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Acknowledgements

Appreciation is expressed to the following Rock Hill District Three personnel who contributed ideas, assistance, and support in the development of this manual.

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Introduction

There is much more to a research project than looking up answers or writing just about what one already knows. It will require organization as it will be necessary to keep track of many different things. One will be expected to do some original thinking and find evidence to support ideas. Finally, it will be required to put all of this information together in a neat package to present to either the teacher or an audience.

This process is *recursive*, which means that at any point one may have to turn back and either repeat or redo a step already taken earlier. Time will be needed at the end of each work session to re-organize the information and to plan for the next session. Be productive, stay with it, and stay organized!

It might be asked how this research is different from traditional topical research. It is likely that for much of this experience students were sent to the media center to õfind out aboutö an assigned topic and summarize the findings into a general report. While this approach allows information gathering, and is developmentally appropriate for young students, it lends very little opportunity for analysis or independent thought, nor is it in alignment with the objectives of RHSD#3.

Research, whether being involved in an expansive interdisciplinary project or a specifically limited assignment, should be designed to enhance the ability to gather, organize, and document information.

Thorough research on any level should promote investigation into narrow essential questions about a topic, making the work much more specific than general. Throughout the project, great attention should be given to the skills needed to master the investigative process as well as those necessary to create the required product. Because of this, research will become much more meaningful and motivating.

The overall goal of this manual is to enable all students to independently research any topic in a variety of circumstances and academic areas. It is hoped that this manual will provide all of the tools necessary to understand the critical steps of the uniform research process. This process is based on a combination of RHSD#3øs *Research Triangle* model and the Big6 model.

The Research Process

Use this list of steps as a guideline for the research. The steps may or may not be completed in this exact order and it is even possible that one will need to go back and forth between them as the project progresses.

Every step has correlated pages in the manual that thoroughly explain how and why it should be accomplished.

Presearch

Task Definition

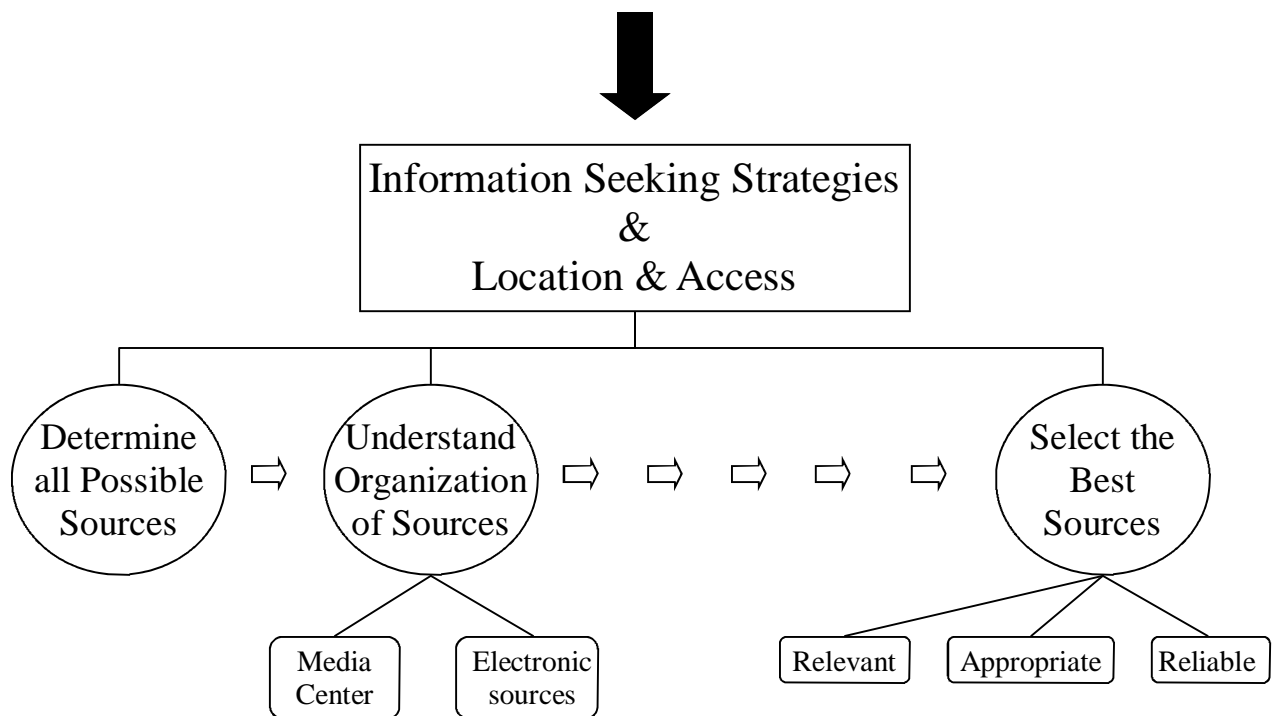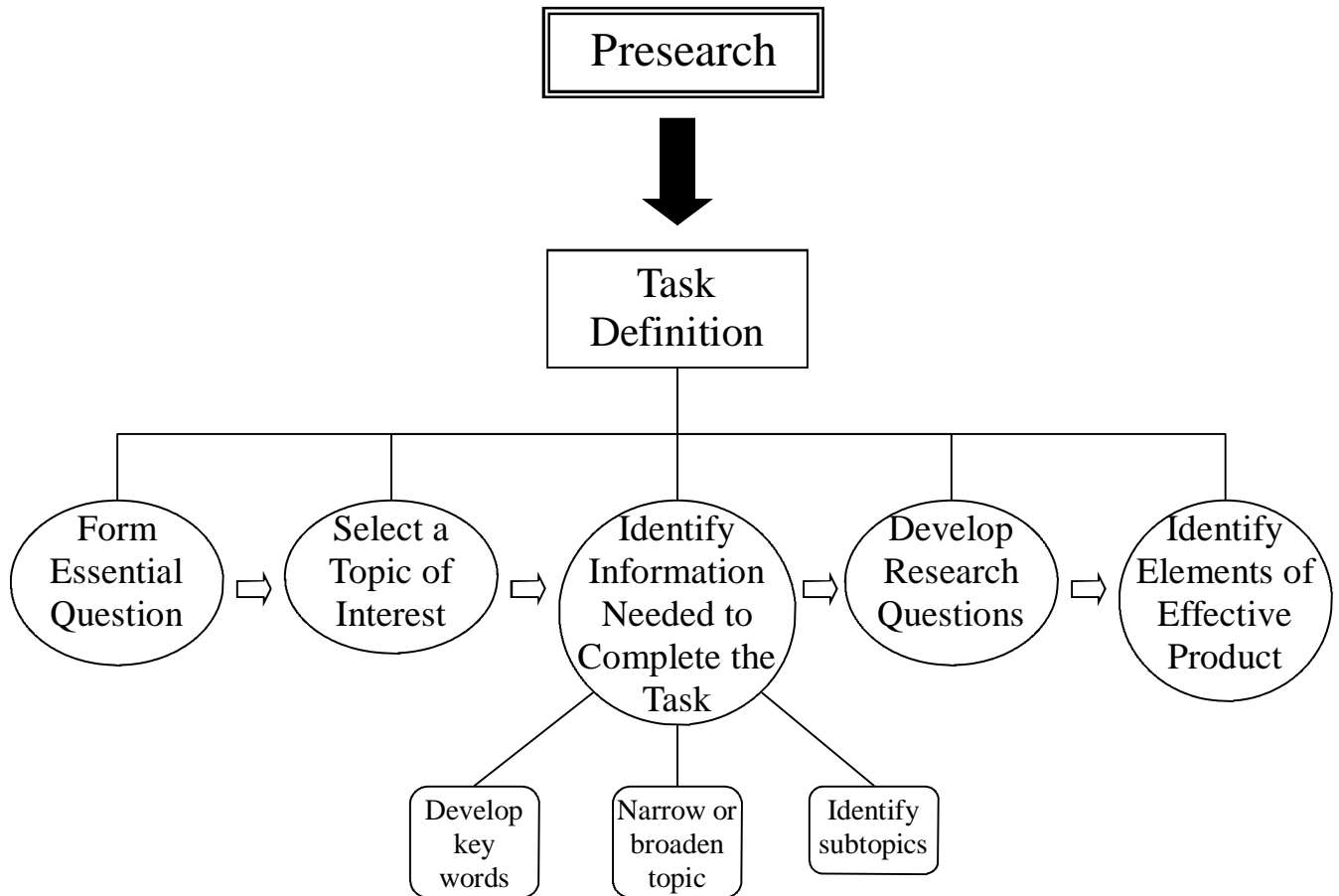1. Establish a thematic essential question

2. Select a topic of interest within the essential question
3. Get an overview of the topic of interest to develop background knowledge
4. Identify and analyze information needed to complete the task
   - Develop key words
   - Narrow or broaden the topic
   - Identify subtopics
5. Develop specific research questions about the topic of interest
   - Write a statement of purpose (or overall question)
6. Identify elements of an effective product or presentation within the assignment requirements

Information Seeking Strategies & Location and Access

7. Determine all possible sources
8. Understand the organization of the school media center & electronic sources
9. Select the best sources
   - Appropriate
   - Relevant
   - Reliable

Stop and evaluate

Data Collection

Use of Information

10. Document the sources (source cards)
11. Note taking skills
    - Engage resources
    - Distinguish between statements of inference, fact, fiction, bias, value judgments
    - Identify points of view in primary and secondary sources
    - Extract and record relevant information
    - Recognize inadequacies or omissions in information
12. Take notes (note cards)

Determine if collected information supports research questions or goals—if inadequate, modify research questions

Writing & Presenting

Synthesis & Evaluation

13. Process gathered information
14. Organize information
    - Write a thesis statement
    - Make an outline
    - Write the body, introduction and conclusion
      - Parenthetical citation
    - Create Works Cited or Bibliography
    - Edit/Revise
15. Present the information

Evaluate! Celebrate!

4

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                    ┌─────────────┐
                    │  Presearch  │
                    └─────────────┘
                           ⬇

                    ┌──────────────┐
                    │     Task     │
                    │  Definition  │
                    └──────────────┘
```

Form Essential Question ⇨ Select a Topic of Interest ⇨ Identify Information Needed to Complete the Task ⇨ Develop Research Questions ⇨ Identify Elements of Effective Product

Develop key words   Narrow or broaden topic   Identify subtopics

⬇

Information Seeking Strategies
&
Location & Access

Determine all Possible Sources ⇨ Understand Organization of Sources ⇨ ⇨ ⇨ ⇨ ⇨ Select the Best Sources

Media Center   Electronic sources

Relevant   Appropriate   Reliable

Establishing a Thematic Essential Question

What is an essential question?

Most importantly, the essential question will provide a theme for the research. Individual research questions and goals created will be based on this theme. The essential question itself will be too broad to answer.

An essential question is a foundation in designing inquiry-based learning. Essential questions often do not have clear and concise answers, but serve as a catalyst for creating more specific and researchable questions.

Good essential questions are open-ended, non-judgmental, and encourage an exploration of ideas and perspectives. They may center around issues, concerns, interests, or themes relevant to one's life and community today or may be historical. Essential questions go beyond fact finding and encourage a position to be taken and supported.

Traditional Question/Task	Essential Question
What is cancer?	What plan could one develop that would reduce the likelihood of developing cancer?
Research an important invention from the 20th century.	What invention of the 20th century has made the greatest impact? Justify the answer.
What is cloning?	Is it acceptable to clone human beings? Explain the position.
What did Marie Curie discover?	If one wanted to nominate Marie Curie as the most influential scientist of her time, how would one support the case?
How was intelligence gathered prior to 9-11?	How should the gathering and assessment of intelligence be modified in light of the 9-11 terrorist attacks ?

How is an essential question created?

It is most likely that the essential question will be established by the classroom teacher. If, instead, a general theme or a particular time period is given, an essential question will need to be created. Think of the *how, why* and *what if* of the theme and not simply the data and facts (which are still important once subcategories are established).

Select a Topic of Interest Within the Essential Question

Why? Much time will be spent on the topic, so a personal interest is necessary. One will become an expert on the topic and will be expected to convert this expertise into an authentic product.

How? Access to printed and online material (books, pictures, websites) that correlate to the essential question is needed. Media specialists can assist in organizing õbook passesö using theme specific materials. Web-based õsubject samplersö and õhotlistsö can make Internet searching more productive because these sites are theme specific in nature.

Once these materials are at hand, quickly skim through the information, writing down topics that are personally interesting. Notes should not be taken at this time. The point is to simply list topics of interest.

For example, if the essential question asks why history books should include information on the Nazi Holocaust, one would skim through materials and create a list of possible topics of interest that might include:

> Warsaw Ghetto
> Kristallnacht
> Buchenwald
> Auschwitz
> Nuremberg Trials
> Adolph Hitler
> õThe Final Solutionö
> Nuremberg Laws
> Liberation of Auschwitz
> Joseph Mendel

Next, time should be taken to skim information specifically concerning the topics listed. If a particular topic is challenging to find information on, consider using that topic as a subtopic of a broader idea rather than eliminating the topic altogether. Once given the opportunity to understand each of the topics better, it will be easier to rank the choices.

It is best to have more than one õfavoriteö topic in the case that topics are eliminated or not allowed to be duplicated. In many cases, there may not be enough resources to allow several students to research the same topic. Having several alternate choices can prevent being assigned a topic that may be uninteresting.

7

Get an Overview of the Topic
to Develop Background Knowledge

Identify And Analyze Information
# Needed to Complete the Task

Define and Develop Specific Research Questions

- Open-ended questions require more detail and explanation in their answers, and for that reason are better at this stage of the research planning. Closed-ended questions can be answered in one or two words.

Examples

Open-Ended Questions	Closed-Ended Questions
How did Andrew Jackson's place of birth influence his life?	Where was Andrew Jackson born?
What factors contributed to the spread of the Bubonic Plague?	Was the Bubonic Plague contagious?
What are the reasons for the decline in China's panda population?	How many pandas are living in the wild in China?
Discuss the relationship between the colors of the rainbow and light wave length.	What is the order of the colors of a rainbow?

- There are several approaches used in forming research questions. Background knowledge may lead to some specific areas about the topic of focus that would be interesting to investigate further.

Motives, Purpose, Preceding Events,   Actions, Details,
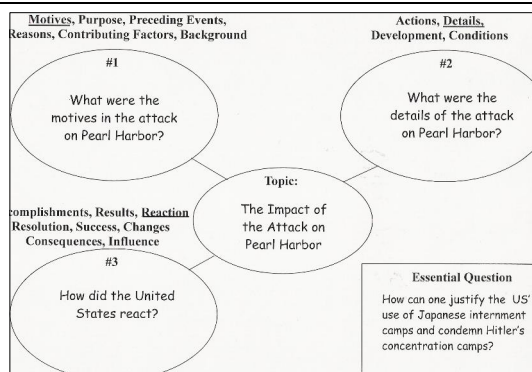
Research Questions

Name:

Topic: The Impact of the Attack on Pearl Harbor

Question One:

What were the motives in the attack on Pearl Harbor?

(heading or slug for Question One)   Motives

Question Two:

What were the details in the attack on Pearl Harbor?

(heading or slug for Question Two)   Details

Question Three:

How did the United States react?

(heading or slug for Question Three)   Reaction

Overall Question (or Statement of Purpose)

Why did the Japanese attack Pearl Harbor, and how was this so catastrophic that it impacted the United States severely?

Research Questions

Topic: The Impact of the Attack on Pearl Harbor

Question One   **heading:** Motives

What were the motives in the attack on Pearl Harbor?

Why did Japan want to attack the United States?

Why did Japan choose Pearl Harbor to be the place to attack?

How was it important that the Japanese attacked at the time that they did?

Question Two   **heading:** Details

What were the details in the attack on Pearl Harbor?

Why did Japan want to attack the United States?

Why did Japan choose Pearl Harbor to be the place to attack?

How was it important that the Japanese attacked at the time that they did?

Question Three   **heading:** Reaction

How did the United States react?

What did the President do in response to the attack?

How did the military react?

What was the reaction of the people of the United States?

9

Identify Elements of an Effective Product
or Presentation Within the Assignment Requirements

As soon as the assignment is given, make sure all that will be required is understood. Do not put this off!

Ask the teacher to explain anything that seems vague or confusing. Restate the requirements and ask if this is correct. Teachers prefer to help to set one straight long before the deadline.

Be sure it is understood the time and effort the assignment will demand and consider any new skills needed to be mastered in order to complete all requirements.

Determine All Possible Sources

Now that the topic and the requirements for the product are clear, consider what kinds of information that are needed. Will statistics, quotations, journal or diary entries, maps, or narratives be required? When thinking about the kinds of information needed, brainstorm possible sources in which the information might be found.

Books	Almanacs
Magazine articles	Atlases
Journal entries	Archives
Newspaper articles	Interview an expert
Maps	Video Recordings
Electronic databases	Websites

Remember to use the expertise of the Media Specialist.   He or she may know of resources that might otherwise never be considered!

Understand the Organization
of the School's Media Center

- Walking up and down the aisles looking at the spines of all of the shelved books or hunting down the Media Specialist is a tremendous waste of time when one can access all the information needed to find resources simply by using the OPAC (Online Public Access Catalog).

- The OPAC is a computerized database of the Media Center's resources. It is the quickest way to find resources for research since it gives the exact location of each item in the media center. Books, videos, printed music, artifacts, study prints and sound recordings are all listed in the OPAC.

- Additionally, there may be vertical files on a limited number of topics available. A vertical file is a collection of print resources including newspaper articles, pamphlets, brochures, and similar materials collected by the librarian and filed alphabetically based on the topic.

- The Media Specialist has an enormous amount of expertise and may know of a number of resources that might not otherwise be considered. However, he or she should not be expected to do all of the work. Always try to find resources independently before asking for help.

Smart searching tips:

One should begin with general reference material regarding the topic before moving on to more specific information. Using one source at a time:
- first, review the material to see if it will prove helpful in answering the research questions
- second, create a source card for the selected material
- third, take notes from the selected material.

Encyclopedias are usually a great place to start, always beginning with the index. It may be limiting to only using the most common encyclopedias (i.e.: *World Book*). The Media Center also contains theme specific encyclopedias (i.e.: *African American Encyclopedia*) that could have more information on the topic than the more familiar encyclopedias.

Once the general resources have been exhausted, move to more specific information using the OPAC (Online Public Access Catalog).

Check with the teacher about whether or not additional resources found at home or from local libraries may be used.

Understand the Organization
of the School's Electronic Sources

- It is essential to understand how the electronic sources are organized and accessed so that time can be spent productively.

- The Internet is overall the least credible source to use.

- The South Carolina State Library and RHSD#3 provide an online library service called DISCUS. This service provides online access to credible and reliable magazines, journals, newspapers, maps, pictures and other reference materials. DISCUS can be accessed directly from the RHSD#3 homepage. From this link one may choose from a variety of online databases and links. **Note: <u>DISCUS is cited differently than websites because it is an online database and not the Internet.</u> (See p. 21 for additional information.)**

- If a credible source cannot be found using the DISCUS databases or the Hotlists, use a search engine to locate a reliable Internet source.

Smart searching tips:

When using a search engine, it helps to find ways to narrow the search for speed and efficiency. Most of the search engines use the same set of operators and commands in their search vocabulary. The following are the most commonly used operators one can use when typing in a key word or phrase into a search engine.

- **Quotes (" ") :** Putting quotes around a set of words will only find results that match the words in that exact sequence. *Example: "jaws of life"*

- **Wildcard Use (*) :** Attaching an * to the right-hand side of a word will return partial matches to that word.
Example: surf will produce information about surfboards as well as surfing the Internet*

- **Using Plus (+) :** Attaching a + in front of a word requires that the word be found in every one of the search results. <u>Do not space between the + and the word</u>. *Example: Catawba +Cherokee*

- **Using Minus (-) :** Attaching a - in front of a word requires that the word not be found in any of the search results. <u>Do not space between the - and the word</u>. *Example: gladiator –movie*
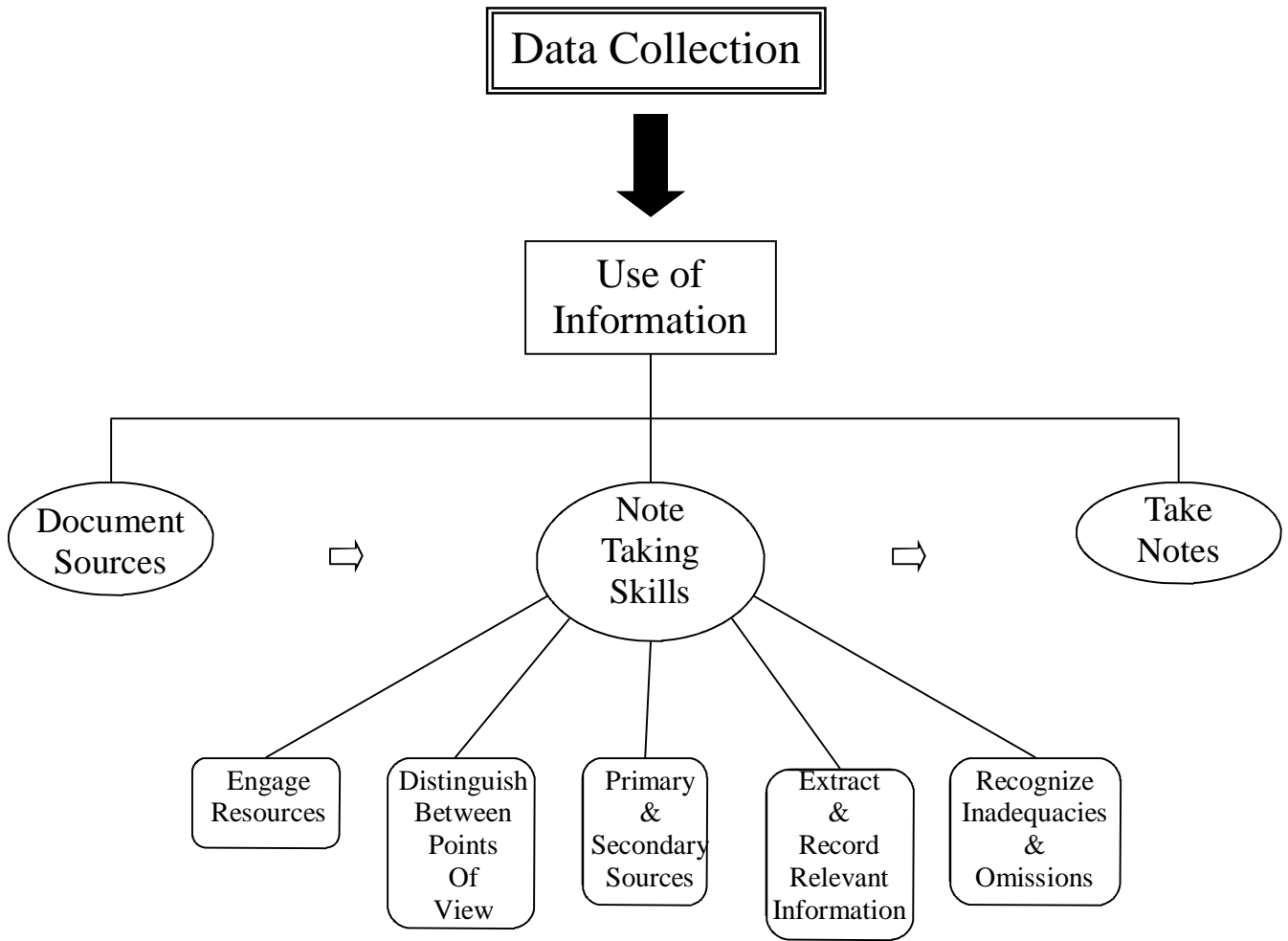

Select the Best Sources

- Think critically about each source considered.

- A book with a copyright date of 1968 may look credible, but the content could be outdated in light of more recent research and current developments.

- Although the Internet is current, do not assume that this is the best location for reliable sources. The Internet does not have the editorial control that is found with books and journal articles (many of which can be found using DISCUS databases).

- Primary sources are considered to be the best sources because they are first-hand accounts related to the topic by time or participation. These sources would include letters, speeches, diaries, photographs, and newspaper articles of the time.

- Secondary sources are materials by authors who base their interpretation on primary sources. Examples would include a history book, an encyclopedia article, and a newspaper article recounting an event that happened earlier without eye-witness information included.

Smart selecting tips:
   When selecting a source, consider the following:

- How appropriate is the source?
   Does this source give information regarding the topic?
   Who is the intended audience?

- How relevant is the source?
   Is the information current? Will the information help with the specific questions?

- How reliable is the source?
   Is the author credible? What is the intention or purpose for the article: to inform, to sway opinions, or to sell something?

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                    ┌─────────────────────┐
                    │   Data Collection   │
                    └─────────────────────┘
                              │
                              ▼
                    ┌─────────────────────┐
                    │      Use of         │
                    │   Information       │
                    └─────────────────────┘
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Data Collection

⬇

Use of Information

(Document Sources) ⇨ (Note Taking Skills) ⇨ (Take Notes)

Note Taking Skills branches to:

- Engage Resources
- Distinguish Between Points Of View
- Primary & Secondary Sources
- Extract & Record Relevant Information
- Recognize Inadequacies & Omissions

14

Creating a Source Card

It is essential to give credit to the sources investigated for quotations and ideas. Source cards will be necessary in creating the Bibliography or Works Cited as well as for parenthetical documentation if required.

Purpose of a Source Card

To sufficiently acknowledge the work and ideas of another (Written work, photograph, art, etc.)

A source card should include:

É   Source number

É   Bibliographic information

     É   First line begins at left margin

     É   All other lines are indented thereafter

É   Call number (if applicable)

É   Studentøs name on the back

common errors:
skipping the first blue line

not indenting the second line and all lines after it

Internet sources do not have call #s

Use
I
or
Int

Bibliographic Information

Call Number

Source Number

3

Lynch, Wayne. *Bears, Bears, Bears.* Ontario, Canada:

    Firefly Books, 1995. Print.

599.78

Lyn

common errors:
putting page number instead
omitting the call number

MLA Guidelines

All guidelines and examples are taken from the *MLA Manual and Guide to Scholarly Publishing* (3rd edition) as well as the *MLA Handbook for Writers of Research Papers* (7th edition). The numbers in brackets indicate the section of the MLA Handbook in which the rule corresponding to the example can be found.

Please note that there may be differences in these guidelines when comparing them to the former district manuals. The guidelines in this manual reflect the most current MLA standards based on the seventh edition of the MLA handbook.

MLA Citation Format—Basic Rules for Citations

- Authors' names are inverted (last name first); if a work has more than one author, invert only the first author's name, follow it with a comma, then continue listing the rest of the authors with the rest of the authorsø names listed by first name then last name. [5.3.3]
- If more than one work by the same author will be cited, order them alphabetically by title, and use three hyphens in place of the author's name for every entry after the first. [5.3.4]
- When an author appears both as the sole author of a text and as the first author of a group, list solo-author entries first. [5.3.3]
- If no author is given for a particular work, alphabetize by the title of the piece and use a shortened version of the title for parenthetical citations. [5.3.3, 6.4.4]
- Capitalize each word in the titles of articles, books, etc. This rule does not apply to articles, short prepositions, or conjunctions unless one is the first word of the title or subtitle. [3.6.1]
- Italicize titles of books, journals, magazines, newspapers, and films. [3.6.2]
- Use quotation marks with the titles of articles in journals, magazines, and newspapers. Use quotation marks for the titles of short stories, book chapters, poems, and songs. [3.6.3-5]
- List page numbers efficiently, when needed. If one refers to a journal article that appeared on pages 225 through 250, list the page numbers on the Works Cited page as 225-50. [5.1-5.8]
- Abbreviate the names of all months except for May, June, and July. [7.2]
- For parenthetical citations of sources with no author named, begin the entry with the title. [5.3.3]
- Use quotation marks and italics as appropriate. Ignore the article õA,ö õAn,ö or õThe,ö in another language when alphabetizing an entry in your Works Cited. [5.3.3]
- If a title begins with a numeral, alphabetize it as if the numeral were spelled out. [5.3.3]

Basic Forms for Sources

* Books [5.5.1-5.5.26]

Author(s). *Title of Book*. Place of Publication: Publisher, Year of

Publication. Medium.

Book with one author [5.5.1]
Henley, Patricia. *The Hummingbird House*. Denver: MacMurray, 1999. Print.

Book with more than one author [5.5.2]
Gillespie, Paula, and Neal Lerner. *The Allyn and Bacon Guide to Peer Tutoring*. Boston:

Allyn, 2000. Print.

If there are more than three authors, list only the first author followed by the phrase et al. (the abbreviation for the Latin phrase "and others") in place of the other authors' names, or one may list all the authors in the order in which their names appear on the title page.

Book with a corporate author [5.5.5]
American Allergy Association. *Allergies in Children*. New York: Random, 1998. Print.

Book or article with no author named [5.5.9 for book, 5.4.9 for article]
Encyclopedia of Indiana. New York: Somerset, 1993. Print.

"Cigarette Sales Fall 30% as California Tax Rises." *New York Times* 14 Sept. 1999: A17.

Print.

For parenthetical citations of sources with no author named, begin the entry with the title. Use quotation marks and italics as appropriate. Ignore the article "A," "An," or "The," when al-phabetizing an entry in your Works Cited.

Article or chapter in a book with an editor [5.5.3]
Peterson, Nancy J., ed. *Toni Morrison: Critical and Theoretical Approaches*. Baltimore: Johns

Hopkins UP, 1997. Print.

A part of a book (such as an essay in a collection or anthology) [5.5.6]
Stricter, Allison. "Things that Go Bump." *Silly Sayings*. Ed. Markenson, Thomas. Seattle:

Wadsworth Publishing, 2005. 331-334. Print.

Essay in a collection in a book [5.5.6]

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.

✼ Article from a reference book [5.5.7]

Last Name, First Name. õArticle Title.ö *Reference Book Title*.

Year ed. Print.

Johnston, Elaine. "Jamaica." *The World Book Encyclopedia*. 2010 ed.

Print.

An article in a periodical (such as a newspaper or magazine) **[5.4.1-5.4.13]**

Gates, David and Raina Kelley. "Finding Neverland." *Newsweek* 13 July 2009: 34-39. Print.

Trembacki, Paul. "Brees Hopes to Win Heisman for Team." *Purdue Exponent* 5 Dec. 2000: 20.

Print.

Newspaper article [5.4.5]

Coopers, Helene, and Abby Goodrough. "In Reunion Over Beers, No Apologies, but Cordial

Plans to Have Lunch Sometime." *New York Times* 31 July 2009, natl. ed.: A23. Print.

If there is more than one edition available for that date (as in an early and late edition of newspaper), identify the edition following the date (e.g. 17 May 2009, late ed.).

Nationally published newspapers do not need to include the city of publication. If a locally published newspaper does not include the city of publication in its name, add the city in square brackets, not italicized, after the name. Copy the page number or numbers exactly. For articles that skip consecutive pages, write only the first page number and a plus sign. Leave no intervening space, such as: "1+," "C3+," or "D12+."

18

Government publication [5.5.2]

United States Dept. of Health and Human Services. *Healthy People 2010: Understanding and*

Improving Health. Washington: GPO, 2000. Print.

If you do not know the name of the author of the document, cite the author as the government agency that issued the publication. Use the name of the government and then the agency. The agency name can also be abbreviated if the context makes the agency name clear. Most U. S. federal government documents are printed by the Government Printing Office, which can be abbreviated as the GPO.

Pamphlet [5.5.19]

Office of the Dean of Students. *Resources for Success: Learning Disabilities and Attention*

Deficit Disorders. West Lafayette, IN: Purdue University, 2000.

Interview that one conducted [5.7.7]

Purdue, Pete. Personal interview. 1 Dec. 2005.

Pei, I. M. Telephone interview. 10 Dec. 2010.

Electronic Sources

It is necessary to list the date of access because Web postings are often updated, and information available at one date may no longer be available later.

* A Web site [5.6.1-5.6.4]

Author last name, First name [if any], or Name of Organization or

Agency if no author is given. õTitle of the Work.ö *Title of the Over*

all Web Site. Publisher [use N. p. if publisher is not provided], Date

of page or last update. Medium. Day Month Year of access.

Web site

Fellugo, Dino. *Undergraduate Guide to Critical Theory.* Purdue University, 2002. Web. 21

Jan. 2010.

The Academy of American Poets. *Poets.org*. Academy of American Poets, 1997. Web. 21

Jan. 2010.

Non-print article only on a Web site

Poland, Dave. "The Hot Button." *Roughcut*. Turner Network Television, 26 Oct. 1998. Web.

28 Nov. 2009.

Purdue OWL. "MLA Formatting and Style Guide." *The Purdue OWL*. Purdue U Writing Lab,

10 May 2008. Web. 15 Nov. 2010.

Non-periodical publication only on the Web

"Muslim Women Uncover Myths about Jihad." *CNN.com*. Cable News Network, 12 Aug. 2009.

Web. 12 Aug. 2009.

"Rock Hill, SC." Map. *Google Maps*. Google, 2009. Web. 15 Feb. 2010.

RHHS Library. "Truncation." *You Tube*. You Tube, 17 Mar. 2008. Web. 12 Feb. 2010.

E-mail (or other personal communications) [5.7.13]

Author. "Title of the message (if any)." Message to Person's Name. Day Month Year.

Medium.

20

Electronic Sources

✳ A non-periodical publication on the Web Cited with Print Publication Data [5.6.2.c]

If the non-periodical work cited appeared in print, it may be important to include the bibliographic information for the print publication as part of your citation. If this is the case, begin your entry with the facts about the print publication [see 5.5]. After the print publication data, include the name of the Web site, medium (Web), and date accessed.

Ashe, Samuel A'Court. *History of North Carolina*. 2 vols. Greensboro: Charles L. Van Noppen,

1908. *Google Book Search*. Web. 15 Aug. 2009.

✳ DISCUS and other online databases [5.6]
The generic citation form would look like this:
Author Last Name, First Name. õTitle of Article.ö *Publication Name.*

Day Month Year of publication: page(s). *Name of Database.*

Medium. Day Month Year of access.

Examples:
Smith, Martin. õWorld Disasters Worth Nothing.ö *Science Life.* Feb. 2000: 66-72. *SIRS*

Discoverer. Web. 19 Feb. 2005.

✳ A periodical publication in an online database, such as DISCUS [5.6.4]

Example for a journal article reprinted in DISCUS
Bilger, Audrey. "Goblin Laughter: Violent Comedy and the Condition of Women in Frances

Burney and Jane Austen." *Women's Studies* 24.4 (1995). *History Resource Center: U.S.*

Web. 4 Feb. 2010.

Example for an article from a book reprinted in DISCUS with no page numbers given
õEmily Bronte.ö *Concise Dictionary of British Literary Biography, Volume 4: Victorian*

Writers, 1832-1890. Farmington Hill, MI: Gale, 1991. N. pag. Web.

Electronic Sources

Example for a newspaper article reprinted in DISCUS

Rimer, Sara. õCollege Panel Urges Shift Away from SATøs.ö *New York Times* 22 Sept. 2006,

    late ed.: A14, *Custom Newspapers*. Web. 9 Feb. 2010.

*

Electronic Books

Entire Electronic Book

Author Last Name, First name. *Title: Subtitle*. City: Publisher, Date. *Name of Database*.

    Meduim. Day Month Year of access.

Article or Chapter in Electronic Book

(including books accessed through online databases, such as DISCUS)

Author Last Name, First name. õTitle of Article.ö *Title of Source*. Editor(s). City of

    Publication: Publisher, Year of Publication. Name of Database. Medium. Day Month

    Year of access.

If you need further clarification or examples, see the *MLA Handbook for Writers of Research Papers, 7th Edition* or http://www.mlahandbook.org/.

Note Card Format

There are a variety of ways to take notes, but index cards are highly recommended over any other. Individual cards with <u>one fact or idea</u> each gives the flexibility to change the order of the notes and group or regroup them easily.

Purpose of a Note Card

•Record key ideas that support the thesis statement

•Allow organization of ideas from a variety of sources

•Foundation to the research process

A note card should include:

É   Source number

É   Heading (Slug)

É   One key idea or quote per card

É   Page number

  É   Computer sources do not need page numbers

É   Student's name on the back

common errors:
skipping the first line

writing the subtopic heading above the red line

common errors:
writing more than one fact per card

The heading (slug) is written on the first <u>blue</u> line

Characteristics

Has a long body, neck and head

One key idea written as a phrase

616

page #

3

Source number

common errors:
3a
3b
3c
or
3-1
3-2

Note Taking Skills

Engage Resources (Locate and Use Appropriate Resources)

- Consider the usefulness of the organization of the sources. Instead of starting on page one, check the Index or Table of Contents. Look to see if a source cross references to other available sources.

- Do not forget to think about the **credibility** of every source considered. Each of the following can help clarify the credibility of a source.

  - Consider the intention of the author (entertain, educate)
  - Consider the authority of the author/research
  - Consider when the passage was written (relevant, out-dated)
  - Distinguish factual information from opinion
  - Distinguish bias from balance
  - Consider any intended inference
  - Consider any intended value judgments

Identify Points of View in Primary and Secondary Sources

Extract and Record Relevant Information

- Paraphrase
- Direct quotes
- Summarizing

Plagiarism:

    Plagiarism means to use the ideas or words of a source as one's own without giving credit to the person who wrote them originally.

    It is essential to document a source whenever using someone else's words or ideas, even when that idea has been put into one's own words. Always give credit to any pictures used from a source. Add quotation marks around text that is extracted directly from the source. Never copy õword for wordö with the intention of later changing the information into the own words. It is easy to forget!

Recognize Inadequacies or Omissions in Information

Writing & Presenting

Synthesis

Process Gathered Information ⇨ Organize Information ⇨ Final Product ⇨ Presentation

Create Outline

Write A Thesis Statement

Rough Draft

Parenthetical Citation

Works Cited or Bibliography

Edit & Revise

Evaluation

RHSD#3 Research Manual High School
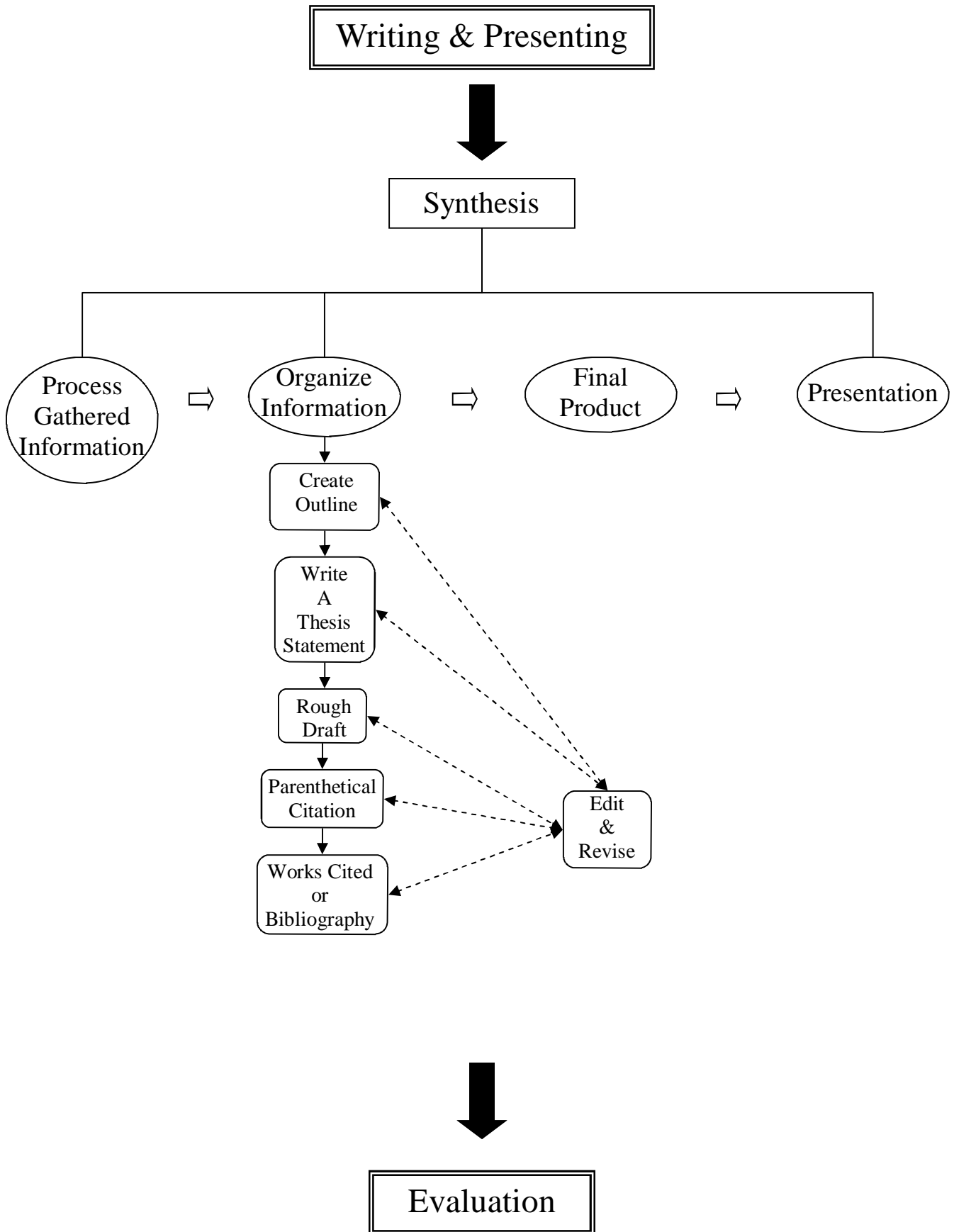
Process Gathered Information

- Once information has been collected from a variety of resources, one will need to õprocessö the information by forming opinions or conclusions. These opinions or conclusions should be reflective of the information and not formed in isolation. For this reason, the position will be supported by the evidence summarized from the research.

- There are several ways to process the gathered information. Not all will apply to every given type of research.

> - Answering questions
> - Testing hypothesis
> - Drawing conclusions from specific examples
> - Offering solutions to problems
> - Clarifying issues
> - Making predictions
> - Asking for actions

- By processing the information, clear connections can be made to the research. Instead of repeating proven facts, oneøs own thoughts and concepts are incorporated. This also makes the information relevant to the focus.

Organize the Information

Now that the investigative part of the project has been completed, one will need to organize the information by writing a thesis statement, creating an outline, and beginning the rough draft.

Writing a Thesis Statement

- A thesis statement expresses the main idea of the project and answers the overall question.
- The thesis statement will be presented in the introduction, proven with evidence in the body of the paper, project, or presentation, and finally restated along with a summary of the evidence in the conclusion.
- A good thesis statement generally consists of two parts: the topic, and then the assertion(s), explanation(s), or analysis that is being made about the topic.

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Ways to consider creating a thesis statement

- A thesis statement can possibly be written using the subtopic headings. This may result in an awkward and confusing statement at first, so be willing to rethink and rewrite.

- Define a problem and state one's opinion about it

- Discuss the current state of an issue or problem and predict how it might be resolved

- Put forth a possible solution to a problem

- Look at an issue/topic from a new, interesting perspective

- Theorize how the world might be different today if something had/had not happened in the past

- Compare two or more of something similar and give a rating of them (cars, authors, computers, colleges, books)

- Put out the ideas about how something was influenced to be the way it is or was (music, art, political leadership, genocide)

- Always consider the essential question and topic focus when creating a thesis statement.

Essential Question	Topic Focus	Thesis Statement
Have medical advances of the last century truly advanced one's quality of life?	Concerns with the overuse of antibacterial products	The overuse of antibacterial products is causing a rise in the number of newly documented allergy cases.
What can be done to reduce the amount of crime in the United States?	Possible solutions to teen gang activity	Teen gang activity in the United States can be lowered by a combined approach which consists of supervised programs, more job availability, and closer family relationships.
What historical event would be considered the most significant in ancient civilization?	The impact of the burning of the Library in Alexandria by Caesar	Caesar's burning of the Library in Alexandria set the world back centuries in the areas of technology and literary knowledge.

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Examples of Thesis Statements

Keep in mind that while there are numerous positions one can take on any given topic, there are just as many possible thesis statements that can be created for that topic. For example, if the topic focus is on why Christians and Muslims were in conflict during the Middle Ages, either of the following thesis statements could apply.

Medieval Christians and Muslims were fighting exclusively for deeply held religious beliefs.

Even though Christians and Muslims were supposedly fighting for religious dominance in the medieval world, their motives were strongly affected by the desire for land and economic power.

What a Thesis Statement is Not

- The topic by itself cannot serve as a thesis statement.
  This paper will discuss the concerns doctors have about the overuse of antibacterial products. **(Not a thesis statement)**

- A question cannot serve as the thesis statement.
  What problems are associated with the over use of antibacterial products? **(Not a thesis statement)**

- A general statement without a point of view cannot serve as a thesis statement.
  Much has been written about the overuse of antibacterial products. **(Not a thesis statement)**

Creating an Outline

- An outline gives a layout of the organization of the paper or project in the order in which everything will come.

- Take the note cards and lay them out in an order that reflects the most logical flow of information using the subtopic headings created from the research questions.

- Write the subtopics with the key points that support them, in words or short phrases, into a list or diagram that shows how they will flow from beginning to end.

Outline Format

- Begin with full thesis statement

- Use Roman numerals to identify the paragraph divisions

- When dividing headings there must be a *minimum* of two subtopics.

- Parallel phrases (either all noun phrases or verb phrasesô *not both)*

- Capitalize the first word in each part of the outline. All words after the first word should not be capitalized unless they are proper nouns or are in the major heading (Roman numerals).

I. Introduction

    A. Background

    B. Thesis Statement <u>Even though smoking tobacco products dates back to prehistory,</u>

    <u>the practices' health effects have had a major impact on our country.</u>

II. History   (**First heading**)

> Tab once ⟹   **A**.   Native Americans   (First subtopic)

> Tab twice ⟹   **1**. Mayan culture   (supporting evidence)

         2. North American tribes   (supporting evidence)

    B.   Twentieth century   (Second subtopic)

         1. WWI rations   (supporting evidence)

         2. Popularity increase   (supporting evidence)

III. Health effects   (**Second heading**)

    A. Primary   (First subtopic)

         1. Cancer   (supporting evidence)

         2. Addiction   (supporting evidence)

    B. Secondary   (Second subtopic)

         1. Asthma   (supporting evidence)

         2. Birth defects   (supporting evidence)

IV. Impact   (**Third heading**)

    A.   Actions of the US government   (First subtopic)

         1. Age limits   (supporting evidence)

         2. Advertising restrictions   (supporting evidence)

         3. Surgeon General's warning   (supporting evidence)

    B.   Reactions of Tobacco industry   (Second subtopic)

         1. Education programs   (supporting evidence)

         2. Advertising campaigns   (supporting evidence)

V. Conclusion

    A. Summary and/or evaluation

    B. Restatement of the thesis statement

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Create a Rough Draft

- Before beginning work on the rough draft, it is a good idea to review the outline and make any revisions needed to reflect how the information collected created evidence to support the subtopics, and in turn, how the subtopics support the thesis statement.

Writing the Introduction

- The introduction will give the intended audience an idea of what is to come. For that reason, the introduction contains two necessary parts:
    - A general overview or background of the topic to be discussed
    - The thesis statement.

- Start with a few sentences that introduce the topic. Do not give too much detail, as that will be covered in the body. Make these sentences interesting in order to guide the reader as to how the project will develop.

- Next, follow through with the thesis statement so that the purpose of the project and position are clear.

Writing the Body

- Take out the outline and note cards.

- Review the thesis statement again.

- Using the outline as a guide, put all of the note cards in the order they will appear in the project.

- Write the first paragraph about the first subtopic in the outline. Introduce that subtopic in the first sentence of this paragraph. The remainder of this paragraph will include more information from the note cards that give evidence to why this subtopic supports the thesis statement. Skip lines so one can later add information if needed or make corrections.

- If required to use parenthetical citation, remember to cite all borrowed materials immediately after they are used. Information specifically dedicated to parenthetical citation follows this section.

- Repeat for all subtopics until reaching the conclusion section of the outline.

Writing the Conclusion

- The conclusion will be the last paragraph in the paper, or the last part in any other type of presentation. It will make the reader or audience feel that the project is complete and well done by reminding the reader of the main points. Make sure that there is clear support for all that was claimed in the introduction, but most importantly, in the thesis statement.

- A conclusion is similar to the introduction but should not be a word for word repeat. Include a restatement of the thesis and a summarization of the main points of evidence.

- **Do NOT use parenthetical citation in either the introduction or conclusion.** These paragraphs contain general information that is considered common knowledge that needs no documentation.

Parenthetical Documentation
(or Citing Sources Within the Text)

- Citing the sources makes it clear which are one's own ideas and which belong to someone else.

- **If sources are not cited, then plagiarism is committed.** One must document a source whenever using someone else's words or original idea, <u>even when that idea has been put into one's own words</u>.

- Always give credit to any pictures used from a source.

> One must cite the following kinds of materials, whether they were used **in whole or in part**:
> - Direct quotations
> - Paraphrased or summarized information
> - Statistical data (numbers about things)
> - Images that are attributed to someone (including cartoons, photographs, maps, artwork, computer graphics)
> - Song lyrics
> - Another's original ideas even if one put them into one's own words

Parenthetical Documentation (cont.)

Parenthetical citation must be located close to the information to which it is referring. It is placed just before the period at the end of the sentence.

> **Example:** Dress codes are implemented for a variety of reasons. Several Rock Hill schools have found that a dress code improves student behavior (Grould 142).
>
> *(Grould 142) would lead the reader to look for a listing in the Works Cited page with Grould as the author and credit page 142 as the exact location in this source where the content was found.*

Parenthetical citation format

- Parentheses are placed before the period.
- If citing a direct quotation, parentheses are placed after the quotation marks but before the period.
- Use no punctuation between author's name and page number.
- Do not use õp.ö before the page number.
- If two different authors have the same last name, include the first name.

There are cases where this standard form of parenthetical citation is not followed:

- **The author's name is used in the text.** In this case, one does not repeat the author's name in the citation but does include the page number.

  > **Example:** Grould's survey of Sullivan seventh graders showed that only sixty percent were in favor of a dress code (58).

- **No page numbers are given**. Internet sources will not have page numbers as a rule. In this case, list the author only. If the author's name is not given, list the title of the source.

  > **Example:** The number of elephants killed due to poaching has decreased since the changes in import regulations (*Ivory Towers*).

- **No author's name is given.** In this case, list the title of the source, followed by the page number.

  > **Example:** Montana is located west of the Mississippi River (*Kids Atlas* 143).

- **Internet site where no author's name is given.** In this case, list the title of the source only.

  > **Example:** The terrorist attacks of September 11 brought back memories of the attack on Pearl Harbor to many (õNever Again?ö).

- **The source has more than one author.** In this case, include them both in the parenthetical citation.

  > **Example:** Bomb shelters were built by many fearful citizens (Smith and Jones 64).

- **Two or more sources by the same author.** If one has more than one source written by the same author, include a recognizable part of the title.

  > **Example:** The United Statesø government largely ignored the injustice of the internment camps (Talford *The Japanese* 256). In 1988, the U.S. Congress passed legislation to pay reparations to the surviving detainees (Talford *Relocation* 381).

Works Cited or Bibliography

Works Citedô listing of only the sources cited or made reference to in the paper through parenthetical documentation.

Bibliographyô listing of all sources used <u>and</u> all sources considered (even if they were not useful for notes). This would be applicable for projects that do not require parenthetical documentation. It can also be a list of related material that the reader can use to do more investigation on the topic.

Create a Works Cited

Why? Works of others have been used to provide evidence to the thesis statement. A Works Cited will be necessary to list all of the sources (also called õworksö) that were used in the body of the project.

How? The following should explain the format of a Works Cited page.

- The Works Cited page should be the last page in the project.
- Arrange the sources in alphabetical order by the first word of each entry. For most entries, this will be the last name of the author.
- Do not number the entries.
- All citation information should be typed continuously until the end of the line. The second line should be indented before continuing with the citation. If the citation is very long, indent the third and subsequent lines.
- All entries should be typed <u>double-spaced</u> *between* each entry, but single spaced *within* each entry.
- All entries end with a period.
- If a specific source is not cited within the body of the paper, the source <u>cannot</u> be used on the Works Cited page.

Create a Bibliography

All of the above rules apply for a Bibliography as well. The major difference is that one is listing all sources considered and is not expected to provide parenthetical documentation within the body of the project.

Example of a Works Cited Page

Used when parenthetical documentation <u>is</u> required.

<div style="border:1px solid">

S. Smith   12

Works Cited

Bedford, Frank. "The Psychology of Fear: Is it all in our heads?" *The New*

  York Times 30 Oct. 1990: B4. Print.

Chrissie, Sylvia. "Are We Afraid of Our Computers?" *The Chicago*

  Tribune 31 Oct. 1995: D4+. Print.

Fawcett, Shaun. *Internet Basics without fear!* Montreal: Final Draft

  Publications, 1999. Print.

Francis, Veronica. *The Fear Experience: Do We Really Know What*

  We're Getting Into? London: Oxford Press, 1985. Print.

Gorman, John Richard, and Raymond T. Smithson. *The Dynamics of Human*

  Fear: Neuroses In the Age of the Modern Computer. Toronto:

  University of Toronto Press, 1997. Print.

Hillson, Gregory. "The Unwelcome Eventual Alternative - Computers That

  Tell Us What To Do." *The New Psychologist* Dec. 1996: 45-54. Print.

Sawyer, David, and Ronald Johnson. *The Transference of Fears of*

  Technology To Those Around Us - A Case Study. New York: Holt,

  Rinehart & Winston, 1987. Print.

Transom, Zak, and Steven Rutherford. "The Relationship Between

  Occasional Writer's Block and Fear of Technology." *Psychology Today*

  Oct. 1991: 82-88. Print.

</div>

Example of a Bibliography Page

Used when parenthetical documentation is <u>not</u> required.

S. Smith   12

Bibliography

Bedford, Frank. "The Psychology of Fear: Is it all in our heads?" *The New*

    York Times 30 Oct. 1990: B4. Print.

Chrissie, Sylvia. "Are We Afraid of Our Computers?" *The Chicago*

    Tribune 31 Oct. 1995: D4+. Print.

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    Rinehart & Winston, 1987. Print.

Transom, Zak, and Steven Rutherford. "The Relationship Between

    Occasional Writer's Block and Fear of Technology." *Psychology Today*

    Oct. 1991: 82-88. Print.

Edit and Revise

Why? It is important to evaluate the work for errors before turning it in for grading. It is a good idea to edit the work on several different occasions. If allowed, have a friend go over the project as well.

How? First, double check the assignment using the criteria that will be used for grading. Be completely informed of any format requirements for the assigned project. If a rubric was given, use this to guide in editing.

Editing Checklist

- Correct spelling
- Correct grammar
- Correct capitalization
- Correct punctuation
- Correct format (spacing and indentation)
- Numbers under 100 are written as words
- All borrowed material is properly cited
- Overall neatness
- Parts are in a logical order without any gaps in information
- Clarity of material

A research paper should be written in <u>the third person</u> as if the reader is not familiar with the subject matter.

After evaluating the material, make any necessary revisions and start the editing process all over again. Once it has been decided that no more revisions are necessary, create the final draft.

Revision Checklist

- Sentences are in a logical order
- Sentence variety is apparent
- Paragraphs are in a logical order
- The lead is interesting and captures the reader's attention
- The entire paper is written in an expert voice
- Details make the paper interesting
- Thesis is restated, in different words, in the conclusion

Research Paper Final Draft Format

Typed Format

- Use only white 8 1/2ö x 11ö paper of good quality.
- Double space throughout the paper.
- All typing should be with Times New Roman font at a 12 point size.
- Space once after commas.
- Space twice after colons, semi-colons and all ending punctuation.
- Except for page numbers, leave one inch margins at the top and bottom as well as the left and right sides.
- Indent the first word of a paragraph 1/2 inch (5 spaces) from the left margin.
- Indent set-off quotations one inch (ten spaces) from the left margin.
- All copies should be printed in black ink.

Handwritten Format

- Use only white 8 1/2ö x 11ö paper of good quality. The teacher will specify lined or lineless paper.
- Write neatly in blue or black ink.
- Write only on the front side of each page.
- Skip lines on all pages.
- All information regarding margins, headings, indentions, and page numbers for typewritten copies also applies for handwritten copies.
- Be consistent, either all printed or all cursive unless the teacher specifies.

Research Paper Final Draft Format (cont.)

Heading

To make the heading, start one inch from the top of the first page and flush with the left margin. Type the student's name, the teacher's name, class period, and the date all on separate lines, double-spacing between each.

Double space again and center the title. Double-space between the lines of the title, and again between the title and the first line of the text. Do not underline the title or put it in quotations marks. Do not type the title in all capital letters.

Example of a First Page with Heading and Title

> *(1/2 in.)*
>
> Josephson 1
>
>
> Laura N. Josephson
>
> Ms. Jones
>
> Language Arts 2nd period
>
> 8 May 2006
>
> Ellington's Adventures in Music and Geography
>
> In studying the influence of Latin American, African, and Asian
>
> music on modern American composers, music historians tend to discuss

Numbering Consecutive Pages

All pages should be numbered consecutively throughout the research paper in the upper right hand corner, one-half inch from the top and flush with the right margin. Type the last name before the page number. Some teachers prefer that no number be printed on the first page nor on the Works Cited page. Always follow the teacher's preference.

> *(1/2 in.)*
>
> Josephson 3

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Present the Information

Oral Presentations

- Be prepared! Rehearse the presentation and make sure all required materials are covered.

- Know the content.

- Speak clearly and loud enough to be heard by everyone in the audience. Speak in complete sentences.

- Stay on topic. Following the outline can help maintain focus.

- Stand up straight, look relaxed and confident. Posture is an important part of the delivery.

- Establish eye contact with others in the room, including the teacher, throughout the presentation.

- Avoid reading aloud the entire project. This will result in a restless and bored audience no matter how interesting the work is. If an oral presentation is expected, simply use the final outline as a guide by reading the thesis statement and elaborating on the subtopics and main points.

- If a visual aid is allowed, by all means, use one. This gives the speaker not only something to do with his hands, but gives the audience something to focus on during the presentation. Taping the outline to the back of the visual aid is a good idea as well. It will not be as obvious that notes are being used if they are hidden behind the visual aid.

- If the presentation includes a PowerPoint slide show, do not read each slide word for word. The slides should serve to remind one of the order of the information and give the audience only the main points. The information should not be written in anything other than short phrases on the slides. This encourages one to elaborate and explain in more detail each point given.

- Never read a Bibliography!

- Show respect for other's presentations by listening attentively without making any distracting noises or movements.

Using the Scientific Method

Much of the Scientific Method is compatible with the research process covered in this manual. Use the chart to better understand the parallels.

Scientific Method	Research Process Parallel		
Step 1: Question *Every scientific investigation begins with a question.*	p. 7-8	Establish an Essential Question	
	p.10	Develop/Design Research Questions	
Step 2: Gather information *Research to gather information about your question to base your hypothesis on. This could be done in the form of classroom investigations and/or as information gathering from media resources.*	p. 9	Get an Overview of the Topic to Develop Background Knowledge	
Step 3: Hypothesis *A prediction of the results of an experiment based on knowledge gained from research and previous experience. If the hypothesis is incorrect, it can lead to further investigations. Note that "correctness" is not critical at this point. The hypothesis can be compared to the thesis statement.*	p. 25-27	Writing a Thesis Statement	
Step 4: Design the experiment *All variables must be identified as well as the control.*			
Step 5: Experimental procedure *The written process that is to be followed for the experiment. It should be written in step 1, step 2, etc. form so anyone could read it and do the same experiment exactly as you did.*			
Step 6: Record data *Transcribe data into a visual form(s) such as a table or graph.*	p. 23-24	Note-taking Skills	
Step 7: Interpret data *Analyze the data to find patterns or trends. Decide if the data supports your original hypothesis or if more experimentation is needed.*	p. 25	Process Gathered Information	
Step 8: Conclusion *This should state the answer to the question as well as affirm whether the data supports the hypothesis. This will summarize what was learned by the experiment. The results can also lead to new questions and experiments.*	p. 29-30	Rough Draft (Writing a Conclusion)	
Step 9: Acknowledgements *An accreditation **that** equates to a work cited or a bibliography page. Any written material or people that have helped in your research or experimentation must be given credit.*	p. 33-35	Works Cited and Bibliography	

*Please note that multiple trials and/or large enough samples ensure better test reliability.

Alternative Formats of Research Projects

Not all research results in the writing of a paper. One may be asked to show the understanding or the topic in a non-traditional format. Or, one may be working with a group in which each person is required to show the research in an alternative format. The following might get one thinking of how one can best produce a project that uses each individual's own talents!

Written
Advertising campaign
Booklet
Game
Diary
Letter
Log
Magazine
Magazine article
Newspaper
Newspaper article
Play
Poem
Story
Travel Brochure

Computer-based
Multimedia interactive project
PowerPoint presentation
Thinkquest
Web page

Visual
Collage
Dance
Diorama
Display/Exhibit
Documentary
Drawing
Graph
Map
Mask
Painting
Photographs
Scrapbook
Slide show
Videotape

Oral
Audio tape
Debate
Dialog
Dramatization
Interview
Oral report
Panel discussion
Play
Puppet show
Skit
Song
Speech
Story

Glossary of Research Terms

Bias - An unfair preference for or dislike of something.

Bibliography - A list of materials considered and used as sources of information. These sources can be books, articles, maps, audio-visual items and other materials. The bibliography usually appears at the end of the project. Citations within the bibliography must adhere to the MLA format found in this manual.

> **Annotated bibliography** - A bibliography which includes citation information and a brief description of the source being cited.

Call number - A number (usually letters and numbers) used to designate the location of a book within the Media Center.

Citation - A reference to a source from which information was taken. Because the citation must include enough information to locate the original source, use the MLA citation format found in this manual.

Credibility - The measure of the reliability of the information found in a source.

Database - An organized collection of records that can be accessed using standardized electronic search procedures. *DISCUS* contains a number of helpful databases including InfoTrac and SIRS. The OPAC in the Media Center is a database.

Document - To provide evidence or support for statements and ideas.

Hotlists - A webpage collection of predetermined Internet links usually connected to a topic.

Index - The list of topics mentioned in a book or in a collection of volumes, such as an encyclopedia. The index will direct the user to the volume and page number of the source. The Media Center's OPAC is also an index that can easily locate the source of information.

Inference - A conclusion drawn from evidence or reasoning.

Key word - A word or phrase which describes the subject one is looking for.

MLA format - One of a few commonly accepted formats for writing and documentation style. MLA is an abbreviation for Modern Language Association of America. This format gives a guide for citations, parenthetical documentation, as well as rules for margins and type styles for a research paper.

Note card - A record of information summarized, quoted or paraphrased from a source. Note cards should adhere to the format found within this manual.

OPAC - Online Public Access Catalog found in the Media Center and sometimes referred to as the "online catalog". It is an index that can direct the user to the source of information within the Media Center. The OPAC is an alphabetically arranged system which allows information to be located by author, title, subject, date or other means of access.

Outline - An organizational tool consisting of a list of subtopics for a topic and the main points of evidence supporting the subtopics. The outline serves as a guide for the arrangement of the contents of the project.

Paraphrase - To restate an idea or statement using other words.

Parenthetical documentation - A form of documentation that connects the summarized information directly to the citation providing complete source information. This allows credit to be given to the original source, thus avoiding plagiarism of material. Parenthetical documentation should adhere to the MLA format found in this manual.

Plagiarism - Copying, paraphrasing, summarizing the ideas or works of another without giving them credit or citing the source. The failure to acknowledge the source of borrowed words (even if they have been rephrased into one's own words), ideas, pictures, and graphics is plagiarism.

Quotation - The exact words of an author or speaker enclosed in quotation marks.

Relevant - Having a connection with a subject or issue.

Reliability - Able to be trusted to be accurate or correct.

Source - The place from which information is taken. A variety of sources can be found in the school's Media Center including encyclopedias, books, magazines, newspapers, online databases within DISCUS, and the Internet.

> **Primary source** - Documents or information directly related to the topic by time or participation without any interpretation. These sources include letters, speeches, diary entries, eyewitness accounts, photographs, and artifacts.

> **Secondary source** - Sources based on primary source materials. These sources usually attempt to explain or interpret events or data.

Source card - A record of a source's bibliographic information. Source cards should adhere to the format found within this manual.

Slug - A term synonymous with heading for a subtopic.

Subject samplers - An Internet activity website which includes links to a number of websites organized around a main topic. The purpose is to form connections to the subject matter.

Summarize - To make a shortened version of a passage of information by identifying the central ideas and main points using one's own words.

Thesis statement - The position or main idea of a paper, project, or presentation. It is not a simple idea, but is the result of critical thinking after thorough investigation.

Vertical File - A collection of visual images, documents and artifacts usually stored in a file cabinet in the Media Center.

Works Cited - A listing of only the sources cited or made reference to in the paper usually through parenthetical documentation.

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Exemplars

All of the papers used for exemplars are taken from *The Write Source* online website (http://www.thewritesource.com). While they do not reflect the exact format of the manual, they should be helpful in modeling organization, style and parenthetical documentation.

The PowerPoint example was created by a RHSD#3 student and is used along with modifications with permission granted.

Papers
1. õ*Mir Flies On for the Next Generation"*
2. õ*Should Smoking Be Banned in Public Restaurants?"*
3. õ*The Killer Bean"*

PowerPoint
1. *"The Spanish Inquisition"*

This example must be credited to *The Write Source* online website (http://www.thewritesource.com). While it does not reflect the exact format of the manual, it should be helpful in modeling organization, style and parenthetical documentation.

Mir Flies On for the Next Generation

Captain Kirk of the *USS Enterprise* beams one aboard. As the molecules come back together, he gives one a tour of the spotless flight deck. It's filled with clean crew members working on equipment that's all in perfect shape. That's TV. The Russian *Mir* space station is reality, and life there isn't glamorous. *Mir* astronauts are more like the early pioneers who risked their lives but kept going and made their mission a success.

Mir's struggles begin with the space station itself. *Mir* is an 11-year-old laboratory that made its 69,560th orbit of the earth on May 1, 1998. That's 1.83 billion miles! In addition to having high mileage, Mir has a computer system that is ancient. Since *Mir* blasted off in 1986, astronauts have had to fix 1,500 problems on the ship. Most were small, but a few were big. In February 1997, a fire shut down an oxygen generator. Then in June 1997, a spaceship carrying supplies to *Mir* crashed into a solar panel (Chien 97). Many times, the crew sits in the dark because there isn't enough power to work the computers or do experiments.

Like the pioneers who headed west in covered wagons, *Mir* astronauts have learned to do the best they can with what they have. For example, *Mir* astronauts wear their cotton T-shirts, gym shorts, and socks for two weeks! The astronauts wear the clothes day and night and even exercise in them. After two weeks, astronauts just pitch the stinky stuff into space where it burns up in the earth's atmosphere (Hoversten).

Life on *Mir* isn't glamorous. In fact, it's not even healthy. The humid air makes mold grow, and the molds spoil the food. The crew can't wash well, and infections spread quickly, especially when new astronauts come on board. After their bodies are weightless for a long time, the bones in their lower hips and spines get weaker (Chien 99). Then, when astronauts go back to Earth, they have more problems. They have poor balance, weak muscles, and severe soreness (Covault 76).

This report is clearly focused around a specific thesis. It is evident from the writer's voice that he is interested in and knowledgeable about the subject.

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The living conditions on *Mir* would make even Captain Kirk return to Earth. Fans hum nonstop. The smell of gasoline hangs in the air, and food is served up freeze-dried. Right now, the shower is broken, so the crew have to take sponge baths. Even sleeping is hard. Jerry Linenger is an astronaut who spent 132 days on *Mir* with these problems. He said, "There's something about it [life on *Mir*] that makes one feel, 'Yeah, I'm on the frontier'" (Hoversten).

Even though life on *Mir* isn't glamorous, and equipment often fails, the *Mir* astronauts have had lots of success. Like the pioneers, the astronauts have found many useful things that help explorers who follow them. But maybe *Mir's* greatest success is that astronauts from Russia and the U.S., two old enemies, have worked together as friends (Chien 99).

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* The Works Cited have been updated to reflect the MLA Seventh Edition guidelines and are not taken directly from www.thewritesource.com.

Should Smoking Be Banned in Public Restaurants?

The last sentence in Mary's first paragraph forms the thesis for her research paper: she takes a strong, specific stand on a fairly controversial subject. The trait of "stimulating ideas" is evident as the paper's clear purpose is supported in the subsequent paragraphs.

In the perfect situation, smoking policy would be set by bar or restaurant owners, and customers would patronize the establishments with the policy they prefer. Customers would decideô without the governmentøs helpô if they want to avoid smoke-filled rooms or enter them. They might even choose to sit in an area sectioned off for smokers or non-smokers, but the ultimate issue is choice (Ruwart 1). When the government starts telling restaurant owners what their customers can and cannot do, the government is overstepping its boundaries.

Our government aims to protect usô to save us from societyøs evils. However, in an attempt to protect the public from the effects of passive smoking (second hand smoke)ô of which, according to the nonpartisan Congressional Research Service in 1994, õthe statistical evidence does not . . . support a conclusion that there are substantive health effects . . .ö (Krauthammer)ô the feds have failed to protect a vital part of the U.S. economic population: business owners. Many people who drink also tend to smoke; banning drinkers from smoking has hurt business in some bars and restaurants. õAccording to the California Licensed Beverage Association, business has dropped as much as 85 percent . . . since the prohibition took effectö (õBar Owners Vowö 1). The decrease in customers and subsequent loss of revenue has far-reaching effects on employers. A study by the American Beverage Institute entitled õEffect of 1998 California Smoking Ban on Bars, Taverns, and Night Clubsö asked 300 respondents about the effects of the ban on their businesses. When asked if the ban caused owners to lay off employees or cut working hours, 29.7 percent of respondents answered õyesö; 59 percent gave the same answer when asked if they experienced a loss of tips/gratuities for bar and serving-staff employees (1). The plight of restaurant and bar owners is often ignored, but it is a serious issue for them and for their employees.

While the argument rages over the effects of smoking on public health, the question that remains is this: õHow much is society entitled to penalize smokers for their decisions becauseô in societyøs viewô those decisions are unhealthy?ö (Samuelson). Smoking tobacco is not an illegal act, yet the 25 percent of Americans who do smoke are often treated as if they were criminals. They are incessantly nagged, blamed for numerous illnesses and unpleasantries, and made to feel guilty by self-righteous nonsmokers (Bork 28). The Environmental Protection Agency estimates that living with a smoker increases the chance of

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lung cancer by 19 percent. What they fail to tell one is that, in contrast, (firsthand) smoking increases the chance 1,000 percent (Buckley). Why is the act of smoking tobacco, which merely injures oneself, so scrutinized and shunned by society, while drinking alcohol, which is by far more deadly to innocent bystanders, is accepted by society and virtually unregulated? (Krauthammer). One may not wish to be seated near an extremely obese person in a restaurant, but it would certainly be unconstitutional to deny service to these patrons. In modern society, the government knows better than to discriminate against minorities, senior citizens, or the physically handicapped; it does not hesitate, however, to discriminate against smokers.

    Personal choice is a simple principle that is highly valued in American society. Banning smoking in all public restaurants violates this principle and jeopardizes our freedom. Smoking should not be banned in all restaurants. A ban on smoking imposes unnecessary governmental interference in private business, affects business owners negatively, and discriminates against smokers. Like the black Southerner turned away because of racial segregation, the smoker is unfairly treated. Sadly, just when our government claims to be whisking away the clouds of smoke, it is legislating a cloud of discrimination.

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The Killer Bean

The picture may seem familiar. Tumbling out of bed and stumbling around in the kitchenô one begin the day. But wait. It cannot begin properly without that daily ritual, the morning cup of coffee. The aroma swirls throughout the room. What can compare to the richness and fullness of that first cup of coffee?

Americans lead the world in coffee drinking, consuming an average of 3.4 cups per person per day (Pennybacker 18). Gourmet coffee houses are sprouting up all over the place. But what is the real story behind this dark brown liquid? Is it as innocent as it first seemsô just a pleasant morning pick-me-up? Unfortunately it isnøt. Much of todayøs coffee is grown in such a way that it damages the environment, although it has been proven that there are far less harmful methods.

Coffee grows only in the tropics, in Mexico, Central and Latin America, Indonesia, and Africa. The field must be at an altitude between 3000 and 5000 feet with a temperature between 65 and 70 degrees Fahrenheit. For optimum growth, coffee must have shade from nearby trees and overhead growth, but it also requires at least two hours of sunlight each day (õShrinking Shadowlandö 60). These are the only requirements necessary for coffee to grow well.

Coffee comes from small green beans that are really pits of a fruit resembling a cherry. The morning coffee poured into a mug comes from a small tree (or bush) that grew for seven years before it bloomed and grew the fruit that held the beans. After one of these trees produced one pound of coffee, its life was over (õShrinkingö 61).

It was in the eighteenth and nineteenth centuries that coffee seeds from the Middle East took to the fertile soil of Latin America, the Caribbean, and Africa. It spread rampantly, with demand for the coffee growing in the northern part of the world. Millions of acres of rainforest and jungle were planted with coffee trees. However, that was not a completely detrimental move. Because of coffeeøs need for shade and its ability to be grown alongside other crops, it didnøt originally pose a hazard or threat to the environment. Habitats for animals were not drastically changed; indeed, the tropical ecosystems were much the same as before because the small coffee trees growing near the ground didnøt require any forests to be cleared or plants eliminated.

But this took a bad turn in 1970 when U.S. agricultural scientists decided to develop a new, high-yield coffee plant that grew only in the full sun. Farmers were easily convinced to adapt to this modernization because they could produce five times more coffee than before (Wille 63). With the support of local governments and the U.S. subsidization of $80 million towards the promotion of the new plant, it isnøt difficult to understand why many traditional coffee fields quickly became

This report is timely, revealing, and engaging; it flows smoothly with effective transitions between paragraphs. The author has clearly gained a thorough understanding of the subject.

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modern ones (Greenberg 27). As a result, over the past 40 years, Central America has lost two-thirds of its rainforests to coffee plantations at a rate of 40 million acres per year (Pennybacker 18). That figure is similar to Mexico.

These modern coffee plantations are so disastrous because they are mono-cultural; nothing can grow in the fields besides the stubby coffee bushes. According to Elizabeth Skinner, a director of the Rainforest Alliance, these modern plantations õcreate ecological desertsö that are growing at an alarming rate (õShrinkingö 63).

As the rainforests disappear, so do the animals, especially migratory birds. One study found that bird species in coffee plantations have diminished by 94-97 percent since many farmers switched to sun-grown plantations. This is not surprising considering the fact that two-thirds of birds found in shade-grown coffee plantations live in the canopy of the trees, and less than ten percent actually feed among the coffee plants (õWhy Migratory Birdsö 2). At the turn of the century, there were 65 species of common migratory birds found in Guatemala. Today, only one-third of these birds have stable populations, another one-third seem to be in decline and 25 species are missing (Wille 62).

Despite this, as Wille writes, õNo place in the world attracts such an extraordinary concentration of winter residentsö (59). For example, in Guatemala, which is the same size as Ohio, there can be found in winter almost as many bird species as is found in the U.S., Central, and Latin America during the rest of the year. In fact, one-third of all migratory bird species that breed in the U.S. make that southern tropical part of the world their winter destination (Wille 59).

However, the continued loss of rainforests due to sun-grown coffee fields is making it more and more difficult for these birds to find a place to migrate each winter. As the number of the birds decreases in Central and Latin America due to the spread of the sun plantations, they will also become a rarer sight in North America. Already in the last two decades of coffee industrialization, the number of birds detected by the National Weather Service Radar crossing the Gulf of Mexico has been depleted by half (Pennybacker 19).

Not only do full-sun plantations threaten the existence of migratory birds, they are damaging to the environment in other ways as well. Due to the nature of the hybrid variety, the full-sun coffee plants possess little inbred resistance to pests and disease. This makes the use of chemical pesticides and fertilizers necessary. It has become so mandatory, in fact, that coffee trees are the third most heavily sprayed crop in the world following cotton and tobacco (õShrinkingö 69). Seventy percent of the worldøs coffee is sprayed with synthetic chemicals, some of which have been banned in the U.S. for years. Although not harmful to the coffee drinker because of the roasting process, the large amount of chemicals sprayed do harm the workers who cultivate the coffee. In July 1993, 60 laborers on a Colombian coffee plantation were injured and one killed after they were exposed to high levels of endosulfan, a pesticide banned in many developed countries but commonly used on coffee plantations (õShrinkingö 64). These pesticides and fertilizers also kill insects and microorganisms and pollute the water.

Sun plantations also contribute to soil erosion. The coffee trees must face not only the blasting heat with no protection, they must also endure the pounding rain from tropical rainstorms, which gradually washes much of the soil into little wandering toxic streams. Sun coffee fields are financially risky for the farmer because they

can be damaged by harsh weather and because they limit farmers to one-crop farming.

What then is the solution? What will reverse this potential ecological disaster? It is ironic that the solution can be found in the problem. Growing coffee on shade plantation rather than sun plantations doesnøt strip the ecosystem to its bare bones; instead it will sustain it. There are many advantages to growing coffee on shade plantations. Shade farms can cultivate other crops, including cacao, fruit, avocados, and trees for firewood. This provides security for the farmer and promotes richer ecological diversity. The trees grown along with the coffee bushes on shade plantations add nitrogen into the soil. The leaf litter is home for many insects that devour the organisms that attack roots, while the shade trees protect coffee plants from the harsh rain and sun, help maintain soil quality, and reduce the need for labor-intensive weeding (õWhy Migratory Birdsö 3).

Another advantage of shade farms is that plants and animals like to call these areas home. Due to the diversity of plants and trees found in shade plantations, the plantations are said to õmimic natural forestsö (Wille 60). Researchers have found 66 species of trees and shrubs and 73 wildlife species in one single field. Full-sun fields host only 20 species of animals and plants (Wille 62). On one full-sun plantation no midsize terrestrial mammals were to be found, contrasting with 24 that were found on a full-shade plantation (Wille 63).

These shade farms not only have a positive effect on the environment in general, but more specifically they are beneficial for migratory birds. The Smithsonian Migratory Bird Center has found over 150 species of birds on coffee fields and crop cacao plantations. That number is larger than all other habitats on the planet except for untouched tropical forests, which are disappearing at an alarming rate (õWhy Migratory Birdsö 1).

In Mexico, the Caribbean islands, and Colombia, the areas where most migratory birds populate, the shade plantations are virtually indistinguishable from true forests and cover 2.7 million hectares, or almost half of the permanent cropland (õWhy Migratory Birdsö 2). Likewise, in Mexico coffee plantations cover an area over half the size of all the major moist tropical forest reserves, providing woodland habitat in areas where almost no large reserves are found. In El Salvador the traditional shade coffee plantations are about the only canopy habitat left in the country and account for about 60 percent of the surviving forested areas (Pennybacker 18). For this reason, the Salvadoran Minister of Agriculture and Livestock has officially classified coffee plantations as forest, alluding to the increasingly important role they play in the environment.

Much of the coffee grown in that part of the world is for export to other countries, especially to the U.S. It is the third most common import in the U.S., coming only after oil and steel. Of all the coffee produced in the world, Americans consume one third of it. Each year coffee brings in revenues of $10 billion (õWhy Migratory Birdsö 3).

With this much control of the market, it shouldnøt be too difficult for Americans to push for a more ecologically sound method of cultivating coffee, such as the use of shade plantations. Organic coffee is readily available in stores for the environmentally conscious and is certifiably grown without the use of chemicals and pesticides, likely on shade farms. While it is growing in popularity, organic coffee still makes

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up less than one percent of the 6.3 billion pounds of coffee imported into the U.S. each year (Pennybacker 19).

     The merits of full-sun coffee plantations don¢t even begin to measure up to the benefits of shade plantations. Shade plantations benefit both the workers and the environment. The few extra dollars paid for organic coffee might make the difference between seeing that black-throated green warbler in the yard again next spring or not.

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The Spanish Inquisition

By
XXXX XXXXXX

Introduction

In what ways was the Spanish Inquisition significant in history?

É Who or what motivated the creation of the Spanish Inquisition?

É What was hoped to be accomplished by the Spanish Inquisition?

É What led to the end of the Spanish Inquisition?

Thesis Statement

Although the Spanish Inquisition was created to improve Spain by achieving a õpure bloodö of Catholicism, the torture and deaths caused by the investigations will instead be seen as a dark period in history.

Motivation

É King Ferdinand V & Queen Isabella I
É Eliminate heresy
É Wealthy, landowning Jews & Muslims targeted
É Purify the people of Spain
É Accepting only of Catholicism
É Catholic church in support

Accomplishments

É Drove away many non-conformists
É Money & land confiscated by throne
É Other countries joined forces with Spain
É Tomas de Torquemada
  ó First Inquisitor General
  ó 1483
  ó Responsible for 2,000+ deaths
É Phillip II attended *auto-da-fe*

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End of Inquisition

É Power decline
   ó 14th century
   ó 15th century
É Lasted 350 years
É Abolished in 1834
É Compared to 20th century Holocaust
É Apologies

Conclusion

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