



# Research Guidelines

Jefferson Township Schools

2011

# Research Guidelines

---

## Table of Contents

<b>Purpose of Research</b>	Page 3
<b>The Steps of the Research Process</b>	Page 4
<i>Step One: Defining the Task</i>	Page 5
<i>Step Two: Exploratory Research</i>	Page 6
<ul style="list-style-type: none"><li>• Searching for Resources</li><li>• Evaluation of Sources</li></ul>	
<i>Step Three: Thesis Proposal &amp; Annotated Bibliography</i>	Page 10
<ul style="list-style-type: none"><li>• Attributes of an Effective Thesis</li><li>• Working and Annotated Bibliography</li></ul>	
<i>Step Four: Note Taking</i>	Page 15
<ul style="list-style-type: none"><li>• Process and Strategy</li><li>• Avoiding Plagiarism</li></ul>	
<i>Step Five: Final Thesis</i>	Page 19
<i>Step Six: Outlining</i>	Page 20
<i>Step Seven: Constructing First Draft</i>	Page 21
<ul style="list-style-type: none"><li>• Parenthetical Citations</li><li>• Mechanics and Style</li><li>• Formatting the Paper</li><li>• Works Cited</li></ul>	
<i>Step Eight: Student Revision and Submitting the Final Paper</i>	Page 35
<i>Step Nine: Reflection and Evaluation</i>	Page 36
<b>Appendix A For Students</b>	Page 39
<ul style="list-style-type: none"><li>• Sample Works Cited</li><li>• Glossary of Commonly Used Terms</li><li>• Development of Outline Handout</li><li>• Student Sample Outline</li><li>• Development of Introduction Handout</li><li>• Web Resources</li></ul>	
<b>Appendix B For Teachers</b>	Page 52
<ul style="list-style-type: none"><li>• Scope and Sequence for Research</li><li>• National and State Standards,</li></ul>	

# Research Guidelines

---

## The Purpose of the Guidelines

The purpose of this booklet, gathered and produced by faculty of the Jefferson Township Schools, is to provide students with the necessary tools and references to aid in the research process. The Board of Education has approved these guidelines for students who are conducting research in grades 6-12. Be sure to understand the teacher's requirements when conducting research for a particular subject or course.

When working on any research project, all work submitted must be original and cited accordingly. Parenthetical citations are appropriate for all projects and papers alike. Conducting research should guide the student to draw his/her own conclusions, assert the findings, and make a new mark in the world that is solely the student's. Submitting another person's work or research and claiming it as one's own is considered plagiarism; be aware that there are serious consequences for plagiarizing.

The following members of the Jefferson Township High School and Jefferson Township Middle School worked on this publication:

Ms. Sharon Ciliento	Middle School Language Arts
Ms. Deborah Cohen	High School Media Specialist
Mrs. Kathy Cutrona	Middle School Social Studies
Mrs. Kasey Farris	High School Social Studies
Mrs. Patricia Klebez	High School English
Mrs. Robin Knutelsky	Language Arts Supervisor
Mr. Mark Schwarz	Social Studies Supervisor

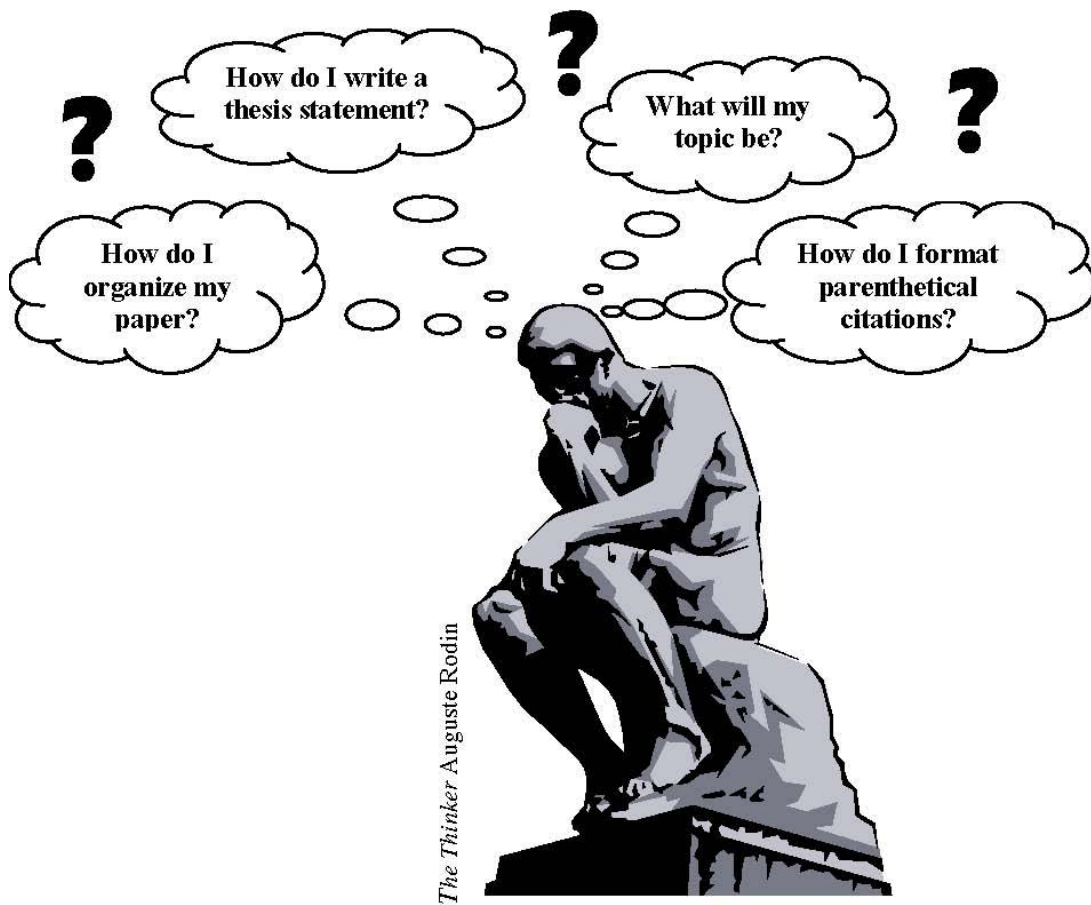


# Research Guidelines

---

## The Steps of the Research Process

- Step One:* Defining the Task
- Step Two:* Exploratory Research
- Step Three:* Thesis Proposal & Working and Annotated Bibliography
- Step Four:* Note Taking
- Step Five:* Final Thesis
- Step Six:* Outlining
- Step Seven:* Constructing First Draft
- Step Eight:* Student Revision and Submitting the Final Product
- Step Nine:* Reflection and Evaluation

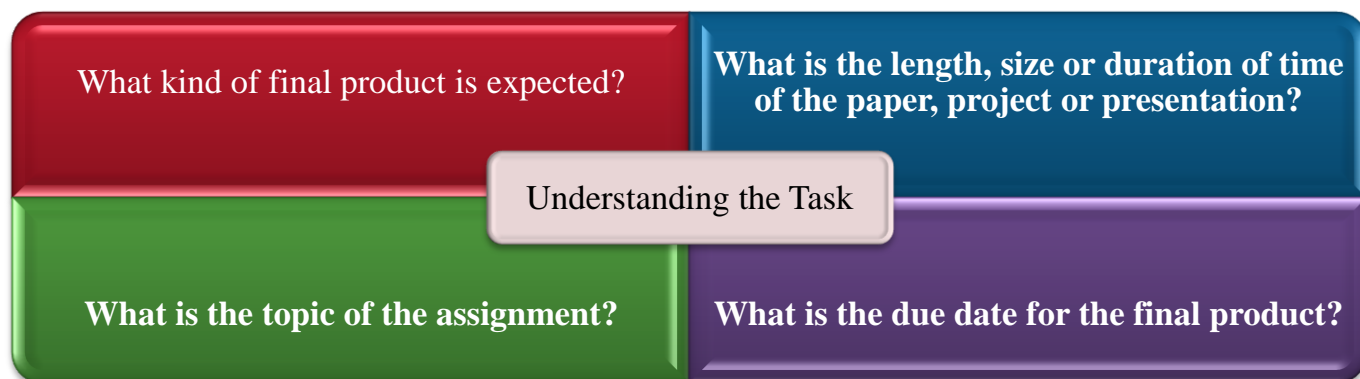


# Research Guidelines

---

## Step One: Defining the Task

**Task Definition:** Identify the problem to be solved. This first step should be considered carefully. Be sure you can answer the following questions (Eisenberg):



**1. What kind of final product is expected?** (Written research paper, project, Glogster, presentation, other, etc...)

**2. What is the length, size or duration of time of the paper, project or presentation?**

**3. What is the topic of the assignment?**

- Have you been given a specific topic?
- Can you choose your own topic?

**4. What is the due date for the final product?**

- Be sure to understand the specifics regarding the final due date.
- Are there other due dates for the process?

### Essential Questions:

Developing an “Essential Question” to guide the initial research is the best way to begin the research process (“Essential Question Rubric”). This question should be thought-provoking and controversial. If you find differing answers from reliable sources, then the question may convert well to a thesis.

Example:

**Question:** Is George Orwell’s book, *1984*, an accurate prediction of our society’s future?

**Research:** Some sources say “yes”, some say “no”; all sources agree that it is an excellent critique of totalitarian government.

**Thesis:** Although it may not predict the future of our society, *1984* is an excellent critique of totalitarian government.

# Research Guidelines

---

## Step Two: Exploratory Research



After you have identified a task, you must begin to explore the topic. Exploratory research allows you to determine how much information is available. This step is critical in helping you to more clearly define the task after reading and analyzing a selection of sources.

### Beginning the Research:

Time can be saved if you find a basic, up-to-date book or article on the topic or an aspect of the topic that leads to other key books or articles. It is very important to verify the sources; the sources should **not** be other students' opinions or papers, **nor** should they come from *Wikipedia*, *SparkNotes*, *CliffsNotes*, other online or print study guides or open-source documents.

### Consider these questions:

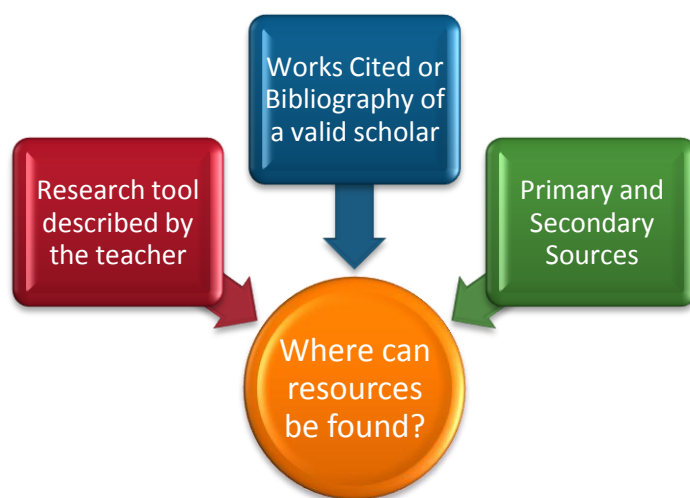
- What are the key words, descriptors and subject headings that describe and define your topic?
- What related terms are associated with your topic? Databases often list related subjects; it is a good idea to keep a list of these for later use.
- What information is available on your topic through the databases offered at JTHS/JTMS?
- Are there articles from magazines and newspapers on your topic?
- What type of reference materials are available on your topic either in print or non-print?

# Research Guidelines

---

## Searching for Resources

1. The first step is to use the research tools described by the teacher, specifically the textbook, databases, websites and periodicals.
2. Another step is to look at the Works Cited or Bibliography of any resource where other references are listed on the topic. Remember that the working bibliography will change as you come across new sources and eliminates other sources as evidence is gathered to support the proposed thesis.
3. Primary and Secondary Sources- It is expected that you will use both primary and secondary sources in your research.



### Primary Sources

- These are contemporary accounts of an event, written by someone who experienced or witnessed the event in question.
- These original documents (i.e. they are not about another document or account) are often diaries, letters, memoirs, journals, speeches, manuscripts, interviews and other such unpublished works.
- They may also include published pieces such as newspaper or magazine articles (as long as they are written soon after the fact and not as historical accounts), photographs, audio or video recordings, research reports in the natural or social sciences, or original literary or theatrical works.

### Secondary Sources

- The function of these is to interpret primary sources, and so can be described as at least one step removed from the event or phenomenon under review.
- Secondary source materials, therefore, interpret, assign value to, conjecture upon, and draw conclusions about the events reported in primary sources.
- These are usually in the form of published works such as journal articles or books, but may include radio or television documentaries, or conference proceedings. (“Primary and Secondary Sources”)

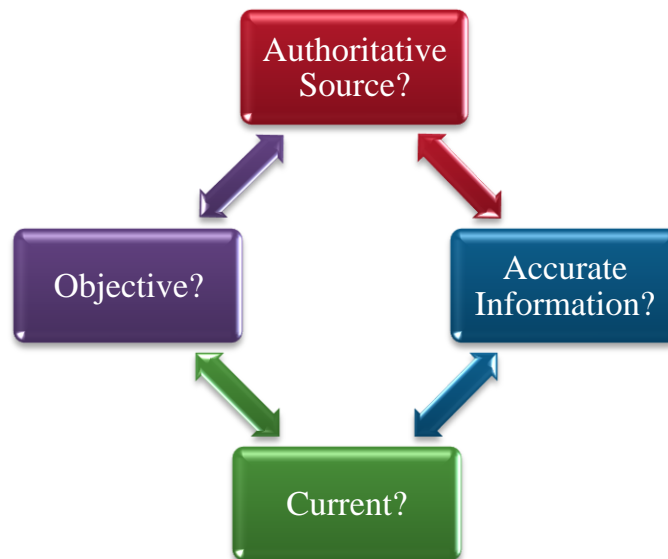
# Research Guidelines

---

## Collection and Evaluation of Sources

It is beneficial during this step to review a variety of sources. These sources may be valuable enough to be used in the annotated bibliography. Once a source is located, you should use the following Evaluation Checklist to see if the source is reliable.

### General Resource and Website Evaluation Checklist Southern Utah University Research Website



### Does the source have authority?

- Is the author an expert in the field?
- Has the author published other articles or books on this subject?
- Is the publisher well known? Is the publisher a university, government agency, a well-known organization or a company?
- Has the author provided any contact information?
- You may NOT know if the web page is the first resource selected. In order to gain an overview of the topic you may begin by reading an encyclopedia entry or a magazine article.
- Is there any information about the author or creator of the site?
- Is it easy to identify the domain? A commercial site [.com or .net] may be less reliable than one from a university [.edu], government agency [.gov], or nonprofit organization [.org].



# Research Guidelines

---

## **Does the source have accurate information?**

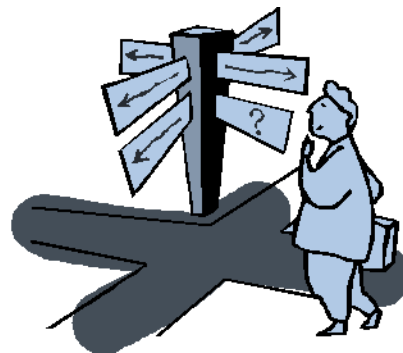
- Is the information correct and based on proven facts?
- Is the information scholarly or from a peer reviewed source?
- Are facts cited and verified with references, footnotes, or a bibliography?
- Is similar information available in other sources such as scholarly articles?
- Does the information report facts, or does it offer personal opinions of the author?
- What is the purpose of the information? Is it intended to inform, or entertain? Is it objective or biased?
- Does the source present only one point of view? Is there a bias in one direction?
- Is the information correct?

## **Is the source current? (Sometimes this is referred to as “currency”)**

- Is the information up-to-date?
- Is there evidence of newly added or updated information?
- If the information is dated, is it still suitable for your topic?
- What is the date on the bottom of the page?
- Was the site updated recently?
- Are there broken links that are no longer working?

## **Is the source objective and unbiased?**

- Does the site present only one point of view?
- Is there a bias in one direction?
- Does the site have advertising?
- Do pop-up ads block the content?
- Are you required to pay a fee to view information?
- Can you navigate the site easily?
- Can you read easily or does the background make it difficult?



**If any of the sources do not meet these criteria, consider finding other sources.**

## Research Guidelines

---

### Step Three: Thesis Proposal & Annotated Bibliography

#### Proposing a Thesis Statement

You should ask yourself the following questions when beginning Step Three:

- After reading and conducting the initial research, is this topic still interesting?



- What specific details about the topic are interesting?
- Is there something about the topic that is surprising?
- Is there enough information on the topic?

The exploratory research must be done to learn enough about a subject to identify key or essential questions. This research will influence where you stand on the issue. You will likely begin the research with a preliminary thesis that will continue to be refined until the writer is certain where the evidence leads.

#### Examples of brainstorming a thesis:

**Select a topic:** television violence and children

**Ask an interesting question:** What are the effects of television violence on children?

**Revise the question into a proposed thesis:** Violence on television increases aggressive behavior in preschool children.

Remember, this argument is the “preliminary” or “working” thesis. It is okay to revise the thesis while going through the research process! A good thesis has two parts. It should tell what the argument is, and it should predict how the argument will be proven.

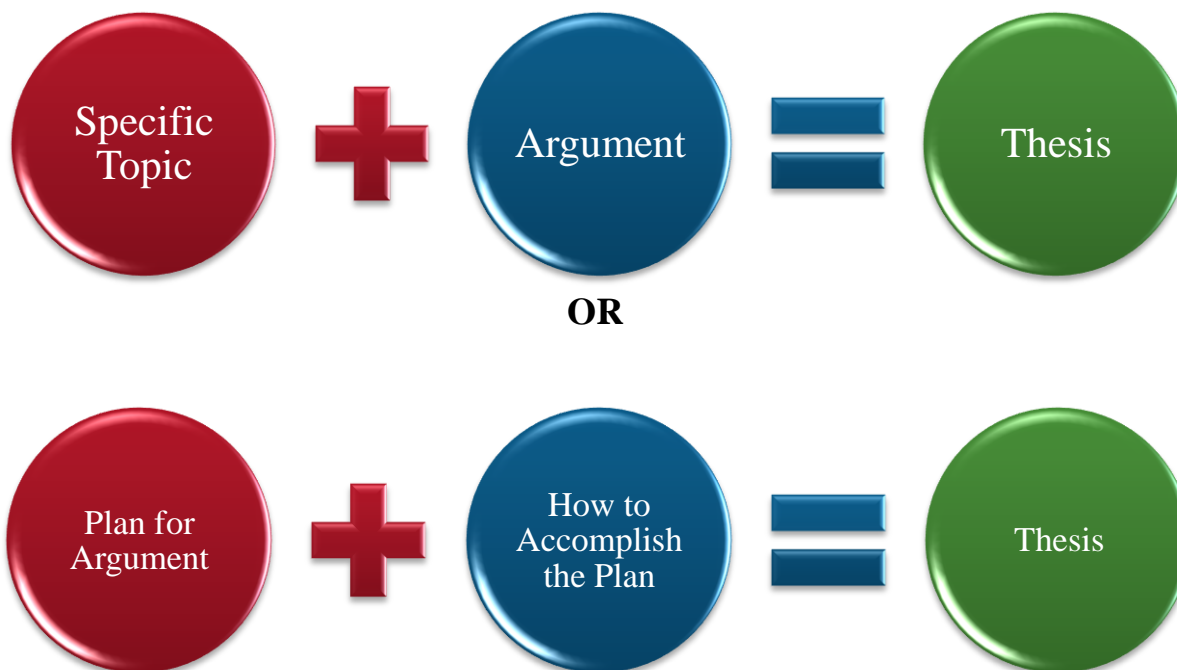
## Research Guidelines

---

### Attributes of a good thesis:

- It should be contestable, proposing an arguable point with which people could disagree.
- It should not be a statement of fact or express the obvious.
- It should be thought provoking, take a stand, and justify the discussion that will be presented.
- It should tackle a subject that could be adequately justified by sources.
- It should be specific, focused, and prove a point.
- It should clearly assert a conclusion based on evidence.
- It should provide the reader with a map to guide him/her through the work.
- It should anticipate and refute counter arguments.
- It should avoid vague (unclear) language.
- It should avoid the first person: “I believe,” “in my opinion,” “we need to,” or “us.”
- It should never be a question.

Here is a formula to follow when writing the thesis proposal:



### Check the thesis by asking these questions:

- Does the thesis cause the reader to ask: “How?” or “Why?”
- Does the thesis present a point of view?
- Is there an element of controversy in the thesis?

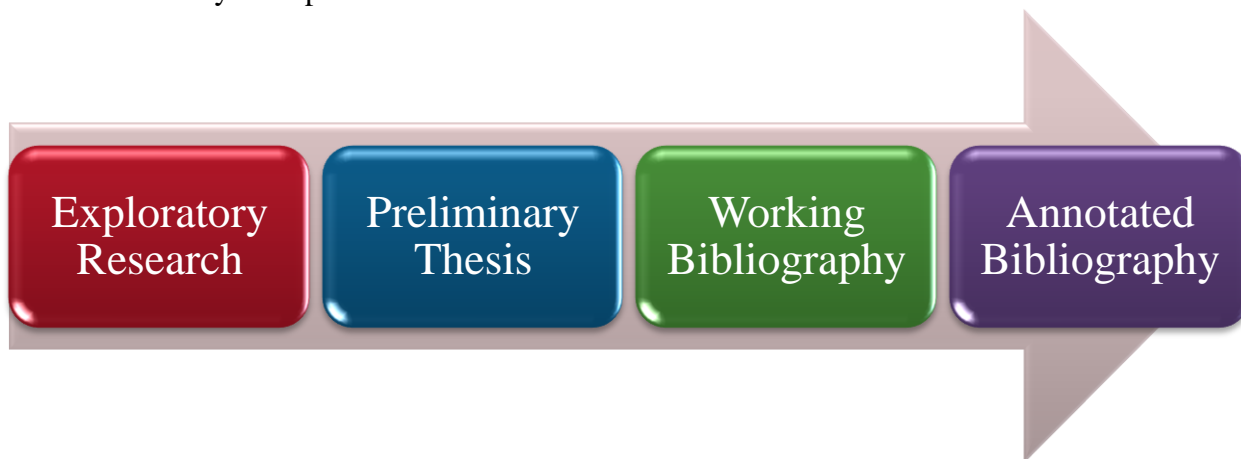
Once there is a working thesis, you should think about what someone might say against it. This will help to refine the thesis, and it will also make you think of the arguments that you will need to refute later on in the essay. Every argument has a counter-argument. Be flexible. The evidence or research may lead you to a conclusion you did not think would be reached. It is perfectly acceptable for you to change your thesis.

# Research Guidelines

---

## Working and Annotated Bibliography

As you complete your initial and exploratory research, you should keep track of your research by compiling a **working bibliography**. This **working bibliography** will develop into the **annotated bibliography**. Additionally, as you conduct your exploratory research, you should begin to formulate your own ideas about your topic.



Creating a working list of sources is a step in the research process and this list becomes a **bibliography**. As you research, you should make a list of the references that are found. You may decide not to use all of the sources in the final paper, but creating the list will verify that there are sufficient and varied sources with which to complete the research.

### Defining a working bibliography:

- A working bibliography is the documentation you might use for gathering information and writing a research paper.
- It will be longer than the actual “Works Cited” list in the final paper.
- The working bibliography will evolve and change as you gather new sources and eliminate those that are less useful.
- Some of the sources may be too technical; some sources may be too general or overly biased, inaccurate, or out of date. This is where critical judgment must come into play.

### Defining an annotated bibliography:

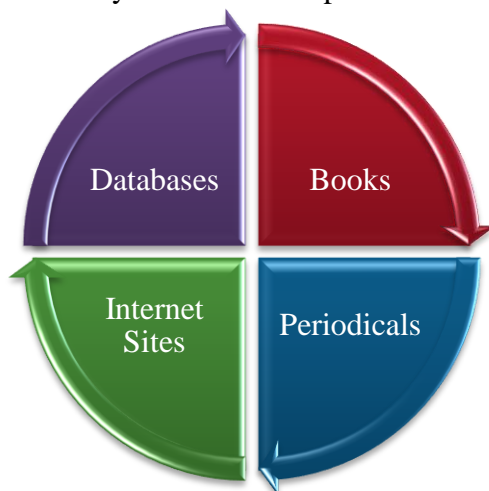
- An annotated bibliography is the documentation of the sources you might use for writing the research paper.
- Like the working bibliography, it will be longer than the actual “Works Cited” list in the final paper.
- The annotated bibliography will use the sources from the working bibliography **with** an explanation of the why these sources were chosen.
- The annotations will include the content of the source and their usefulness. It is **NOT** a summary of the source but a critical evaluation of its usefulness.

# Research Guidelines

---

## Working Bibliography

What information will you need to compile a working bibliography?



### Book:

- Author(s) (or editor or compiler)—sometimes this will be an organization
- Title (and subtitle if there is one, usually separated by a colon)
- Volume, editor, translator, compiler (when applicable)
- Edition number, if it is not the first edition
- Place of publication
- Publisher
- Year of publication

### Periodical/Database:

- Author(s) of the article
- Title of the article/title of the periodical (in italics)
- Volume and issue number of the periodical
- Date of the issue
- Page numbers of the article
- Medium of the publication (print, non-print)

### Internet Sources:

- Author's name (if available)
- Title of the document
- Title of the project, database, periodical or professional site (in italics)
- Name of the editor of the site
- Date of publication or last update
- Name of the institution or organization associated with the site (If this information cannot be found, the source may not be valid or credible)
- Date that the source was accessed
- Network address or URL medium of publication (Web)

# Research Guidelines

## Annotated Bibliography

### Sample:

Longshore, David. "Hurricane Katrina." *Encyclopedia of Hurricanes, Typhoons, and Cyclones*, New ed. New York: Facts On File, Inc., 2008. *American History Online*. Facts On File, Inc. Web. 30 April 2009. This source is useful for understanding the devastating effects of a hurricane that hit the US. It gives many details of how the science, history and social impact affected the people. This source is a complete look at the hurricane and the aftermath.

Valid Source as a published writer and focused on the topic

Valid and contains primary and secondary source

Content of the work and an in-depth study

Background and content that would be helpful

**A good annotated bibliography will be able to answer “yes” to the following questions:**

YES	NO	Annotated Bibliography Checklist
		Did you explain how, why and for what purpose the source is useful?
		Does the annotated bibliography encourage the reader to think critically about the content of the works?
		Does the annotated bibliography prove that you have read and understood the sources?
		Does the annotated bibliography establish EACH source as a valid source and provide for a more in-depth study?
		Does the annotated bibliography provide a way for others to decide whether a source will be helpful to their research if they read it?
		Does the annotated bibliography help interested researchers determine whether they are interested in a topic by providing background information and an idea of the kind of work going on in a field?

### Check out these other places:

- For information on how to format a bibliography, see page 41 in the Research Guide as the format is the same for the Works Cited.
- For additional information and samples of citations, you may consult Purdue University's Online Writing Lab [OWL] [www.owl.english.purdue.edu](http://www.owl.english.purdue.edu).

# Research Guidelines

---

## Step Four: Note Taking

Effective researchers use a specific system of note-taking to keep themselves organized. While these methods vary greatly from person to person, there are two primary systems that Jefferson Township students may use.

### Choosing a Note Taking Method:

#### OPTION 1 - PowerPoint Slides or Digital Notes

This purpose of this method is to record one piece of information on each PowerPoint slide or in another electronic format so that the notes may be easily sorted and organized:

- Source information should be recorded in the PowerPoint or other electronic format as you take notes so that information can be easily cited.
- The information can be easily reorganized.

#### OPTION 2 - Handwritten Outline Notes

The purpose of this method is to use a notecard or a notebook to record notes.

- Source information is recorded on the back of the card or color coded in the notebook so that information can be easily cited.
- Keeps notes in simple and familiar format
- Notes stay in a fixed location unless you intentionally move them

### Prioritizing Sources

- Shorter sources are analyzed first (small websites, magazine articles, and individual book chapters)
- Longer sources are analyzed last (long books and large websites)
- You should allow yourself the freedom to move back and forth between sources.

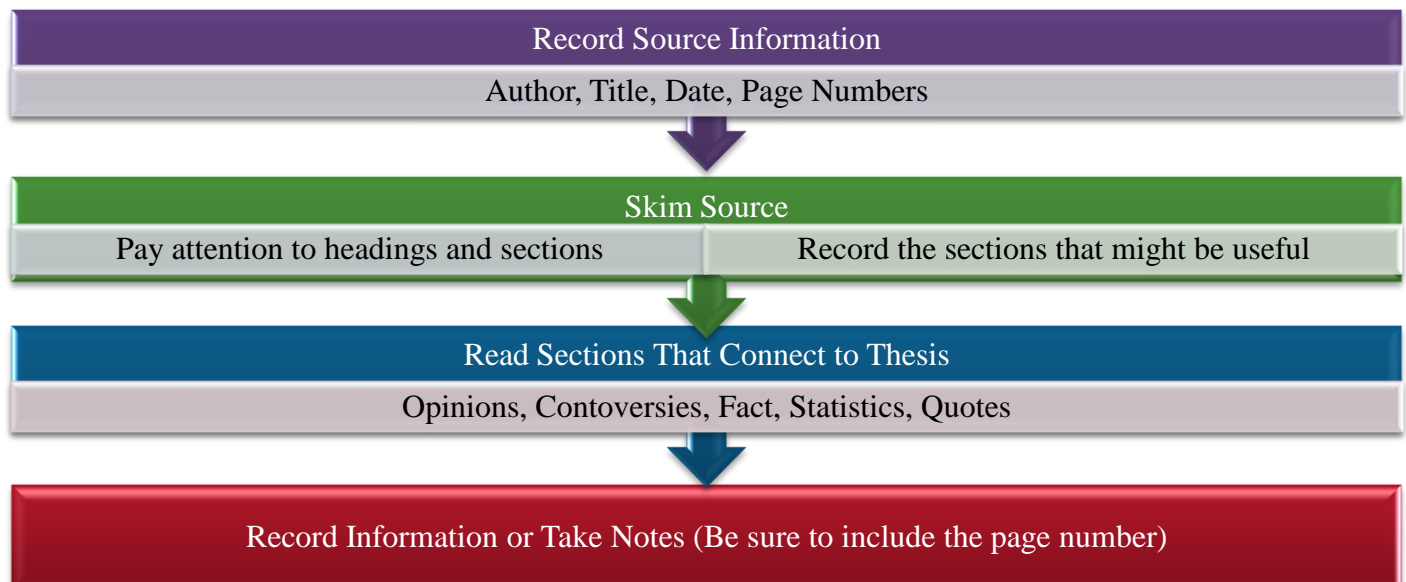
# Research Guidelines

---

## The Note Taking Process

These simple steps guarantee the creation of useful notes:

1. Record source information
  - Author
  - Title
  - Date
  - Page Numbers
2. Skim source
  - Pay attention to headings and sections
  - Record the name of each section that might be useful
3. Read each section looking for information that has **any connection to the thesis**:
  - Opinions
  - Controversies
  - Facts
  - Statistics
  - Quotes
4. Record each item of information in the notes using your words including the page number (not needed for websites)
5. Reflect on each section using these questions:
  - Does it support or oppose the thesis?
  - Does this information make one want to change the thesis?





# Research Guidelines

---

## Plagiarism

Plagiarism is stealing. Plagiarizing is using someone's words and ideas without crediting a source, as though they are the student's. It is committing literary theft and is a very serious offense. A plagiarized research paper will receive a grade of zero.

Sometimes plagiarism is unintentional and happens by mistake. Most often, it is a result of poor documentation of notes. As you are taking notes for the research paper and formulating ideas, it is critical to carefully document the sources for all of the information and the page number where the information is found.

Taking careful notes is the best way to avoid plagiarism. When paraphrasing, quoting, and transcribing information from a source to notes, the following questions must be considered:

- What is the author trying to explain?
- Why does the author think these points are important?
- How has the author decided to construct an argument?
- How do the author's ideas and arguments affect the reader's response to the work?
- How effective is the author's argument?

### **The writer must cite the source in these situations:**

- Using the words or ideas of someone else obtained from any source.
- Using words, ideas, or information from someone else that was paraphrased.
- Information gained through interviewing someone.
- The exact words or a unique phrase written by another person.
- Any diagrams, illustrations, charts, statistics, photographs, or art work.
- Ideas that others have shared in conversations or email.

### **When quoting directly:**

- Mention the person's name at the beginning of the quote, in the middle, or at the end.
- Put quotation marks around the text that is being quoted.
- Indicate added phrases in brackets ( ) and omitted text with ellipses (...).
- See formatting section in this Research Guide for how to include direct quotes into the paper.

## Research Guidelines

---

The writer does not need to cite the following (referred to as “common knowledge”):

- Your own experiences, observations, thoughts, or conclusions about a subject stated as a fact
- Generally accepted facts, such as Moby Dick is a whale.
- Your own experimental results
- Common knowledge, information that is likely to be known by a lot of people
- Example: S.E. Hinton is the author of the novel *The Outsiders*.

### Strategies for Avoiding Plagiarism

1. As notes are being taken, source information **must** be clearly recorded.
2. Words that are taken directly from a text or the Internet **must** be placed in quotation marks with source information **immediately** following.
3. **Paraphrase**. The following steps ensure that the researcher uses his/her own words:
  - Reading over the text carefully.
  - Closing the book or the web site and writing in one’s own words the ideas that have been read, without using the source as a guideline.
  - Comparing the paraphrased text with the original to be sure the same words or phrases of the author have not accidentally been used and that the information is accurate.
  - **EVEN A PARAPHRASE, MUST BE CITED!**



See “Parenthetical Citations” on page 24 on how to cite information correctly!

# Research Guidelines

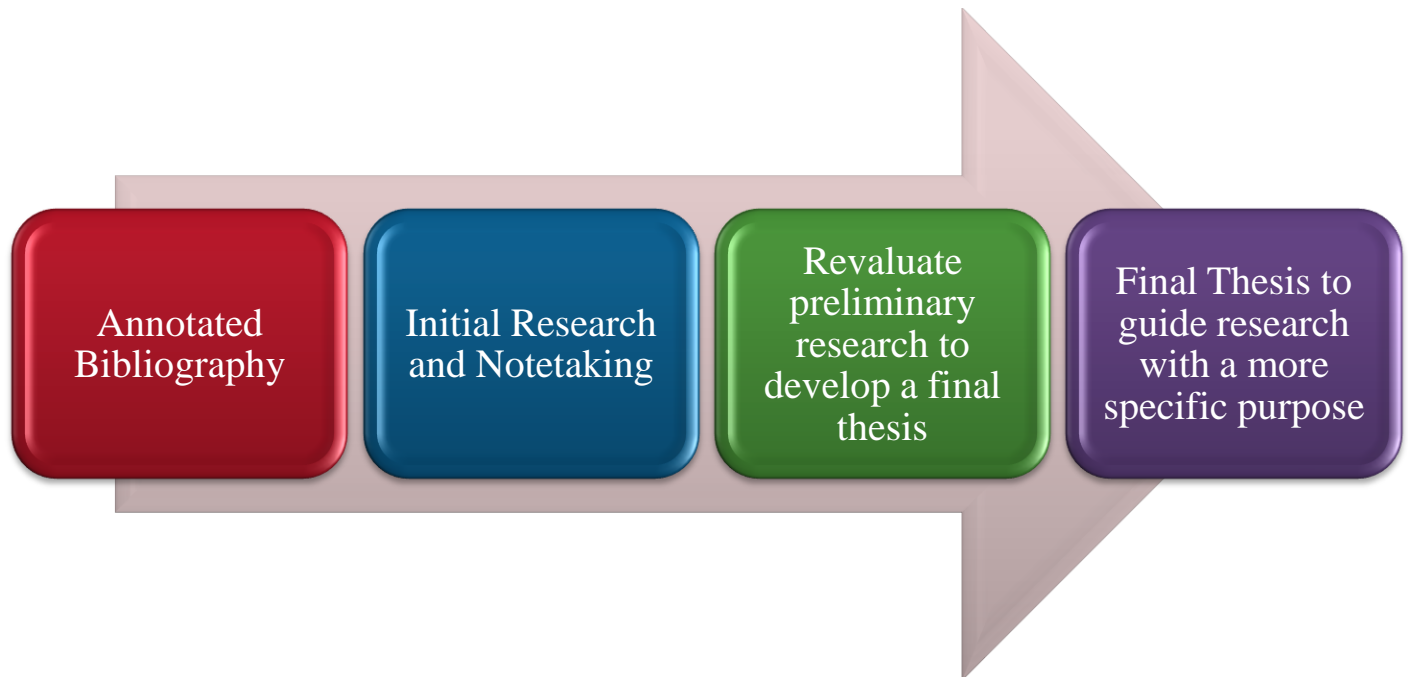
---

## Step Five: Final Thesis

After you have developed an initial task and created an essential question, completed the initial research, developed a working bibliography and taken some initial notes, you are now ready to finalize the thesis statement.

### Attributes of a good thesis:

- It should be contestable, proposing an arguable point with which people could disagree.
- It should not be a statement of fact or express the obvious.
- It should be thought provoking, take a stand, and justify the discussion that will be presented.
- It should tackle a subject that could be adequately justified by sources.
- It should be specific, focused, and prove a point.
- It should clearly assert a conclusion based on evidence.
- It should provide the reader with a map to guide him/her through the work.
- It should anticipate and refute counter arguments.
- It should avoid vague (unclear) language.
- It should avoid the first person: “I believe,” “in my opinion,” “we need to,” or “us.”
- It should never be a question.



# Research Guidelines

---

## Step Six: Outlining

An outline is required because it saves time and guarantees a logical and organized paper. The following steps will yield a useful outline:

**1. Final Thesis** – Should be recorded at the top.

**2. Organization of Main Arguments** – The research process will yield several key arguments and points that support the thesis. These should be listed in the order that they will appear in the paper and assigned a Roman numeral.

**3. Group Supporting Details** – Once the main arguments are established, additional details from the note-taking step should be grouped as supporting evidence.

### A Model Outline

In an outline, main ideas take Roman Numerals. Sub-points under each main idea take capital letters and are indented. Sub-points under the capital letters, if any, take Arabic numbers and are further indented. The beginning of each new sub-topic is placed directly under the first letter of the category above it. As is required in MLA format, everything is double spaced. (See Appendix for a student sample)

Thesis:

#### I. Sub-topic or Main Point to Support Thesis

A. Supporting idea to I

B. Supporting idea to I

1. Detail of B

2. Detail of B

a. Supporting detail of 2.

b. Supporting detail of 2.

#### II. Sub-topic or Main Point to Support Thesis

A. Supporting idea to II

B. Supporting idea to II

C. Supporting idea to II

#### III. Sub-topic or Main Point to Support Thesis

## Research Guidelines

---

### Step Seven: Constructing the First Draft



#### Starting to Draft

The following techniques can help you to begin writing your first draft:

- Read over what has already been written in the notes and outlines, and immediately start the draft with whatever comes to mind.
- Free Write: you can begin by writing scribbles or typing nonsense until usable words start coming.
- You should consider writing a paragraph on what you think the finished essay will look like.
- Using the outline, divide the essay into sections--one for the introduction, another for the first point, and so on. Start writing the part that seems most interesting and easy to write.

#### Writing the Introduction

An introductory paragraph should:

- Present the general subject and spark the reader's interest
- Establish a tone and direction
- Clearly identify the thesis and some main ideas about the topic. (See Appendix A for examples)

**Keep the thesis prominent in the introduction.** A good, standard place for the thesis statement is at the end of an introductory paragraph, especially in shorter research essay. Readers are used to finding a thesis there, so they automatically pay more attention when they read the last sentence of the introduction. Although this is not required in all academic essays, it is a good rule of thumb. It should not be underlined or in bold type.

#### Advancing the Thesis

When writing a first draft, you must really test your initial thinking on the subject. You must determine whether or not your thesis is valid and whether or not there is enough compelling information to develop it.

The text of the draft should contain supporting details that advance the thesis. Develop each main point in a separate paragraph or two, making sure there is plenty of evidence to support the thesis. Include facts,

## Research Guidelines

---

examples, anecdotes, definitions, and so on. Be sure to also add your own analysis and commentary.

### The Rough Draft

The rough draft that is submitted to the teacher is a very important step in the development of the research paper; it is a dress rehearsal for the finished product. The rough draft must contain ALL of the essential elements that will appear in the final research paper. After writing a solid first draft, the teacher will give constructive and helpful comments that will help turn the rough draft into a polished final draft.

The completed rough draft should be in MLA style and should include all of the same components required in a final draft, particularly the Works Cited. The Works Cited should be included in *all* drafts, *including* the one posted on to [www.turnitin.com](http://www.turnitin.com). Without a Works Cited, the paper is not a valid research paper.

**When writing a research paper, a specific format must be followed. The following guidelines of the Modern Language Association [MLA] are used in Jefferson Township Public Schools:**

#### Format

- Type the research paper on standard 8.5 X 11 inch white paper.
- Set the margins of the document to 1 inch on all sides.
- Use 12-point Times New Roman font for the entire paper, including the Works Cited.
- Be sure that formatting is on “Normal” while typing the body of the paper.
- Double-space the paper throughout, including page numbers, heading, text, quotes longer than four lines, and the Works Cited. Do not insert extra spaces between paragraphs.



# Research Guidelines

---

## Writing the Conclusion

An effective closing adds to a reader's understanding of an essay.

- The first part of the closing usually reviews or ties together important points in the essay, enforces or stresses one particular point, and/or restates the thesis.
- The final lines of the closing may expand the scope of the text by making a connection between the paper and the reader's experience, or between the essay and life in general.

## Revising and Editing

During revision, you should shift focus and become the reader, making sure the thesis is clearly proven. It is wise to revise in at least two stages:

- One devoted to fundamental meaning and structure (revising)
- Two devoted to word choice, grammar, punctuation, format, and other features of the surface (editing).

Knowing that you will edit later gives you the freedom to look beyond the confines of the page or screen to the whole paper.

It is important to use quotations, paraphrases and summaries of experts on the topic or issue that you are researching in order to prove the thesis.

- No teacher expects you to be the expert: "Writers frequently intertwine summaries, paraphrases, and quotations.
- As part of a summary of an article, a chapter, or a book, a writer might include paraphrases of various key points blended with quotations of striking or suggestive phrases" (Purdue Online Writing Lab).

# Research Guidelines

---

## Parenthetical Citations

All quotations, paraphrasing and summarizing **must be cited** appropriately. The differences are as listed:

**Quotations** must be identical to the original, using a narrow segment of the source. They must match the source document word for word and must be attributed to the original author.

**Example:**

“Write only if you cannot live without writing. Write only what you alone can write,” said Elie Wiesel.

**Paraphrasing** involves putting a passage from source material into your own words. A paraphrase must also be attributed to the original source. Paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly.

**Example**

A person should only write if they cannot live without writing, or if he or she has an unique experience to write about.

**Summarizing** involves putting the main idea(s) into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summaries are significantly shorter than the original and take a broad overview of the source material.

**Example**

The act of writing is valuable on many levels.

### All of these must be cited





# Research Guidelines

---

In an MLA style research paper, you must “cite,” or document, within the text of the paper, all information or quotes that was used from the sources as you compiled the research. The in-text citations are called parenthetical citations. The parenthetical citations immediately tell readers where they can find the cited information on the works cited page at the end of the research paper. Parenthetical citations generally include the author’s last name and the page number where the information can be found. Keep in mind that all ideas, whether quoted, paraphrased or summarized that are not yours must be cited.

## Use of Author’s Names

Authors deserve credit for what they have written. Therefore, you must also credit the author. The only time an author’s name is excluded is when one is not provided.

- **Author’s name not in the text:**

If the author’s name is not used in the sentence introducing the source material, then include the author’s last name in the parenthetical citation before the page number without a comma.  
(Whitehouse 74).

- **Author’s name in the text:**

If the author’s name is used in the text introducing the source material, then cite only the page number in the parentheses:

Whitehouse argues, “the dramatic increase in welfare cases is due to the overall decrease in the value of the dollar” (7).

## Incorporating Quotes as Support for Thesis

As you are writing the first draft of the research paper/project, consider how to introduce information from the sources. When quoting sources, use this three-part model:

1. **Start it up:** Set up the quote with a signal phrase that indicates a quote is coming.
2. **Back it up:** Smoothly integrate an actual quote that represents the point that one wants to make.
3. **Wrap it up:** Add a sentence or two of one’s own analysis or commentary to wrap up and solidify the initial idea.

### Example:

Back it up!

Wrap it up!

One must be willing to change in order to be effective. The playwright George Bernard Shaw once said, “Progress is impossible without change, and those who cannot change their minds cannot change anything” (Shaw 5). It is evident that Shaw believed that people must remain open minded and flexible in order to make a difference in the world.

**Start it up:** One must be willing to change in order to be effective. “The playwright George Bernard Shaw once said,

**Back it up:** “Progress is impossible without change, and those who cannot change their minds cannot change anything” (Shaw 5).

**Wrap it up:** It is evident that Shaw believed that people must remain open minded and flexible in order to make a difference in the world.

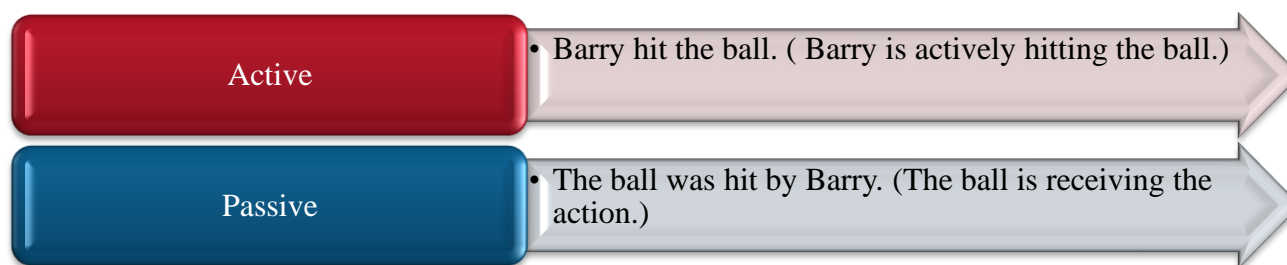
# Research Guidelines

---

## Mechanics and Style

### Active/Passive Voice

Active voice is best. In sentences written in active voice, the subject performs the action expressed in the verb; the subject acts. In sentences written in passive voice, the subject receives the action expressed in the verb; the subject is acted upon. With active voice, the subject performs the verb. The “doer” of the action in the first sentence, the active voice, is at the beginning of the sentence while the “doer” of the action in the second sentence, passive voice, is at the end of the sentence.



### Capitalization

- An individual’s title is capitalized when it comes before the name:
  - **Incorrect:** chairperson Petrov
  - **Correct:** Chairperson Petrov
- A title is not capitalized when it follows the name as a description.
  - **Incorrect:** Mrs. Petrov, the Chairperson of the company, will address the reporters at noon.
  - **Correct:** Mrs. Petrov, the chairperson of the company, will address the reporters at noon.
- Compass points are capitalized only when they refer to specific regions.
  - **Incorrect:** Three relatives from the south came for a visit for the holidays.
  - **Correct:** Three relatives from the South came for a visit for the holidays.

### Clichés

- Clichés are to be avoided.
- By definition, they are phrases or ideas that are so overused that they have lost their original effect.
  - **Incorrect:** During the flood, it was raining cats and dogs.
  - **Correct:** During floods, the weather system severely impacts the amount of rainfall.

### Contractions

- Contractions are not used in formal writing.
- As a matter of style, the contraction weakens the argument or use of language.

# Research Guidelines

---

- **Incorrect:** John Wilkes Booth **isn't** a hero.
- **Correct:** John Wilkes Booth **is not** a hero.

## Concrete Language

- Specific, concrete words are better than vague, general ones.
  - **Incorrect:** Mike suffers a series of unfavorable experiences.
  - **Correct:** Mike's family is killed and his possessions are destroyed.

## Font

- Always Times New Roman, 12-Point font.
- All caps should never be used.
- There is no reason to use boldfaced type or to underline in an academic paper.
  - **Incorrect:** The discovery was immensely significant for the scientists.
  - **Correct:** The discovery was immensely significant for the scientists.
- *Italics* are used to indicate book titles, paintings, ships, record titles, newspapers, and magazines.
- "Quotation marks" are used for poems, chapters of a book, and titles of articles.

## Numbers

- In MLA Style, when writing about literature or another subject that involves infrequent use, numbers are spelled out in one or two words.

**Correct:** Thirty-six      ninety-nine      fifteen hundred

- When a paper frequently references scientific study or statistical analysis, numerals should precede technical units of measurement:

**Correct:** 5 millimeters    14 kilometers

- Numbers are written when appearing at the start of a sentence.

**Correct:** Five hundred sandwiches are sufficient to feed everyone at the picnic.

- Fractions are spelled out using hyphens.

**Incorrect:** A 2/3 majority is required for that bill to pass in congress.

**Correct:** A two-thirds majority is required for that bill to pass in congress.

## Research Guidelines

---

- Mixed fractions are written in figures, except when appearing as the first word of a sentence.
  - **Incorrect:** She expects a 5-1/2 percent wage increase.
  - **Correct:** Five-and-one-half percent is the maximum interest offered by the bank
- Number use must be consistent.
  - **Incorrect:** He can earn anywhere from \$500 to \$5 million.
  - **Correct:** He can earn anywhere from \$500 to \$5,000,00
- When referring a decade or century, apostrophes are not used.
  - **Incorrect:** 1930's
  - **Correct:** 1930s
  - **Correct:** in the '30s

### Person and point of view

- Academic papers are to be written in the third person.
- The first person *I* and second person *you* are unacceptable except in the case of a quotation.
  - Incorrect:** I have made a profound discovery.
  - Incorrect:** You have made a profound discovery.
  - Correct:** He realized he made a profound discovery.

### Punctuating Quotations

- The first word of sentence is capitalized.
- Periods and commas within the quotation always go inside quotation marks.

Example: He said, "We always knew she could not be trusted."

Tense

Capital

Note in both cases that the comma and period come before the quote.

- Literature analysis is written in present tense.
  - **Incorrect:** In Harper Lee's novel, *To Kill a Mockingbird*, Tom Robinson **was** accused of a crime he did not commit.
  - **Correct:** In Harper Lee's novel, *To Kill a Mockingbird*, Tom Robinson **is** accused of a crime he did not commit.
- Keep tense consistent

# Research Guidelines

---

## Slang/Informal

Slang is informal language consisting of words and expressions that are not considered appropriate for formal occasions.

- Our everyday language consists of slang, but slang should not be used when writing formal papers.
- Research papers should consist of formal writing; they should not be written the way one speaks.
  - **Incorrect:** He did not even know what hit him.
  - **Correct:** He was unaware of what just occurred.
  - **Incorrect:** This endeavor was near and dear to her heart
  - **Correct:** This endeavor was important to her.

## Style

Word choice and sentence structure should vary.

- Especially at the introduction of a quotation. As an alternative to using *says*, more descriptive words include *adds*, *advises*, *agrees*, *argues*, *assumes*, *commands*, *continues*, *divulges*, *implies*, *speculates*, *testifies*, *urges*, and so on.

**Example:** Alice Walker asserts, “The unisex pants that Celie sews in *The Color Purple* symbolize the equality between men and women” (212).

- Varying the sentence structure allows for more variety in writing. There should be a balance of long as well as short sentences through the paper. Remember that the goal is to have the reader be interested in what is being written.

# Research Guidelines

## Formatting the Paper

- **Give your work a title:**
  - Not just the name of the work being researched.
  - Center the title on the line below the heading.
  - Do not underline, boldface, or capitalize the title.
  - Do not italicize the title unless the name of the books appears in it.
  - Begin paper immediately below the title with no extra spaces.
- **Heading and Title** should only appear on the first page of the paper.
- **Name and Page Number:**
  - A half-inch from the top of the page, in the upper right-hand corner, create a header for page numbers.
  - Number all pages consecutively, including the first page.
  - The page number consists of the student's last name followed by the page number (Jones 1).
  - To create page numbers, go to "View," then to "Header and Footer."
- **Use of Binders and Folders:**
  - Although plastic binders are an attractive touch to a paper, teachers consider them to be nuisances when reading and commenting on student work.
  - However, do not turn in loose pages to the teacher; staple the left-hand corner of the paper.
- **No Cover Page:**
  - On the first page, begin the research paper with a heading, one inch from the top and flush left.
  - The heading consists of student's name, the teacher's name, the course name or number, and the date on separate lines, double-spacing between each line.

Linda Jones

Mr. Roberts

English 11

8 October 2011

Double spaced with  
student name, teacher  
name, course and  
date.

Original title in  
plain text

No extra space, simply  
begin paper.

Victorian Attitudes in *Jane Eyre*

During the Victorian Period, women had to rely on men for their survival and sustenance. Unless a woman was born independently wealthy, society expected that she would find a man to marry-whether or not love was involved. What ...

## Research Guidelines

- **Parenthetical citation/documentation:**

- These are references within the text of the paper that must clearly point to specific sources in the list of works cited.
- The information in the parenthetical citations must match the corresponding information in the entries on the works cited list.
- The parenthetical citation generally consists of the author's name and page number where one found the information in the source material.
- Always insert the parenthetical citation immediately following the sentence quoted or paraphrased. Here is a sample parenthetical citation. Note that there is no punctuation between the author's name and the page number.

Jane Eyre is not the typical Victorian woman. Rather, she is “assertive, self-confident, arrogant, sometimes annoying, and always mindful and compassionate toward others” (Donaldson 346).

- **Long Quotations:**

- If quotations run more than four lines, set them off from text by beginning a new line
- Indent the long quotation one inch (10 spaces) from the left margin
- Type the quotation double-spaced.
- Do not use quotation marks around the long quotation.
- The punctuation goes after the quotation and the parenthetical citation follows. Note the example of the long quotation below:

During the trial, Justine maintains her innocence as she is called to give her defense. As the trial proceeds, however, she attempts to prove her innocence by speaking of her reputation and good character. She says:

Indented  
ten spaces

God knows how entirely I am innocent. But I do not pretend that my protestations should acquit me; I rest my innocence on a plain and simple explanation of the facts which have been adduced against me, and I hope the character borne will incline my judges to a favorable interpretation where any circumstance appears doubtful or suspicious. (Shelley 136)

The entire quote is double spaced and no quotation marks are used.

Notice parenthetical documentation is outside the period.

# Research Guidelines

## • Works Cited

Remember the following when putting together the works cited:

- The list is alphabetical by entry.
- ONLY the works that are referred to or “cited” in the paper or project appear on the Works Cited page.
- The entire list is double spaced with no extra spaces between each entry.
- The initial entry is lined up with the left margin.
- The carry-over lines are indented.

Double spaced throughout

### Works Cited

Student's last name  
and page number

Jones15

Harris, Muriel. "Talk to Me: Engaging Reluctant Writers." *A Tutor's Guide: Helping Writers One to One*. Ed.

Ben Rafoth. Portsmouth, NH: Heinemann, 2000. 24-34. Print.

Henley, Patricia. *The Hummingbird House*. Denver: MacMurray, 1999. Print.

*The Usual Suspects*. Dir. Bryan Singer. Perf. Kevin Spacey, Gabriel Byrne, Chazz Palminteri, Stephen

Baldwin, and Benecio del Toro. Polygram, 1995. Film.

Alphabetical  
by entry

A limited list of how to cite sources in the Works Cited page is found below. You can use a variety of sources to verify how a source should appear in the Works Cited page.

This information was taken from the Purdue OWL website. To learn how to cite other sources not listed here, go to <http://owl.english.purdue.edu/owl/resource/747/01/>

### 1. Book:

Last name, First name. *Title of Book*. Place of Publication: Publisher, Year of Publication. Medium of Publication.

#### Example:

Henley, Patricia. *The Hummingbird House*. Denver: MacMurray, 1999. Print.



## Research Guidelines

---

### 2. Book - a work in a collection:

Last name, First name. "Title of Essay." *Title of Collection*. Ed. Editor's Name(s). Place of Publication:

Publisher, Year. Page range of entry. Medium of Publication.

#### Example:

Harris, Muriel. "Talk to Me: Engaging Reluctant Writers." *A Tutor's Guide: Helping Writers One to One*. Ed.

Ben Rafoth. Portsmouth, NH: Heinemann, 2000. 24-34. Print.

### 3. Electronic source (website):

Editor, author, or compiler name (if available). *Name of Site*. Version number. Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available). Medium of publication. Date of access.

#### Example of citing an entire website:

Aristotle. *Poetics*. Trans. S. H. Butcher. *The Internet Classics Archive*. Web Atomic and Massachusetts Institute of Technology, 13 Sept. 2007. Web. 4 Nov. 2008.

#### Example of citing a page on a website:

"Harriet Tubman." *The Underground Railroad*. PBS, 11 March 2008. Web. 24 Feb. 2009.

### 4. An online article:

Author's last name, first name. "Title of article." *Title of periodical*. Issue number. Date of creation: page numbers. Medium of publication. Date of access.

#### Example:

Dolby, Nadine. "Research in Youth Culture and Policy: Current Conditions and Future Directions."

*Social Work and Society: The International Online-Only Journal* 6.2 (2008): 595-600. On-line article. 20 May 2009.

## Research Guidelines

---

### 5. Films or movies:

*Title of movie.* Director. Major performers. The studio, release date. Medium of publication.

#### Example:

*The Usual Suspects.* Dir. Bryan Singer. Perf. Kevin Spacey, Gabriel Byrne, Chazz Palminteri, Stephen Baldwin, and Benecio del Toro. Polygram, 1995. Film.

### 6. Database:

Author's Last Name, Author's First Name. "Entry Title." *Book Title.* Place of Publication: Publisher, Publication Year. *Database Name.* Database Company. Medium of publication consulted. Date accessed.

#### Example:

Longshore, David. "Hurricane Katrina." *Encyclopedia of Hurricanes, Typhoons, and Cyclones*, New ed. New York: Facts On File, Inc., 2008. *American History Online.* Facts On File, Inc. Web. 30 April 2009.

- **Submitting to Turnitin.com**

You MUST submit rough draft to [www.turnitin.com](http://www.turnitin.com). Turnitin.com is a secure website that checks for plagiarism and encourages proper research and citation.



## Research Guidelines

---

- **Be sure the following steps are completed before turning in the rough draft:**
  - Rough draft must have the minimum number of pages requested by the teacher.
  - Proofread for grammar, spelling, and punctuation errors.
  - Make sure margins are no more than one-inch on all sides, including the bottom.
  - Last name and page number must be at the top right of every page.
  - First page includes the proper heading.
  - Paper contains parenthetical citations from each source listed in the Works Cited page.
  - Introductory paragraph contains a clear thesis.
  - Concluding paragraph reviews the main points and proves the thesis.
  - The Works Cited page is properly formatted and lists only the sources cited in the paper.

## Research Guidelines

---

### Rough Draft Check List

	Yes	No
Uses active voice throughout the paper		
Capitalization has been checked and corrected		
Avoided the use of clichés		
Avoided contractions		
Specific concrete language has been used throughout		
Font is Times New Roman, 12 point.		
Use of numbers has been checked and corrected		
Point of view is in the third period		
Punctuation throughout in the use of quotes has been checked		
The tense is present tense where appropriate		
The use of slang has been avoided		
There is a varied use of sentence structure and word choice		
The draft fulfills the length required by the teacher		
Proofreading for grammar, spelling and punctuation errors has been completed		
Margins reset to one inch on all four sides		
Last name and page number are at the top right of every page		
Proper heading is on the first written page		
The introductory paragraph contains a clear thesis		
The paper and or project contains parenthetical citations and are listed in the Works Cited page		
The concluding paragraph reviews the main point and proves the thesis		
The Works Cited page is properly formatted and lists only the sources on the paper or project.		

### Step Eight: Student Revision and Submitting the Final Paper

After the rough draft has been reviewed and edited, you must revise the paper in preparation for submitting the final draft.

**Be sure the following steps are completed before turning in the final draft:**

- Make the corrections the teacher and/peers recommended on the rough draft.
- Final draft must have the minimum number of pages requested by the teacher.
- You may add, eliminate, or rearrange material if necessary.
- Carefully proofread again for grammar, spelling, and punctuation errors.
- Review the rubric for scoring so that you have incorporated all components as outlined.



**Final draft must also be submitted to [www.turnitin.com](http://www.turnitin.com).**

## Research Guidelines

### Step Nine: Reflection and Evaluation

The last step of the research process should be a personal assessment:

- Did you complete everything the teacher required?
- Did you locate information efficiently?
- What research tool was the most help for this research project?
- Could you have been a more effective researcher?
- What would you do differently the next time?

#### Checklist for a Writing Assignment

You should be able to answer YES to these questions before turning in your assignment.

1. Is your final paper a thoughtful response to this assignment? YES \_\_\_ NO \_\_\_
2. Does your final paper represent your own ideas and conclusions? YES \_\_\_ NO \_\_\_
3. Is your paper more than a summary of other people's ideas? YES \_\_\_ NO \_\_\_
4. Did you do everything the assignment required? YES \_\_\_ NO \_\_\_
5. If you paraphrased or summarized information found in books, magazines, the Internet or databases, did you cite sources at that point [parenthetical citation]? YES \_\_\_ NO \_\_\_
6. Did you give credit to all the sources in the "Works Cited" page? YES \_\_\_ NO \_\_\_
7. Does your "Works Cited" page follow MLA format? YES \_\_\_ NO \_\_\_
8. Does your paper include a title page and headings as required? YES \_\_\_ NO \_\_\_
9. If your teacher requires you to do so, did you turn in drafts, notes and an annotated bibliography? YES \_\_\_ NO \_\_\_
10. Would you be proud to have anyone read your paper? YES \_\_\_ NO \_\_\_

From Big6 Writing Process Organizer for Grades 7-12 by Barbara A. Jansen, available [www.big6.com/kids](http://www.big6.com/kids)

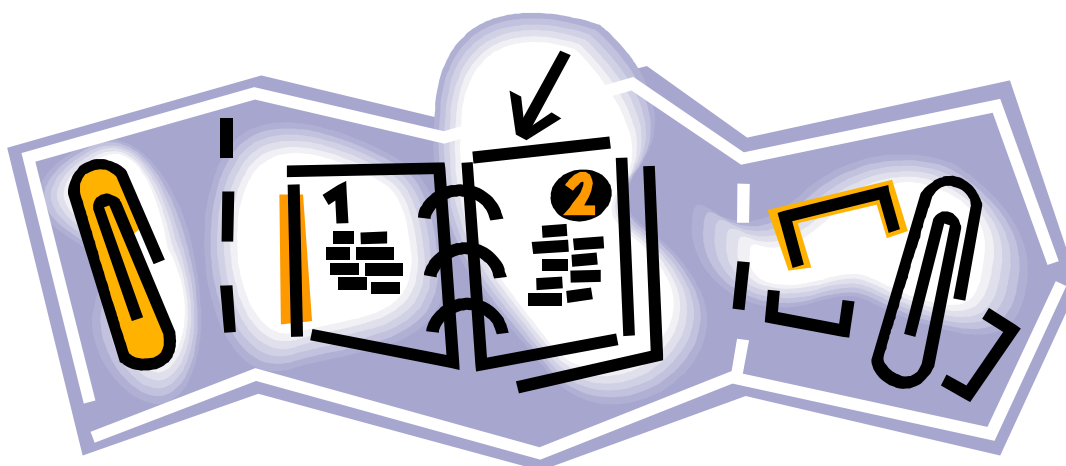
# Research Guidelines

---

## Appendix A

### Student Resources

<b>Sample Works Cited</b>	<b>Page 40</b>
<b>Glossary of Commonly Used Terms</b>	<b>Page 43</b>
<b>Development of Outline Handout</b>	<b>Page 45</b>
<b>Student Sample Outline</b>	<b>Page 46</b>
<b>Development of Introduction Handout</b>	<b>Page 49</b>
<b>Web Resources</b>	<b>Page 51</b>



# Research Guidelines

## Works Cited

These are samples of how to cite specific sources in your Works Cited. Remember the following when putting together the works cited:

- The list is alphabetical by entry.
- ONLY the works that are referred to or “cited” in the paper or project appear on the Works Cited page.
- The entire list is double spaced with no extra spaces between each entry.
- The initial entry is lined up with the left margin.
- The carry-over lines are indented.

See the sample below for how the page should be set up:

The diagram shows a sample Works Cited page with the following elements and annotations:

- Double spaced throughout**: A callout box pointing to the top of the page.
- Student's last name and page number**: A callout box pointing to "Jones 15" in the top right corner.
- Works Cited**: The title of the page is centered.
- Alphabetical by entry**: A callout box pointing to the list of entries, which are ordered alphabetically by the author's last name.
- Entries**:
  - Harris, Muriel. "Talk to Me: Engaging Reluctant Writers." *A Tutor's Guide: Helping Writers One to One*. Ed. Ben Rafoth. Portsmouth, NH: Heinemann, 2000. 24-34. Print.
  - Henley, Patricia. *The Hummingbird House*. Denver: MacMurray, 1999. Print.
  - The Usual Suspects*. Dir. Bryan Singer. Perf. Kevin Spacey, Gabriel Byrne, Chazz Palminteri, Stephen Baldwin, and Benecio del Toro. Polygram, 1995. Film.

A limited list of how to cite sources in the Works Cited page is found below. The student can use a variety of sources to verify how a source should appear in the Works Cited page. For all research, albeit a project,

This information was taken from the Purdue OWL website. To learn how to cite other sources not listed here, go to <http://owl.english.purdue.edu/owl/resource/747/01/>

### 1. Book:

Last name, First name. *Title of Book*. Place of Publication: Publisher, Year of Publication. Medium of Publication.



# Research Guidelines

---

## **Example:**

Henley, Patricia. *The Hummingbird House*. Denver: MacMurray, 1999. Print.

## **2. Book - a work in a collection:**

Last name, First name. "Title of Essay." *Title of Collection*. Ed. Editor's Name(s). Place of Publication:

Publisher, Year. Page range of entry. Medium of Publication.

## **Example:**

Harris, Muriel. "Talk to Me: Engaging Reluctant Writers." *A Tutor's Guide: Helping Writers One to One*. Ed. Ben Rafoth. Portsmouth, NH: Heinemann, 2000. 24-34. Print.

## **3. Electronic source (website):**

Editor, author, or compiler name (if available). *Name of Site*. Version number. Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available). Medium of publication. Date of access.

## **Example of citing an entire website:**

Aristotle. *Poetics*. Trans. S. H. Butcher. *The Internet Classics Archive*. Web Atomic and Massachusetts Institute of Technology, 13 Sept. 2007. Web. 4 Nov. 2008.

## **Example of citing a page on a website:**

"Harriet Tubman." *The Underground Railroad*. PBS, 11 March 2008. Web. 24 Feb. 2009.

## **4. An online article:**

Author's last name, first name. "Title of article." *Title of periodical*. Issue number. Date of creation: page numbers. Medium of publication. Date of access.

## **Example:**

Dolby, Nadine. "Research in Youth Culture and Policy: Current Conditions and Future Directions." *Social Work and Society: The International Online-Only Journal* 6.2 (2008): 595-600. On-line article. 20 May 2009.

## Research Guidelines

---

### 5. Films or movies:

*Title of movie.* Director. Major performers. The studio, release date. Medium of publication.

#### **Example:**

*The Usual Suspects.* Dir. Bryan Singer. Perf. Kevin Spacey, Gabriel Byrne, Chazz Palminteri, Stephen Baldwin, and Benecio del Toro. Polygram, 1995. Film.

### 6. Database:

Author Last Name, Author First Name. "Entry Title." *Book Title*. Place of Publication: Publisher, Publication Year. *Database Name*. Database Company. Medium of publication consulted. Date accessed.

#### **Example:**

Longshore, David. "Hurricane Katrina." *Encyclopedia of Hurricanes, Typhoons, and Cyclones*, New ed. New York: Facts On File, Inc., 2008. *American History Online*. Facts On File, Inc. Web. 30 April 2009.

# Research Guidelines

---

## Glossary

### Annotated Bibliography

A list of books, articles and other sources on a particular topic. The list must contain a critical evaluation of each item in terms of author, credibility, ease of access in locating information, etc.

### Annotation

A note that accompanies an entry in a bibliography that critically describes and/or explains it.

### Bibliography

A list of citations of works on a particular topic. The Jefferson Township School District follows the guidelines of the Modern Language Association [MLA]. Be sure to use the latest edition.

### Citation

A reference to a source of information. Citations should include all the information necessary for a reader to find the item. The citation for a book should include: author, title, publisher, place of publication and copyright date. [*See sample works cited page for other resources*]

### Descriptor

A word or phrase used to locate information.

### Essential Question

A question that does not have a right or wrong answer. It requires finding different points of view. It may begin with: which one? Why? How? Should? An essential question requires the researcher to analyze, evaluate and/or create.

### Final Thesis Statement

The final thesis is the central point being proven and should be the focus of the entire paper.

### I-Search Paper

A research model in which the writer chooses a topic of personal interest. The paper has three parts: the story of the search, what was learned, and a reflection on the process.

### Keyword

The most important word in a topic, book, or title. A keyword can be used as a search term when looking for information.

### Open Source

## Research Guidelines

---

Computer software or program that is free and allows users to edit or create changes. *Wikipedia* is an example of an open source web site.

### Parenthetical Documentation (citation)

When the writer quotes from a source or acknowledges the paraphrasing of an idea that comes from another, this must be noted within the text of the paper. The author's name and the page on which the information was found should be given in parentheses. Example: (Jones 10).

### Periodical

A publication issued on a regular basis [daily, weekly, monthly, quarterly]. Periodicals include magazines, newspapers and journals.

### Plagiarism

Using the words and/or thoughts of someone else and claiming that work as your own.

### Preliminary Thesis Statement

The first draft that helps focus your research. As the research process continues the writer will change to a more concrete conclusion.

### Primary Source

Original records, documents or objects created at the time an event took place.

Examples include: letters, diaries, newspapers, interviews, film, video art and objects used in daily life such as furniture, clothing and household items.

### Secondary Source

Based on a primary source, this includes reviews, editorials, analysis and opinion of an event that took place.

### Subject Heading

A list of terms that describes a topic.

### Thesis

The main idea or argument of your research.

("Glossary of Library Terms")

# Research Guidelines

---

## Outline Development Worksheet

Developing a draft outline saves time and guarantees a logical and organized paper. The following steps will yield a useful outline:



1. **Finalize Thesis** – Should be recorded at the top
2. **Organization of Main Arguments** – The research process will yield several key arguments and points that support the thesis. These should be listed in the order that they will appear in the paper and assigned a Roman numeral.
3. **Group Supporting Details** – Once the main arguments are established, additional details from the note-taking step should be grouped as supporting evidence.

**Directions:** Use this sheet to rough out your outline. Remember that the purpose of your main ideas is to argue your thesis. Arrange them in an order that creates the most convincing argument.

**Thesis:** \_\_\_\_\_

\_\_\_\_\_

**Essential Question/Argument #1** \_\_\_\_\_

### Supporting Information

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

# Research Guidelines

---

## Sample Outline

Jane Jones

Mrs. Farris

US History 1 Honors

10 October 2010

### American Advantages: The Key to Victory

Thesis: Although they were greatly outnumbered, the Americans had more key advantages than the British leading to their victory in the Revolutionary War.

#### I. Background on why the war started

##### A. Acts/taxes

1. Stamp Act
2. Sugar Act
3. Declaratory Act
4. Quartering Act, etc.

##### B. Proclamation of 1763

##### C. Ignored by King George III- Olive Branch Petition

#### II. Strengths and Weaknesses of Opposing Sides

##### A. Great Britain

##### 1. Strengths

- a) Population (7.5 million to 2.5 million colonists)
- b) Monetary wealth
- c) Naval forces
- d) Professional army
  - i) 50,000 British
  - ii) 30,000 Hessians
  - iii) 30,000 American Loyalists

# Research Guidelines

Jones 2

## 2. Weaknesses

- a) British government inept and confused, led by King George III [Robin: fix]
- b) Lack of British desire to crush American cousins.
- c) Military difficulties
  - i) Second-rate generals
  - ii) Brutal treatment of soldiers
  - iii) Inadequate, poor provisions (old, rancid, wormy)
  - iv) Need for clear victory.
  - v) Armies were 3000 miles from home.
  - vi) Vast colonial territory (1000 by 600 miles) to subdue.

## B. American

### 1. Strengths

- a) Outstanding leadership
  - i) Military--Washington
  - ii) Diplomatic--Franklin
  - iii) European imports--Lafayette, Kosciuzko
- b) Colonists fighting defensively
- c) Self-sustaining agricultural base
- d) Colonists were better marksmen
- e) Moral advantage - Americans were supporting a just cause.

### 2. Weaknesses

- a) Colonies were badly organized, disunited for war.
- b) Continental Congress debated, but took little action.
- c) Written constitution not adopted until 1781.
- d) Colonies were jealous of Congress, each other's region

# Research Guidelines

---

Jones 3

- e) Economic difficulties
  - i) Little metallic currency available
  - ii) Congress issued worthless Continental currency
- f) Limited military supplies [Robin: fix formatting]
  - i) Inadequate firearms and powder
  - ii) Clothing and shoes scarce.
- g) American soldiers were numerous but unreliable

## III. Major events that showed American advantages over British

### A. Battle of Bunker Hill

1. Although outnumbered, Americans didn't give up.
2. Americans caused many British casualties.

### B. Valley Forge

1. Harsh winter for American troops.
2. Troops didn't disband b/c of desire for independence.
3. *Common Sense* read to troops to remind them of cause.

### C. Battle of Yorktown

## IV. Conclusion

- A. Rewrite thesis and go over main points that proved thesis.
  1. Go over major advantages of Americans over GB.
  2. Mention major battles and people discussed



# Research Guidelines

---

## Writing the Introduction

Introductions, whether for a research paper, newspaper article or speech, serve two purposes: to grab the attention of the reader and to state the purpose of the paper. In fact, the introductory paragraph itself can be broken into three parts: **the attention-grabbing opener (first sentence)**, the thesis (last sentence) and the explanation (sentences in between that connect the opener to the thesis). \*Highlighting and underling apply to examples below.\*

**Activity:** Read the following sample introductions that have the same thesis. Consider a style that might suit your paper and draft an introduction yourself.

*Our sample piece will address a paper that I am working on about my Honda Civic.*



### **Examples:**

Thesis: The Honda Civic is not only the best looking car on the road, it is also a solution to every major economic problem in our country.

### **Angle #1 – Cite interesting fact or statistic.**

**With gas prices soaring, and unemployment at record highs, Americans find themselves in a state of panic.** Our country, dominated by the SUV-loving middle class, is now seeking alternatives to the high price of the luxury car lifestyle. Surprisingly, it is finding the answer in newly redesigned compact cars like the Mazda 3, the Ford Focus and the Toyota Corolla. But among these, one stands out as it boasts the most refined style while still keeping better fuel economy than all others in its class. In fact, the Honda Civic is not only the best looking car on the road, it is also the solution to every major economic problem in our country.

## Research Guidelines

---

### Angle #2 – Use an interesting anecdote (story).

In the early 1970s, Japan found itself a victim to uncontrollable traffic jams and air pollution. The nation had recently emerged as a respected and economically competitive country, but its domestic infrastructure could not hold up to its rapid development. Fortunately, as gas-guzzling cars made transportation miserable, the Japanese Honda Corporation decided to step up and create a solution. Who would have thought that their compact, practical, and affordable, low-emission Civic would alleviate all of the 21<sup>st</sup> Century's economic problems while simultaneously becoming the coolest looking set of wheels on the road? (world.honda.com)

### Angle #3 – Be Philosophical

America is a nation of consumers. Social rank and status seem to be determined by such material things as clothing, jewelry, and housing. Of all of these, however, no possession is more important to the American identity than the automobile. It seems as if the more over-the-top a vehicle is, the more admiration the driver receives from his peers. But now the American dream is shattered by soaring gas prices and its citizens are humbled by their need for more miles-per-gallon. How fortunate, though, is the world to have a savior in the form of a compact car? The Honda Civic is, in fact, not only the best looking car on the road, but it is here to save the world from every major economic problem.

Other angles that you might try are:

- Humor
- Debunking a common belief
- Any other you might think of

Now pick a style and try it out here. Good Luck!!

Thesis: \_\_\_\_\_  
\_\_\_\_\_

Attention Grabber Ideas:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Rough Draft of Intro:

# Research Guidelines

---

## Additional Web Resources

**Common Core Standards** - <http://www.corestandards.org>

### **I-Search Resources**

Educational Development Center

<http://www2.edc.org/FSC/MIH/i-search.html>

Gallaudet University

[http://aaweb.gallaudet.edu/CLAST/Tutorial\\_and\\_Instructional\\_Programs/English\\_Works/Writing/Research\\_Papers\\_Citations\\_and\\_Reference/I-Search\\_Paper\\_Format\\_Guide.html](http://aaweb.gallaudet.edu/CLAST/Tutorial_and_Instructional_Programs/English_Works/Writing/Research_Papers_Citations_and_Reference/I-Search_Paper_Format_Guide.html)

University of Georgia

<http://binguo.myweb.uga.edu/6210/isearch/index.html>

Ashburn Westminster Regional School District

<http://www.awrsd.org/jrb/MACUE/ISearch.htm>

Mr. Jeffrey's Website at Los Osos High School

[http://www.mrjeffrey.com/English%20I/Writing/Freshman%20I-Search%20Essay%20\(Research%20Paper\).doc](http://www.mrjeffrey.com/English%20I/Writing/Freshman%20I-Search%20Essay%20(Research%20Paper).doc)

Washington County Public Schools Website

<http://www.wcboe.k12.md.us/departments/secondaryreadingela/HS%20Documents/18.Research.Skills.Handbook/Isearch.guidelines.pdf>

### **Research Information:**

Southern Utah University Research Guide -

[www.li.suu.edu/library/GUIDES/BasicResearch/EvaluateArticles.htm](http://www.li.suu.edu/library/GUIDES/BasicResearch/EvaluateArticles.htm)

Purdue Online Writing Lab (OWL)

<http://owl.english.purdue.edu/owl/section/2/8/>

## Appendix B

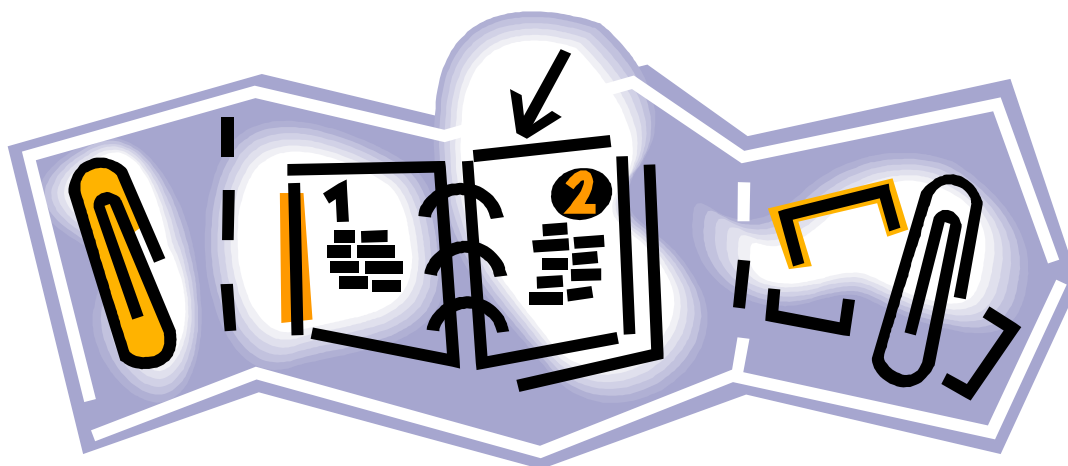
### Teacher Resources

Scope and Sequence of Skills

Page 53

New Jersey Core Content Standards

Page 55



## Research Guidelines

Research Process Standard and Skill	Grade Level Scope and Sequence (Introduce, Develop, Competent, Reinforce)						
	6	7	8	9	10	11	12
<b>Task Definition</b>							
<b>1.1 Define the problem</b>							
Understands the need for information	D	D	C	R	R	R	R
Understands that information is the basis for intelligent decision making	D	D	C	R	R	R	R
Selects a topic	R	R	R	R	R	R	R
<b>1.2 Identify the information needed</b>							
Demonstrates an understanding of the assignment: due date, length, format	R	R	R	R	R	R	R
Is able to explain what information is needed	D	D	C	R	R	R	R
Formulates questions based on information needs	D	D	C	R	R	R	R
Judges the quantity of information needed	D	D	C	R	R	R	R
<b>Information Seeking Strategies</b>							
<b>2.1 Brainstorm all possible sources</b>							
Identifies a variety of potential sources of information	I	D	D	I/D	D	D	C
Identifies the available sources	I	D	D	I/D	D	D	C
<b>2.2 Select the best source</b>							
Knows when to use primary and secondary sources	I	D	D	D	D	C	R
Knows when to use - Types of Print Materials	I	D	D	C	R	R	R
Uses criteria to choose sources							
Readability	I	D	C	D	C	R	R
Authority	I	D	C	C	C	R	R
Timeliness	I	D	C	R	R	R	R
Reliability (Relevance, comprehensiveness)	I	D	D	D	C	R	R
Knows when to use - Types of Electronic Resources							
Electronic and Online Catalog Systems	I	R	R	I	R	R	R
Full text data bases	I	D	C	R	R	R	R
Internet	R	R	R	R	R	R	R
<b>Location &amp; Access</b>							
<b>3.1 Locate Sources</b>							
Understands Arrangement of library materials	R	R	R	R	R	R	R
Understands Classification systems (ie...Dewey)	I	D	D	C	R	R	R
Locates a variety of sources of information	I	D	D	D	C	R	R
<b>3.2 Find information within sources</b>							
Uses key words & topic	I	D	C	R	R	R	R

# Research Guidelines

headings							
Locates & is able to use - parts of a book	I	D	D	D	C	R	R
Locates & is able to use - types of print materials	I	D	C	R	R	R	R
Locates & is able to use - electronic card catalog systems	I	D	D	C	R	R	R
Locates & is able to use - Types of electronic resources	<u>I</u>	<u>D</u>	<u>D</u>	<u>C</u>	<u>R</u>	<u>R</u>	<u>R</u>
Full text data bases	I	D	D	D	C	R	R
Internet	D	D	C	R	R	R	R
<b>Information Use</b>							
<b>4.1 Reads Purposefully</b>	D	C	R	R	R	R	R
<b>4.2 Extract relevant information</b>							
Follows links and layers in electronic sources	R	R	R	R	R	R	R
Reads & interprets information	D	D	C	R	R	R	R
Gathers information from a variety of sources:	D	D	C	R	R	R	R
Outlines	I	D	D	D	C	R	R
Paraphrases with an understanding of authorship	I	D	D	D	C	R	R
Summarizes	I	D	D	D	C	R	R
<b>4.3 Practices ethical behavior in regard to information &amp; info technology</b>							
Cites sources	I	D	D	D	D	D	C
Understands meaning of plagiarism	I	D	D	D	C	R	R
<b>Synthesis</b>							
<b>5.1 Organize Information from multiple sources</b>							
Uses graphic organizers and outlines	I	D	D	D	D	C	R
Creates and refines a thesis statement	I	D	D	D	D	D	C
Constructing First Draft	I	D	D	D	D	C	R
<b>5.2 Present Information</b>							
Appropriately cites resources using MLA format	I	D	D	D	D	D	C
<b>Evaluation</b>							
<b>6.1 Examine the product</b>							
Understands the criteria of evaluation (rubrics, checklists, etc.)	D	C	R	R	R	R	R
Assesses product in terms of content and format	D	D	D	D	D	D	C
<b>6.2 Examine the process</b>							
Reflects on information seeking process	I	D	D	D	D	D	C
Explains which sources were useful and why	I	D	D	D	D	D	C
Self-Evaluation and Plan for Future Growth	I	D	D	D	D	D	C
adapted from New Hope Solebury School District, New Hope , PA							

# Research Guidelines

---

## New Jersey Core Content Curriculum Standards

### Reading

#### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

#### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

# Research Guidelines

---

## Writing

### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.
3. Write narratives—develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



# Research Guidelines

---

## Language Arts Literacy & Social Studies

### Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### Integration of Knowledge and Ideas

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.

### Range of Reading and Level of Text Complexity

10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

# Research Guidelines

---

## Language Arts Literacy and Science & Technical Subjects

### Key Ideas and Details

1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

### Craft and Structure

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*.
5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

### Integration of Knowledge and Ideas

7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

### Range of Reading and Level of Text Complexity

10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

# Research Guidelines

---

## Works Cited

Eisenberg, Mike, and Robert Berkowitz. *The Big6 Information and Technology Skills for Student Achievement*.

big6.com, 2010. Web. 21 Jan. 2011.

“Essential Question Rubric.” *Simsbury Public Schools*. N.p., 2011. Web. 20 Jan. 2011.

“Glossary of Library Terms.” *Andersen Library*. University of Wisconsin - Whitewater, 2007. Web. 19 Jan. 2011.

“Glossary of Library Terms.” *University Library*. University of Illinois at Urbana - Champaign, 2010. Web. 19 Jan. 2011.

“Glossary of Library Terms.” *The University of Texas at Austin*. The University of Texas at Austin, 2008. Web. 19 Jan. 2011.

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

“Primary and Secondary Sources.” *Princeton University Library*. Princeton University, Princeton: New Jersey. Web 11 Mar. 2011.

*The Purdue OWL Family of Sites*. The Writing Lab and OWL at Purdue and Purdue University, 2011. Web. 20 Jan. 2011