrial Chemistry and Research

“Golden Age” of Hollywood

*1940’s*

World War Two

Internment Camps

Loyalty Programs

Victory Gardens

Rationing

Drives

GI Bill of Rights

Baby Boom

Computers

Radio/Personal Technology/Television

Abstract Impressionism

Paperback Books

Perceptions of Women

Rosie the Riveter

Pin-Up

Teenagers

Convenience Culture

Cinema and Film (Citizen Kane, Casablanca)

Actors and Actresses

Disney

Animation as Genre

Propaganda for WWII

Impact of WWII on Professional Sports

Professional Sports and Impact on WWII

*1950’s*

Transcontinental Television

Immigration and Naturalization

Polio

Interstate Highway system

Commercial Airlines

Beginning NASA and Space Exploration

The Execution of the Rosenbergs

McCarthyism

AFL-CIO

Consumerism

Abstract Expressionism Art Movement

Birth of Suburbia

Science Fiction

Reactions of Literature to Conformity and Anti-Establishment

Brown v Board of Education

Conflicts in Education

NAEP

Pledge of Allegiance

Shopping Malls

Rock ‘n Roll

Television and The “Ideal”

Sitcoms

Nightly News

Sports and Leisure

*1960’s*

Modernism in Architecture

Pop Art

Warhol

Race, Gender, and Color in Literature

Disillusionment

Feminism

College Campus and Protest

Voting age

Generation Gap

Inequalities of Race and Gender

Civil Rights Movement/Act

Black Power

Watts Riots in LA

Malcom X

Assassination

Black Nationalism

UFCW

Cesar Chavez

Watts Riots

Presidential Commission of the Status of Women

Birth Control/Abortion

Engel v Vitale (Prayer in Public Schools)

JFK

Bay of Pigs

Counterculture

Environmental Movement

Space Race

Beginnings of Vietnam

R & B and Motown

Changes in “Popular Music”

Dr. Denton Cooley (Artificial Heart)

Broadway

Film Codes MPAA

AM-FM

Television Family Viewing habits

Riots in Milwaukee, Detroit

1970’s

Alienation in Literature

Impact of Vonnegut, Morrison

Kent State Shooting

Anti-war movement

Education of All Handicapped Children Act of 1975

Mandatory Busing of Students (MKE)

Rise of personal technology

Floppy Disk, Microprocessor, Atari, VCR, email, barcode, E-book

Affirmative Action

Roe v Wade

Paris Peace Accords

Indian Self-Determination Act

Watergate

Earth Day

Pentagon Papers and Ellsberg

SALT 1

Arab Oil Embargo

3 Mile Island

Role of Benjamin Spock (Common Sense Book of Baby and Child Care)

Rise of the Blockbuster Movie

Corporation for Public Broadcasting

Impact of Television on Vietnam War

Saturday Night Live

Free Agency in Professional Sports

Ping Pong Diplomacy

The Triple Crown

Iranian Hostage Crisis

Shirley Chisolm (First African American Woman elected to House)

1980’s

Personal Computing

NASA

Columbia

Challenger Explosion

Human Genome Project

Just Say No

Insider Trading

Non-Traditional Presidential Candidates (Jackson, Ferraro)

Televangelism

AIDS

George HW Bush “Kinder, Gentler Nation)

Medicare

Single Parent Families

Art Museums

I.M. Pei

Book Censorship

Fast Food

“Nerd” Culture

Collectible Culture

MTV

Compact Disc

Cultural Literacy Movement

Nike

Mt. St Helens

PG-13

US bombing of Libya

DNA in law

1990

Gulf War 1

Bosnian Intervention

Haitian Overthrow

Deployment of American Forces in NATO role

Rodney King

OJ Simpson (American Celebrity Culture)

Terrorism

Domestic: Oklahoma City

Foreign: World Trade Center

School Shootings

Consumer Economy

Obesity

NCLB

ADA

Brady bill

NAFTA

Contract with America

Line item Veto

Return of Panama Canal

Political Leaders and Entertainers

Napster, Morpheus, Kazaa

ADD/ADHD Ritalin

TV Parental Guideline System

Sitcom culture

Cable Television Expansion

Hubble Telescope

**Research[[2]](#footnote-0)**

(From the Purdue OWL)

**Research: Where do I begin?**

**Summary:**

We live in an age overflowing with sources of information. With so many information sources at our fingertips, knowing where to start, sorting through it all and finding what we want can be overwhelming! This handout provides answers to the following research-related questions: Where do I begin? Where should I look for information? What types of sources are available?

**Contributors:** Dana Lynn Driscoll, Karl Stolley

**Last Edited:** 2013-02-21 10:36:29

Before you begin your research, you should ask yourself some questions. These will help narrow your search parameters.

**What kind of information are you looking for?**

Do you want facts? Opinions? News reports? Research studies? Analyses? Personal reflections? History?

**Where would be a likely place to look?**

Which sources are likely to be most useful to you? Libraries? The Internet? Academic periodicals? Newspapers? Government records?

If, for example, you are searching for information on some current event, a reliable newspaper like the *New York Times* will be a useful source. Are you searching for statistics on some aspect of the U.S. population? Then, start with documents such as United States census reports. Do you want some scholarly interpretations of literature? If so, academic periodicals and books are likely to have what you’re looking for. Want to know about commercial products? Will those companies have Web sites with information? Are you searching for local history? Then a county library, government office, or local newspaper archive is likely to be the most useful.

**How much information do you need?**

How many sources of information are you looking for? Do you need to view both sides of the issue?

## Online vs. Print Publications

An important distinction when doing research is the difference between traditional publications and Internet resources. The Internet may be the most convenient place to begin your research, but it is not always the best.

**Internet Sources:**Anything published exclusively online in a variety of digital formats. Material includes: web pages, PDF documents, ebooks, multimedia.

**Traditional Publications:**This includes anything that has been published in print form and is widely available at libraries and bookstores. Material includes: books, textbooks, newspapers, popular and scholarly journals, and magazines.

With the advent of new technologies, many traditional resources are now available online (including newspaper articles, magazines, book chapters, and journal articles). Pay careful attention to whether the source you have found is an online-only source or if it has a print component as well.

### Types of Sources:

### Traditional print sources

The amount of information can be overwhelming and confusing. This section provides a list of common types of sources and what information you can discover from each.

**Books and Textbooks:** Books present a multitude of topics. Because of the time it takes to publish a book, books usually contain more dated information than will be found in journals and newspapers.

**Newspapers:**Predominately covering the latest events and trends, newspapers contain very up-to-date information. Newspapers report both information that is factual in nature and also share opinions. Generally, however, they will not take a “big picture” approach or contain information about larger trends.

**Academic and Trade Journals:** Academic and trade journals are where to find the most up-to-date information and research in industry, business, and academia. Journal articles come in several forms, including literature reviews that overview current and past research, articles on theories and history, or articles on specific processes or research.

**Government Reports and Legal Documents:**The government releases information intended for its own use or for public use. These types of documents can be an excellent source of information. An example of a government report is the U.S. Census data. Most government reports and legal documents can now be accessed online.

**Press Releases and Advertising:**Companies and special interest groups produce texts to help persuade readers to act in some way or inform the public about some new development

**Flyers, Pamphlets, Leaflets:**While some flyers or pamphlets are created by reputable sources, because of the ease in which they are created, many less-than-reputable sources also produce these. They are useful for quick reference or very general information.

**Multimedia:** Printed material is certainly not the only option for finding research. Also consider media sources such as radio and television broadcasts, interactive talks, and public meetings.

### Internet-only sources

**Web sites:**Most of the information on the Internet is distributed via Web sites. Web sites vary widely in quality of information and validity of sources.

**Weblogs / Blogs:** A rather recent development in Web technology, weblogs or blogs are a type of interactive journal where writers post and readers respond. They vary widely in quality of information and validity of sources. For example, many prestigious journalists and public figures may have blogs, which may be more credible of a blog than most.

**Message boards, Discussion lists, and Chat rooms:**Discussion lists, chat rooms, and message boards exist for all kinds of disciplines both in and outside of the university. However, plenty of boards exist that are rather unhelpful and poorly researched.

**Multimedia:** The Internet has a multitude of multimedia resources including online broadcasts and news, images, audio files, and interactive Web sites.

**Electronic Resources**

Nicolet High School offers a plethora of electronic resources. These are available to any Nicolet High School student and would be the envy of college students. Please take advantage of the library and the information that Nicolet High School has provided for you.

*Some of these may be difficult to utilize if you are not on a Nicolet High School computer or computer network. If you need to access these from home, please set up an account with a Librarian.*

This information can also be found on the Nicolet High School Library Website:

<http://www.nicolet.us/academics/library.cfm>

These sites are also linked on the class website under Term Paper

Resources:

|  |  |  |
| --- | --- | --- |
|  | www.alukla.org | **Aluka** is an international, collaborative initiative building an online digital library of scholarly resources from and about Africa. ‘Aluka’, is derived from a Zulu word meaning ‘to weave’, reflecting our commitment to connect resources and scholars from around the world. |
|  | http://americangovernment.abc-clio.com/ | **American Government** provides a complete, multifaceted examination of the foundations of our government and political system that supports any curriculum or research project focused on the government of the United States. |
|  | http://americanhistory.abc-clio.com/ | From the explorers of the Americas to the issues of today’s headlines, **American History** investigates the people, events, and stories of our nation’s evolution. |
|  | http://search.ebscohost.com/ | **Ebscohost** is a web searchable collection of online databases that cover a wide range of general and academic topics.  Full-text is available for over 1000 periodicals. |
|  | http://hn.bigchalk.com/hnweb/hn/do/login | Full text content of The New York Times, The Wall Street Journal, The Washington Post, The Christian Science Monitor, The Hartford Courant, and Chicago Defender and more.  Most date back to their original editions. |
|  | http://www.jstor.org/ | **JSTOR** is a not–for–profit service that helps scholars, researchers, and students discover, use, and build upon a wide range of content in a trusted digital archive of over one thousand academic journals and other scholarly content. They use information technology and tools to increase productivity and facilitate new forms of scholarship. |
|  | http://www.oxfordmusiconline.com/subscriber | **Oxford Music Online** is an integrated music resource on the web, including full text of the New Grove Dictionary of  Music and Musicians, The New Grove Dictionary of Opera, and the New Grove Dictionary of Jazz. |

**How to Google**

According to a 2 year study by the ERIAL group regarding students’ electronic search habits, “”The majority of students -- of all levels -- exhibited significant difficulties that ranged across nearly every aspect of the search process," according to researchers there. They tended to overuse Google and misuse scholarly databases. They preferred simple database searches to other methods of discovery, but generally exhibited "a lack of understanding of search logic.””[[3]](#footnote-1)

Google is a tool. Google is not the answer; rather it is a guide to a ***POSSIBLE*** answer. Consequently, there are some tips and tricks to executing a proper Google search. Remember that often times the best sources take a little bit of digging. Very rarely if ever will a Google search your question give you the answer. Do not just type your question in. Please. I’m begging you. Please.

Tips and Tricks[[4]](#footnote-2):

|  |  |
| --- | --- |
| **Search for an exact word or phrase** | Use quotes to search for an exact word or set of words. This option is handy when searching for song lyrics or a line from literature. "imagine all the people"  ***Tip***: Only use this if you're looking for a very precise word or phrase, because otherwise you could be excluding helpful results by mistake. |
| **Exclude a word** | Add a dash (-) before a word or site to exclude all results that include that word. This is especially useful for synonyms like Jaguar the car brand and jaguar the animal.  jaguar speed -car or pandas -site:wikipedia.org  ***Tip***: You can also exclude results based on other operators, like excluding all results from a specific site. |
| **Search within a site or domain** | If you are looking for more results from a certain website, include site: in your query. For example, you can find all mentions of "olympics" on the New York Times website like this: olympics site:nytimes.com  ***Tip***: Also search within a specific top-level domain like .org or .edu or country top-level domain like .de or .jp. olympics site:.gov |
| **Search for pages that are similar to a URL** | To find sites that are similar to a URL you already know, use the related: operator. For example, when you search for related sites to the New York Times, you'll find other news publication sites you may be interested in. related:nytimes.com |
| **Fill in the blank** | Use an asterisk (\*) within a search as a placeholder for any unknown or wildcard terms.  ***Tip***: Use with quotation marks to find variations of that exact phrase or to remember words in the middle of a phrase. "a \* saved is a \* earned" |
| **Search for either word** | If you want to search for pages that may have just one of several words, include OR (capitalized) between the words. Without the OR, your results would typically show only pages that match both terms. world cup location 2014 OR 2018  ***Tip***: Enclose phrases in quotes to search for either one of several phrases. "world cup location 2014" OR "world cup location 2018" |
| **Search for a number range** | Separate numbers by two periods without spaces (..) to see results that contain numbers in a given range of things like dates, prices, and measurements. camera $50..$100  ***Tip***: Use only one number with the two periods to indicate an upper maximum or a lower minimum. Daytona 500 winners ..2000 |

**Source Credibility (OPVL)**

For historical inquiry and analysis students often examine historical documents.  The technique used by International Baccalaureate is known as Origin, Purpose, Value, and Limitation (OPVL).  Using this technique is helpful in learning to be a critical thinker and reader.

**O**rigin:

The more you know about where a document comes from, the easier it is to analyze it.

Is it primary or secondary document?

*Primary:  Primary sources are created by people whose experiences are first-hand.  They include letters, journals, interviews, speeches, photos, paintings, etc.*

*Secondary:  Secondary sources are written after or about the experience.  Secondary sources may have interpreted or analyzed from primary sources.  They include books, articles, etc.*

Where did this document come from?

When was the document produced?

Who created the document?

Who published the document? (If the author didn’t intend it to be public)

Do we know anything about the author that would help explain the document?

If we know something about the author this might be helpful in telling us about the reasons or purpose of the documents creation.

Was it the secret order of a dictator?

Was it the public speech of a President?

Having background knowledge of the author will help answer additional questions about purpose.

**P**uropse:

Purpose includes evaluation. If you don’t know anything about the author or the context of the times in which the document was created, it is very difficult to discuss its purpose.

What is the intent of this document?

Why did the author create it?

Why is it in this form?

Who is meant to see this document?

Who is not meant to see this document?

What is the subtext?  What is the document saying without actually saying?

**V**alue:

In looking at the value keep in mind that ***this is the value for historians***, not artifact collectors or even people reading or hearing about this document at the time.  Here you are again evaluating this document but as a historian.  Think about how this document can be used to answer the question.

Does the piece tell anything about; the author, the time period, or the situation in which this was created?

Is there an indication of any controversy or differing view on what is being described?

Is it possible to understand the author’s perspective from this piece?

As with Purpose, to really answer questions about Value you need to have good background knowledge of what the question is asking.

**L**imitation:

As with Value, Limitation means ***the limitation for the historian***.  When is the document no longer useful?  What questions can it not answer?  It is here that many students like to write that a document is “biased.”  Be very careful with bias.  Bias does not necessarily limit the value of a document.

What does this document leave out?

Is anything left out on purpose?

What more information is needed to best utilize this source?

Does the document get anything wrong?

Are the errors purposely misleading?

**Outlining[[5]](#footnote-3):**

**Summary:**

This resource describes why outlines are useful, what types of outlines exist, suggestions for developing effective outlines, and how outlines can be used as an invention strategy for writing.

**Contributors:**Elyssa Tardiff, Allen Brizee

**Last Edited:** 2010-04-17 05:26:08

Why create an outline? There are many reasons; but in general, it may be helpful to create an outline when you want to show the hierarchical relationship or logical ordering of information. For research papers, an outline may help you keep track of large amounts of information. Below are the primary reasons for creating an outline.

* Aids in the process of writing
* Helps you organize your ideas
* Presents your material in a logical form
* Shows the relationships among ideas in your writing
* Constructs an ordered overview of your writing
* Defines boundaries and groups

A good outline keeps the structure of your paper consistent and allows for you to create a more effective argument. The outline will make writing, drafting, and reviewing information more efficient by providing a framework for your actual writing. Although there are “formal” ways to outline, the most important factor is that the outline is clear and complete.

**Outline Examples:**

*Term Paper #1*

Introduction:

Attention getter:

Basic background information of topic:

Who:

What:

When:

Where:

Why:

How:

Thesis:

Transition:

Background Paragraph (detailed)

Who:

What:

When:

Where:

Why:

How:

Evidence Paragraph One:

Topic Sentence:

Brief explanation of topic sentence in relation to thesis:

Introduction of evidence or research:

Direct quote or Synopsis of Evidence:

Explanation of evidence:

Interpretation of evidence in direct relation to thesis:

Transition:

Evidence Paragraph (Two, Three, Four, etc.)

Topic Sentence:

Brief explanation of topic sentence in relation to thesis:

Introduction of evidence or research:

Direct quote or Synopsis of Evidence:

Explanation of evidence:

Interpretation of evidence in direct relation to thesis:

Transition:

Conclusion:

Summarization of evidence and argument

Restatement (in new language) of thesis

Closing statement (no new information)

*Term Paper Example #2*

I. Introduction:

A. Attention getter:

B. Basic background information of topic:

i. Who:

ii. What:

iii. When:

iv. Where:

v. Why:

vi. How:

C. Thesis:

D. Transition:

II. Background Paragraph (detailed)

A. Who:

B. What:

C. When:

D. Where:

E. Why:

F. How:

III. Evidence Paragraph One:

A. Topic Sentence:

B. Brief explanation of topic sentence in relation to thesis:

C. Introduction of evidence or research:

D. Direct quote or Synopsis of Evidence:

E. Explanation of evidence:

F. Interpretation of evidence in direct relation to thesis:

G. Transition:

(IV, V. VI, VII, VII)Evidence Paragraph (Two, Three, Four, etc.)

A. Topic Sentence:

B. Brief explanation of topic sentence in relation to thesis:

C. Introduction of evidence or research:

D. Direct quote or Synopsis of Evidence:

E. Explanation of evidence:

F. Interpretation of evidence in direct relation to thesis:

G. Transition:

X. Conclusion:

1. Summarization of evidence and argument

A. Restatement (in new language) of thesis

B. Closing statement (no new information)

Utilize whatever works best for you… There **needs** to be a system of organization.

**Paragraph Structure:**

**Introduction Paragraph**

The introduction is the first contact you will have with your reader. This is the part in the paper in which you create interest, give background, provide your exact detailed argument (thesis), and guide your reader to your evidence. A strong introduction allows for you to “hook” your reader and establishes ethos for your work.

Generally the basic structure for an introduction is:

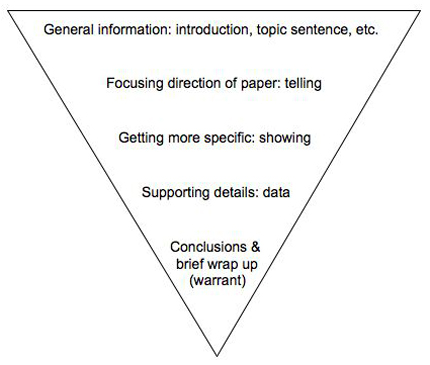
1. Attention Getter
   1. It is:
      1. Fact
      2. Relevant quote
      3. Historically intriguing information
      4. Anecdote
      5. Controversial historically accurate statement
   2. It is **NOT**:
      1. A question
      2. A joke
      3. A dictionary definition
      4. A question (seriously, every time you use a question in an introduction, I cry a little on the inside)
2. Brief Background information
   1. General information of who, what, when, where, why, how
   2. Apply as many as possible as your topic warrants
3. Thesis
4. Transition to background paragraph

Generally the thesis is crafted at the beginning of the research paper. It is the guide for the paper and all of the information that follows.

The Introduction can be (it was for me in college) one of the last things you write. Often, you do not have all of the information you need right away to craft and introduction. Sometimes, your paper may not match your introduction because of changes in research or a new development in your argument. Thefe

**General Structure**

Your paper should be organized in a manner that moves from general to specific information. Every time you begin a new subject, think of an inverted pyramid - The broadest range of information sits at the top, and as the paragraph or paper progresses, the author becomes more and more focused on the argument ending with specific, detailed evidence supporting a claim. Lastly, the author explains how and why the information she has just provided connects to and supports her thesis (a brief wrap up or warrant).

[[6]](#footnote-4)

**Body Paragraph**

Generally, the basic body paragraph structure should be as follows:

1. Topic Sentence
2. Brief background that clarifies the topic sentence and focuses the paragraph
3. Introduction to a piece of evidence (quote/evidence explication)
4. Properly inserted quote
5. Explanation of quote so that reader understands context and content
6. Interpretation of quote or evidence in direct relation to your topic sentence and your thesis
7. Transition sentence to following paragraph

**Quote Integration:**

**Introducing Quotations and Paraphrases:[[7]](#footnote-5)**

The work you produce within a research paper usually involves the important ideas, writings and discoveries of experts in your field of study. These contributions are always acknowledged by referencing, and there will be times when you introduce other people's views into your work and want to name them in the text. Naming other authors when you're introducing their views into your work can be done with quotations or paraphrases.

## When to introduce quotes or paraphrases

* when you want to use an **author** as an **authoritative voice**
* to **introduce** an **author's position** you may wish to discuss
* to provide **evidence** for your own writing
* to make a **clear distinction** between the views of different authors
* to make a **clear distinction** between an author's views and your own

## Introductory phrases

Use introductory phrases to tell the reader what the author thinks or does in their text. Consider using the following after you have given the author's name (and the year or notation):

* X states that . . .
* X claims that . . .
* X asserts that . . .
* X agrees that . . .
* X strongly argues . . .
* X comments that . . .
* X suggests that . . .
* X comments that . . .
* X says that . . .
* X observes that . . .
* X takes the view that . . .
* X contends that . . .
* X believes that . . .
* X proposes that . . .
* X concludes that . . .
* X maintains that . . .
* X concedes that . . .
* X notes that . . .
* According to X . . .
* As X states . . .

**Goals for introducing a quotation[[8]](#footnote-6):**

* If you are quoting dialogue from a primary source, make sure the speaker is clear. For example, it is not clear to write

Hemingway writes, "Couldn't we live together, Brett? Couldn't we just live together?" (62).

The speaker of that quotation is Jake Barnes, so it would be clearer to the reader to write

Jake asks, "Couldn't we live together, Brett? Couldn't we just live together?" (Hemingway 62).

* Make the sentence sound smooth and natural. The quotation should not interrupt the sentence or cause awkwardness. This example, on the other hand, integrates the quotation awkwardly:

The narrator describes Jake's injury as "a rotten way to be wounded and flying on a joke front like the Italian" (Hemingway 38).

The first portion of the quote, before the word "and," integrates smoothly, but the rest does not.

**Methods for Introducing a Quotation**

These are the three basic methods for introducing quotations, although each can be modified and varied infinitely.

**Method One**

Use an introductory phrase and a comma to introduce a quotation.

Brett says, "He wanted me to grow my hair out. Me, with long hair. I'd look so like hell" (Hemingway 246).

When Jake asks her about living together, Brett replies, "I don't think so. I'd just*tromper* [cheat on] you with everybody. You couldn't stand it" (Hemingway 62).

With this method, the quotation is usually a complete sentence; retain the capitalization of the first word.

The best introductory phrases will use verbs, as in "Hemingway writes" or "Brett insists." An introductory phrase without a verb, like "For example," does not always integrate smoothly.

**Method Two**

Use a complete sentence plus a colon to introduce a quotation.

Jake's first description of Brett Ashley shows her to embody the boyish sensuality of the 1920s: "Brett was damn good-looking. She wore a slipover jersey sweater and a tweed skirt, and her hair was brushed back like a boy's" (Hemingway 30).

Brett reveals to Jake that she rejected the bullfighter because she could predict his controlling tendencies: "He really wanted to marry me. So I couldn't go away from him, he said. He wanted to make it sure I could never go away from him" (Hemingway 246).

With this method, the quotation is usually a complete sentence; retain the capitalization of the first word.

**Method Three**

Make a short part of the quotation a part of your own sentence.

Although she is often asking Jake for money, Lady Brett Ashley has a title and is "of very good family"  (Hemingway 59).

When you integrate a short part of a quotation into your own sentence, punctuate as you would any other sentence. There is no special punctuation required. Sometimes, the word "that" will help the sentence sound smoother.

Jake notes that "Brett was damn good-looking" (Hemingway 30).

**Quote integration in MLA Style:**

When you directly quote the works of others in your paper, you will format quotations differently depending on their length. Below are some basic guidelines for incorporating quotations into your paper. Please note that all pages in MLA should be **double-spaced**

**Short quotations**

To indicate short quotations (fewer than four typed lines of prose or three lines of verse) in your text, enclose the quotation within double quotation marks. Provide the author and specific page citation (in the case of verse, provide line numbers) in the text, and include a complete reference on the Works Cited page. Punctuation marks such as periods, commas, and semicolons should appear after the parenthetical citation. Question marks and exclamation points should appear within the quotation marks if they are a part of the quoted passage but after the parenthetical citation if they are a part of your text.

For example, when quoting short passages of prose, use the following examples:

According to some, dreams express "profound aspects of personality" (Foulkes 184), though others disagree.

According to Foulkes's study, dreams may express "profound aspects of personality" (184).

Is it possible that dreams may express "profound aspects of personality" (Foulkes 184)?

**Long quotations**

For quotations that are more than four lines of prose or three lines of verse, place quotations in a free-standing block of text and omit quotation marks. Start the quotation on a new line, with the entire quote indented **one inch** from the left margin; maintain double-spacing. Only indent the first line of the quotation by an additional quarter inch if you are citing multiple paragraphs. Your parenthetical citation should come **after** the closing punctuation mark. When quoting verse, maintain original line breaks. (You should maintain double-spacing throughout your essay.)

For example, when citing more than four lines of prose, use the following examples:

Nelly Dean treats Heathcliff poorly and dehumanizes him throughout her narration:

They entirely refused to have it in bed with them, or even in their room, and I had no more sense, so, I put it on the landing of the stairs, hoping it would be gone on the morrow. By chance, or else attracted by hearing his voice, it crept to Mr. Earnshaw's door, and there he found it on quitting his chamber. Inquiries were made as to how it got there; I was obliged to confess, and in recompense for my cowardice and inhumanity was sent out of the house. (Bronte 78)

**Adding or omitting words in quotations**

If you add a word or words in a quotation, you should put brackets around the words to indicate that they are not part of the original text.

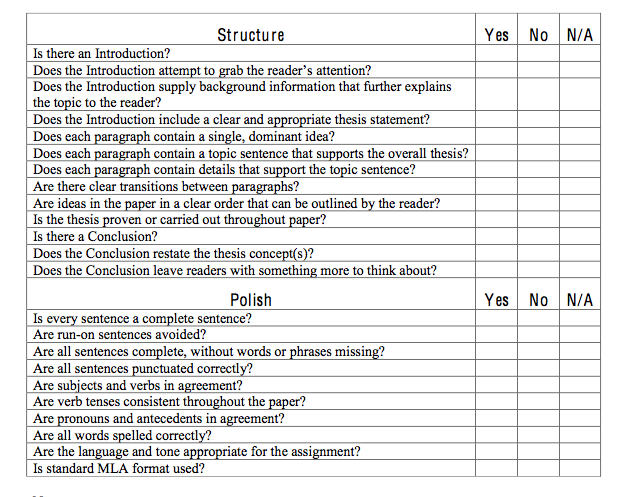
Jan Harold Brunvand, in an essay on urban legends, states, "some individuals [who retell urban legends] make a point of learning every rumor or tale" (78).

If you omit a word or words from a quotation, you should indicate the deleted word or words by using ellipsis marks, which are three periods ( . . . ) preceded and followed by a space. For example:

In an essay on urban legends, Jan Harold Brunvand notes that "some individuals make a point of learning every recent rumor or tale . . . and in a short time a lively exchange of details occurs" (78).

**Editing:**

Here is a standard editing checklist. This will save you from making a majority of mistakes that occur from not looking closely enough at your work. These are general and should be done with every paper. Please recognize that spell check does not catch everything. It is necessary that you read through your paper, your peers read through your paper, your enemies read through your paper and that you take your time to ensure that you are putting out the best work possible.



**Self Editing:**

**Thesis and structure:**

1. What is the paper about?
2. What is the thesis question it strives to answer?
3. What is the thesis?
4. What is the paper's "road map"? How is it structured to argue its thesis?
5. Where (in which paragraphs) does the argument stray?

**The thesis itself:**

1. What alternative explanations could be offered for the argument?
2. How could the thesis be modified to overcome these shortcomings?
3. Does it make a concise, clear, specific argument? Is it too general? Is it pure opinion that cannot be proven?

**Topic sentences and paragraphs:**

1. Which topic sentences do not relate to the thesis?
2. Which paragraphs fail to support the topic sentence?
3. Which paragraphs contain awkward or non-existent transitions to the next paragraph?

**Use of evidence:**

1. In which paragraphs is there no primary or secondary source evidence to support the thesis? Is there inappropriate evidence?
2. In which paragraphs does the author present primary source evidence, yet fail to explain why that evidence supports the thesis?
3. Where have you presented primary source evidence without adequately citing its source?
4. Where have you presented primary source evidence without correctly incorporating it into the author's prose?[[9]](#footnote-7)

**Peer Editing:**

Questions you should review when looking at a peer’s paper. It should be done with care and concern. You want your peer to be successful and should be providing an honest and thoughtful evaluation.

-What is the thesis statement or argument for this paper? Is it successfully argued? Underline it in the text.

-What is the topic of each paragraph? Can you identify what each paragraph will contain based on its topic sentence or background? Note which paragraphs could be better developed.

-Does the introductory paragraph introduce the topic? Does it narrow into the thesis sentence? Make suggestions on the draft if necessary.

-Does the conclusion function to end the paper. It should show that the point has been proven, does it? Make suggestions on the draft if necessary.

-Examine each quote. Do they help prove the argument? Name at least one suggestion. Are the quotes in the proper form? Correct if they are not.

-Are the quotes used in such a way as to advance the argument?[[10]](#footnote-8)

**MLA Formatting and Style Guide**

Plagiarism is defined as "a piece of writing that has been copied from someone else and is presented as being your own work" or "taking someone's words or ideas as if they were your own" 

Plagiarism occurs when you use someone else’s ideas and PRETEND they are your own. Avoiding plagiarism doesn’t mean that you can never use other people’s ideas. It’s a widely known secret that in fact you CAN use other peoples’ ideas and even their words. For many research papers you NEED to do this in order to prove your own points. So use their ideas! Use their words!

**Why Acknowledge Sources**

Doing research for a paper is an exploration and learning process. By acknowledging our sources we show our reader the path we took to come to our conclusions. Citing the authors we read shows how we tied others’ research and ideas together and how we came to learn about and develop our own ideas and opinions.

**Why should you cite your sources?**

1. Citations reflect the careful and thorough work you have put into locating and exploring your sources.
2. Citations help readers understand the context of your argument and are a courtesy to the reader, who may share your interest in a particular area of study.
3. Citations allow you to acknowledge those authors who contributed to your learning and your work.
4. Citations, by illustrating your own learning process, also draw attention to the originality and legitimacy of your own ideas.
5. By citing sources you demonstrate your integrity and skill as a responsible student and participant in your field of study.

**When to Cite Sources**

While professors and scholars may have specific requirements based on the needs of their discipline, there are cases where you should always cite your sources.

1. Direct quotes of more than one word. If the author’s words are powerful or you need to be specific for your argument, the authors’ words can be used as a direct quote.
2. Paraphrasing or summarizing. If you want to use someone else’s idea to help you make your point or to support your own ideas, in this case you would “translate” the ideas into your own words.
3. Information which may be common knowledge but still unfamiliar to your reader. This would also include statistical information which may be familiar information but still requires confirmation.
4. Not just books or articles should be cited. Any source that you use for information can and should be cited including interviews, websites, TV programs, etc.
5. Whenever you are not sure if something should be cited, err on the side of caution and cite sources.

**Paraphrasing or Summarizing**

This involves translating what you have read (or heard) and putting it into your own words. Paraphrasing typically refers to putting an idea or passage into your own words. Summarizing involves capturing the main idea or reducing a detailed piece to a shorter and more general synopsis.[[11]](#footnote-9)

**General Format[[12]](#footnote-10)**

MLA style specifies guidelines for formatting manuscripts and using the English language in writing. MLA style also provides writers with a system for referencing their sources through parenthetical citation in their essays and Works Cited pages.

Writers who properly use MLA also build their credibility by demonstrating accountability to their source material. Most importantly, the use of MLA style can protect writers from accusations of plagiarism, which is the purposeful or accidental uncredited use of source material by other writers.

If you are asked to use MLA format, be sure to consult the *MLA Handbook for Writers of Research Papers* The *MLA Handbook* is available in most writing centers and reference libraries; it is also widely available in bookstores, libraries, and at the MLA web site. See the Additional Resources section of this handout for a list of helpful books and sites about using MLA style.

**Paper Format**

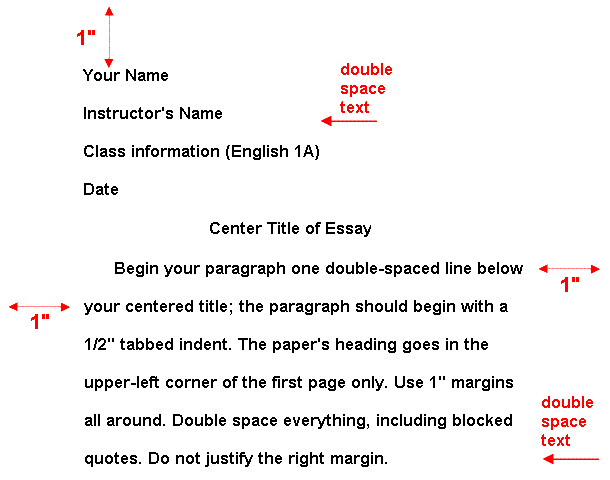
The preparation of papers and manuscripts in MLA style is covered in chapter four of the MLA Handbook, and chapter four of the *MLA Style Manual*. Below are some basic guidelines for formatting a paper in *MLA style.*

**General Guidelines**

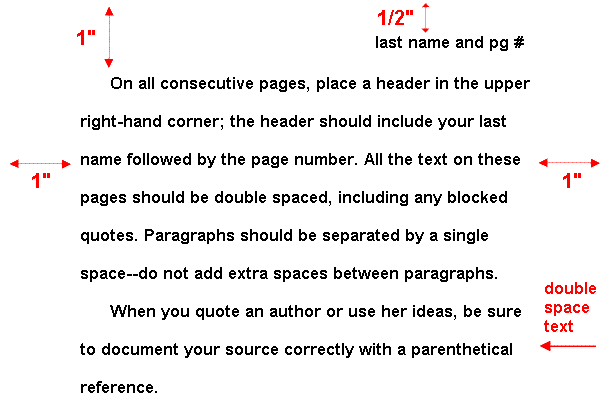
* Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper.
* Double-space the text of your paper, and use a legible font (e.g. Times New Roman). Whatever font you choose, MLA recommends that the regular and italics type styles contrast enough that they are recognizable one from another. The font size should be 12 pt.
* Leave only one space after periods or other punctuation marks (unless otherwise instructed by your instructor).
* Set the margins of your document to 1 inch on all sides.
* Indent the first line of paragraphs one half-inch from the left margin. MLA recommends that you use the Tab key as opposed to pushing the Space Bar five times.
* Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. (Note: Your instructor may ask that you omit the number on your first page. Always follow your instructor's guidelines.)
* Use italics throughout your essay for the titles of longer works and, only when absolutely necessary, providing emphasis.
* If you have any endnotes, include them on a separate page before your Works Cited page. Entitle the section Notes (centered, unformatted).

**Formatting the First Page of Your Paper**

* Do not make a title page for your paper unless specifically requested.
* In the upper left-hand corner of the first page, list your name, your instructor's name, the course, and the date. Again, be sure to use double-spaced text.
* Double space again and center the title. Do not underline, italicize, or place your title in quotation marks; write the title in Title Case (standard capitalization), not in all capital letters.
* Use quotation marks and/or italics when referring to other works in your title, just as you would in your text: *Fear and Loathing in Las Vegas* as Morality Play; Human Weariness in "After Apple Picking"
* Double space between the title and the first line of the text.
* Create a header in the upper right-hand corner that includes your last name, followed by a space with a page number; number all pages consecutively with Arabic numerals (1, 2, 3, 4, etc.), one-half inch from the top and flush with the right margin. (Note: Your instructor or other readers may ask that you omit last name/page number header on your first page. Always follow instructor guidelines.)



Following pages:



One thing that students struggle with is putting the last name and the page number on the pages. Here are the steps for this tricky piece of formatting.

1. Insert 🡪 Page Numbers (Upper Right Hand Corner)
2. Insert 🡪 Header
   1. Click right justify
   2. Type Last Name

**In Text Citations:**

**Basic in-text citation rules[[13]](#footnote-11)**

In MLA style, referring to the works of others in your text is done by using what is known as **parenthetical citation**. This method involves placing relevant source information in parentheses after a quote or a paraphrase.

**General Guidelines**

* The source information required in a parenthetical citation depends (1.) upon the source medium (e.g. Print, Web, DVD) and (2.) upon the source’s entry on the Works Cited (bibliography) page.
* Any source information that you provide in-text must correspond to the source information on the Works Cited page. More specifically, whatever signal word or phrase you provide to your readers in the text, must be the first thing that appears on the left-hand margin of the corresponding entry in the Works Cited List.

**In-text citations: Author-page style**

MLA format follows the author-page method of in-text citation. This means that the author's last name and the page number(s) from which the quotation or paraphrase is taken must appear in the text, and a complete reference should appear on your Works Cited page. The author's name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of your sentence. For example:

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).   
  
Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Wordsworth extensively explored the role of emotion in the creative process (263).

Both citations in the examples above, (263) and (Wordsworth 263), tell readers that the information in the sentence can be located on page 263 of a work by an author named Wordsworth. If readers want more information about this source, they can turn to the Works Cited page, where, under the name of Wordsworth, they would find the following information:

Wordsworth, William. *Lyrical Ballads*. London: Oxford U.P., 1967. Print.

**In-text citations for print sources with known author**

For Print sources like books, magazines, scholarly journal articles, and newspapers, provide a signal word or phrase (usually the author’s last name) and a page number. If you provide the signal word/phrase in the sentence, you do not need to include it in the parenthetical citation.

Human beings have been described by Kenneth Burke as "symbol-using animals" (3).

Human beings have been described as "symbol-using animals" (Burke 3).

These examples must correspond to an entry that begins with Burke, which will be the first thing that appears on the left-hand margin of an entry in the Works Cited:

Burke, Kenneth. *Language as Symbolic Action: Essays on Life, Literature, and Method*. Berkeley: U of California P, 1966. Print.

**In-text citations for print sources with no known author**

When a source has no known author, use a shortened title of the work instead of an author name. Place the title in quotation marks if it's a short work (such as an article) or italicize it if it's a longer work (e.g. plays, books, television shows, entire Web sites) and provide a page number.

We see so many global warming hotspots in North America likely because this region has "more readily accessible climatic data and more comprehensive programs to monitor and study environmental change . . ." ("Impact of Global Warming" 6).

In this example, since the reader does not know the author of the article, an abbreviated title of the article appears in the parenthetical citation which corresponds to the full name of the article which appears first at the left-hand margin of its respective entry in the Works Cited. Thus, the writer includes the title in quotation marks as the signal phrase in the parenthetical citation in order to lead the reader directly to the source on the Works Cited page. The Works Cited entry appears as follows:

"The Impact of Global Warming in North America." *Global Warming: Early Signs*. 1999. Web. 23 Mar. 2009.

It’s important to know that parenthetical citations and Works Cited pages allow readers to know which sources you consulted in writing your essay, so that they can either verify your interpretation of the sources or use them in their own scholarly work.

**Author-page citation for classic and literary works with multiple editions**

Page numbers are always required, but additional citation information can help literary scholars, who may have a different edition of a classic work like Marx and Engels's *The Communist Manifesto*. In such cases, give the page number of your edition (making sure the edition is listed in your Works Cited page, of course) followed by a semicolon, and then the appropriate abbreviations for volume (vol.), book (bk.), part (pt.), chapter (ch.), section (sec.), or paragraph (par.). For example:

Marx and Engels described human history as marked by class struggles (79; ch. 1).

**Citing authors with same last names**

Sometimes more information is necessary to identify the source from which a quotation is taken. For instance, if two or more authors have the same last name, provide both authors' first initials (or even the authors' full name if different authors share initials) in your citation. For example:

Although some medical ethicists claim that cloning will lead to designer children (R. Miller 12), others note that the advantages for medical research outweigh this consideration (A. Miller 46).

**Citing a work by multiple authors**

For a source with three or fewer authors, list the authors' last names in the text or in the parenthetical citation:

Smith, Yang, and Moore argue that tougher gun control is not needed in the United States (76).

The authors state "Tighter gun control in the United States erodes Second Amendment rights" (Smith, Yang, and Moore 76).

For a source with more than three authors, use the work's bibliographic information as a guide for your citation. Provide the first author's last name followed by et al. or list all the last names.

Jones et al. counter Smith, Yang, and Moore's argument by noting that the current spike in gun violence in America compels law makers to adjust gun laws (4).

Or

Legal experts counter Smith, Yang, and Moore's argument by noting that the current spike in gun violence in America compels law makers to adjust gun laws (Jones et al. 4).

Or

Jones, Driscoll, Ackerson, and Bell counter Smith, Yang, and Moore's argument by noting that the current spike in gun violence in America compels law makers to adjust gun laws (4).

**Citing multiple works by the same author**

If you cite more than one work by a particular author, include a shortened title for the particular work from which you are quoting to distinguish it from the others. Put short titles of books in italics and short titles of articles in quotation marks.  
  
*Citing two articles by the same author*:

Lightenor has argued that computers are not useful tools for small children ("Too Soon" 38), though he has acknowledged elsewhere that early exposure to computer games does lead to better small motor skill development in a child's second and third year ("Hand-Eye Development" 17).

*Citing two books by the same author*:

Murray states that writing is "a process" that "varies with our thinking style" (*Write to Learn* 6). Additionally, Murray argues that the purpose of writing is to "carry ideas and information from the mind of one person into the mind of another" (*A Writer Teaches Writing* 3).

Additionally, if the author's name is not mentioned in the sentence, you would format your citation with the author's name followed by a comma, followed by a shortened title of the work, followed, when appropriate, by page numbers:

Visual studies, because it is such a new discipline, may be "too easy" (Elkins, "Visual Studies" 63).

**Citing multivolume works**

If you cite from different volumes of a multivolume work, always include the volume number followed by a colon. Put a space after the colon, then provide the page number(s). (If you only cite from one volume, provide only the page number in parentheses.)

…as Quintilian wrote in *Institutio Oratoria* (1: 14-17).

**A picture of a dog wearing a top hat, with a monocle, smoking an old fashioned pipe**.



1. Lamberty, Nikki. "Carleton College." *: History: How to Write a History Research Paper*. N.p., 26 Sept. 2013. Web. 12 Jan. 2014. [↑](#footnote-ref--1)
2. Driscoll, Dana L., and Karl Stolley. "Welcome to the Purdue OWL." *Purdue OWL: Research Overview*. Purdue University, 21 Feb. 2013. Web. 28 Jan. 2014. [↑](#footnote-ref-0)
3. Hill, Kim. "Savvy Searchers." *Illinois Wesleyan University Magazine*. IWU Magazine, 2013. Web. 28 Jan. 2014. [↑](#footnote-ref-1)
4. "Search Operators." *Search Help*. Google, n.d. Web. 28 Jan. 2014. [↑](#footnote-ref-2)
5. Tardiff, Elyssa, and Allen Brizee. "Welcome to the Purdue OWL." *Purdue OWL: Developing an Outline*. Purdue University, 15 Apr. 2010. Web. 28 Jan. 2014. [↑](#footnote-ref-3)
6. https://owl.english.purdue.edu/owl/resource/724/02/ [↑](#footnote-ref-4)
7. https://student.unsw.edu.au/introducing-quotations-and-paraphrases [↑](#footnote-ref-5)
8. http://www.ivcc.edu/stylebooks/stylebook7.aspx?id=14668 [↑](#footnote-ref-6)
9. http://www.bowdoin.edu/writing-guides/ [↑](#footnote-ref-7)
10. http://nuwrite.northwestern.edu/communities/freshman/peer-editing/index.html [↑](#footnote-ref-8)
11. http://library.albany.edu/usered/cite/citing.html [↑](#footnote-ref-9)
12. https://owl.english.purdue.edu/owl/resource/747/01/ [↑](#footnote-ref-10)
13. https://owl.english.purdue.edu/owl/resource/747/02/ [↑](#footnote-ref-11)