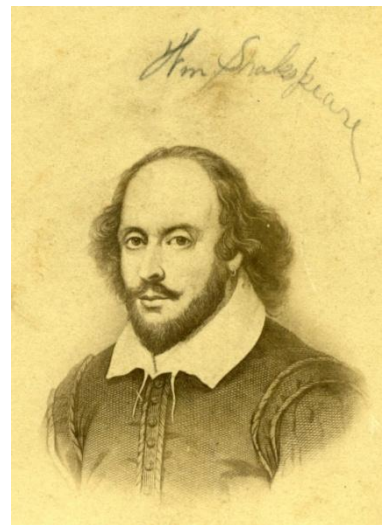




Writing the Research Paper

A Handbook for Students of
The El Paso Independent School District





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Shared Vision Statement

"The shared vision of The El Paso Independent School District is to meet the diverse educational needs of every student and empower each to become a successful, contributing member of the global community."

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Student Timeline

Date

Topic selection due:

Preliminary thesis statement due:

_____ Preliminary outline due:

_____ Source Cards due:

_____ Note cards due:

_____ Note cards due:

_____ Note cards due:

_____ Note cards due:

Final thesis statement due:

Final outline due:

First draft (with in-text documentation) due:

Works Cited page due:

Final Copy due:

Must be submitted in the following order:

Title Page

Outline

Final Copy—with documentation

Works Cited

Manila Envelope due:

Must contain all preliminary work:

- ✓ Preliminary thesis
- ✓ Preliminary outline
- ✓ Source cards
- ✓ Note cards
- ✓ First draft (and any other drafts)
- ✓ Any other materials in research (printout from computers, Internet, CDs, newspaper and magazine articles, etc...)

The Research Paper at a Glance

You are about to enter the fascinating world of research. You will read what other people have written on a subject, evaluate information, and then write about it. Discovering where to find various sources for different subjects is part of the challenge of conducting research.

This Research Handbook will help you follow the steps below when you write your research paper:

1. Choose a topic for research
2. Formulate a preliminary thesis
3. Make a preliminary outline
4. Discover as you read what different authors have to say about your topic either in favor or against arguments you may present
5. Use 3 x 5 index cards to record publication information for your Works Cited or Bibliography page. These source cards will be numbered sequentially
6. Make notes on 4 x 6 index cards of authors' ideas that help analyze or prove the points you wish to make about your topic. You must credit these authors for any quotes (Q), paraphrases (P), or summaries (S) that you use. Use these symbols in the lower right hand corner of your card to let you know how to credit the author
7. Label each note card according to the main idea of the card. The label should correspond with a heading on your preliminary outline
8. Sort your note cards into stacks by their respective labels
9. After you have finished compiling and sorting your note cards, state the main idea of your cards in one complete sentence This sentence will be the basis of your final thesis statement
10. Write either a topic outline or a sentence outline based on the main headings and subheadings suggested by your stacked cards
11. Write a first draft and include in-text documentation
12. Add an introduction and a conclusion
13. Prepare a Works Cited page
14. Write any additional drafts required by your teacher and then write your final copy

Materials

- 3 x 5 index cards (source cards) –at least 10
- 4 x 6 index cards (note cards)—at least 100
- Rubber bands
- 1 large Manila envelope (9 x 12)
- EPISD’s **Writing the Research Paper** Handbook
- Pens/ Pencils
- Money (for making copies)
- Printer paper, copier paper, or typing paper (20 pound)
- Report cover for final copy (at teacher’s discretion)
- Diskette or flash drive for saving your work on computers (at teacher’s discretion)

Requirements

Topic: Provided/ approved by your teacher

Sources: Source requirements will be determined by your teacher.
(How many will I need?)
(Is an encyclopedia acceptable?)
(How many sources from the Internet may I use?)
(Is a PowerPoint presentation required to support my research?)

Length: The length of the completed research paper will vary according to each teacher's requirements.

Format: The format of the research paper should follow either the Modern Language Association (**MLA**) for English/Language Arts/Speech **or** the American

Psychological Association (**APA**) typically used in social sciences like History and Government and the behavioral sciences like Psychology and Education.

Choosing the Topic

- Pick a topic that interests you and one that you'd like to learn more about.
- Ask yourself whether your topic is debatable. If it isn't, it's better to choose another topic.
- Are there enough resources and information available for your topic?
- If you find dozens of books devoted solely to your topic, your topic is probably too broad.

Before you make your final decision to begin research on your topic, you will need to do some general reading to get ideas about what aspect to focus on. An encyclopedia entry or a magazine article can give you an overview of your prospective topic. Find out from your teacher if there are any limitations.

⇒ Ask questions of fact:

1. What is known about the topic?
2. What isn't known?
3. Are some facts contested?
4. Have some facts changed throughout the year?

⇒ Ask questions of definition:

1. Why is this topic important?
2. To whom is it valuable?
3. If it is a research paper dealing with a literary topic, you might ask, "How is this information important in understanding the author's effect on literature?"

⇒ Ask questions of policy:

1. What should be done about this problem?
2. What action should the reader take?
3. What laws should be passed?

Below is an example of how one can narrow a broad topic:

Cancer—This topic is too broad. Trying to discuss cancer in approximately ten pages will prove impossible.

Lung Cancer—This is better, but still too general for a thousand-word paper.

Technology and the Treatment of Lung Cancer—Just right! The topic eliminates other information about cancer such as history, causes, costs, etc.

Choosing the Topic (cont.)

You may use one of the following topics or come up with one of your own. For an English class, your paper may discuss an author's work, style, tone, theme, and/or favorite subject matter. It is not a book report or a biography. This list is for use in American Literature (11th grade) classes but may be easily modified for other classes by filling the blanks with the appropriate information. This is only a sample list. You are not limited to these subject topics; however, your teacher should approve your topic *before* you proceed with the research paper.

The allegory and symbolism in _____

An analysis of the character of _____ in _____

The effects of war on an author or poet (such as Thoreau or Whitman)

Elements of satire in _____

Good vs. evil in _____

The "grotesque" as a symbol

The irony in _____

Naturalistic philosophy in _____

The novel _____ is a comment on a particular element of society.

The novel _____ is an autobiographical work.

The novel _____ illustrates the conflict of _____ vs. _____.

Realistic elements in _____

Religious aspects of the novel _____

Romantic elements in _____

Symbolism in any of _____'s work

The theme of _____

The use of allusion in _____

The use of dialect in _____

The use of superstition in _____

The heroine of the novel _____'s attitude toward the human experience

_____ 's conception of the nature of love as expressed in _____

Suggested research topics may be found in the Appendix of this handbook. For additional topics, we suggest using the various Search Engines on the Internet.

The Thesis Statement

The **thesis statement** is the controlling idea of the whole paper. The preliminary thesis gives you a place to start, providing a purpose to guide your research. It may be right or wrong. As you search for evidence to support your thesis, you may change your opinion completely, and as a result, change your thesis statement. The final thesis should be the last sentence of the introductory paragraph.

The thesis must be:

- A statement, not a question
- A complete sentence, not a word, phrase or clause
- Specific, not vague or too general
- An idea which can be proved
- Stated on the outline page and at the end of the introductory paragraph

There are two types of thesis statements:

1. The **undivided thesis** makes a general statement which may imply, rather than mention specifically, the points which will be discussed in the paper.

Example: The election process in Mexico is unfair.

2. The **divided thesis** can include the main ideas of your paper with phrases and subordinate clauses added to the base sentence. Thus, a divided thesis sets the scope of the paper by giving the major points to be proved. The main idea, as well as the organization of the entire paper, is evident in the wording of a divided thesis. Be sure to state the most important idea in the thesis in an independent clause. You can put the various reasons or illustrations in a subordinate, or dependent clause.

Example: “Because of _____, _____, and _____, the election process in
Mexico is shown to be unfair.”

Or, without using a subordinate clause, you might write:

Example: “_____, _____, and _____ contribute to the unfairness of Mexico’s election process.”

The Preliminary Outline

The preliminary outline should consist of at least three major points, for example, the problem, the causes, and the solution. As a working outline, it will be subject to changes and revision, both in headings and in order.

Sources

Once you have a preliminary thesis statement and a preliminary outline, the next step in preparing your research paper is to find sources for your topic and list each one on a 3 x 5 index card. These sources may be any of the following:

- Books from the various areas of the library
- Reference books (Encyclopedias, etc.)
- Interviews
- Magazines/Journals
- Newspapers
- Recordings
- Film/Video/TV
- Educational software (CDs)
- Online sources
 - EBSCO
 - SIRS
 - Gail Group
 - World Wide Web (Internet)

Check with your teacher to see if there are any restrictions or limitations on the sources that you may use for your paper.

For literary research papers, there are two types of sources: primary and secondary. The primary source is the piece of literature or the original document being examined. Secondary sources are the articles and books written about the original document or literary selection. If you are writing an analysis, you will want to know what the critics have said about the piece of literature or the documents so you can form your own conclusions about the work and/or support your thoughts with quotes from the experts. Finding conflicting opinions among the experts can lead to a very interesting paper.

When you begin searching for all of the possible sources you can find, keep key words and key ideas in mind. If you were writing a paper on the use of technology in the treatment of cancer, you could use “cancer” as a key word. Look for information under “chemotherapy,” “lung,” “oncology,” “radiation therapy,” and other key words as well.

Using the Internet to Search for Sources

Imagine you are searching for information in the world's largest library, where the books and journals (stripped of their covers and title pages) are shelved in no particular order and without reference to a central catalogue. A researcher's nightmare? Without question. The World Wide Web defined? Not exactly. Instead of a central catalogue, the Web offers the choice of dozens of different search tools, each with its own database, command language, search capabilities, and method of displaying results.

Given the above, the need to familiarize yourself with a variety of search tools and to develop effective search techniques is clear. This will help you take advantage of the resources offered by the Web without spending many fruitless hours flailing about and eventually drowning in a sea of irrelevant information. Ask yourself the following questions to make the best use of time:

1. Where is the most valuable place to start my Internet research? Ask your librarian or teacher how to start and where to look. You will need to have your **topic narrowed** by this point and have gathered some preliminary information from other sources such as magazines, books, or newspapers.
2. Which are the best search engines to use? Your teacher and school librarian may be able to suggest some of their favorite Web sites and search engines. Try several very specific key words or ideas that you have compiled. Here is a list of some of the most popular search engines:

Google (<http://www.google.com>)

Microsoft (<http://search.msn.com/>)

Yahoo! (<http://yahoo.com>)

AltaVista (<http://www.altavista.com>)

Excite (<http://www.excite.com/search>)

alltheweb (<http://www.alltheweb.com>)

HotBot (<http://www.hotbot.lycos.com>)

Lycos (<http://www.lycos.com>)

- See the section of this handbook called "Search Strategies," p. 14.
3. How do I search? The **key word** or idea is essential for gathering information. The more specific, the better to keep you from aimlessly wandering cyberspace. *Ask Jeeves* is a helpful website: <http://www.askjeeves.com>
 4. How do I keep track of what I have found? Bookmark, save on diskette/flash drive, or print any useful information you may find—manage your information. A common problem with using online sources is that many Web sites are subject to being updated or deleted without notice so that someone seeking to consult a source a week later may not be able to locate it.

If you choose to use a Web site, print out any information from that site as soon as it is found and used. The URL (web address) will be on your printed materials for future reference, for example for your Works Cited page.

5. How do I know if the material I find is worth using? This will be determined by your thesis statement or by criteria you have established to evaluate the information. Skim the work or printed materials for further reading to determine how useful it will be for your research. Remember to look at web sites critically. Consider whether it is a .com, .gov., .org., etc. Look at the bottom of the Web page to determine who authored the information. Being able to analyze Web sites is part of media literacy, one of the new literacies for the 21st century and integral to your education.

Search Strategies: Mining the World Wide Web

Regardless of the search tool being used, the development of an effective search strategy is essential if you hope to obtain satisfactory results. A simplified, generic search strategy might consist of the following steps:

1. Formulate the research question and its scope
2. Identify the important concepts within the question
3. Identify search terms to describe those concepts
4. Consider synonyms and variations of those terms
5. Prepare your search logic

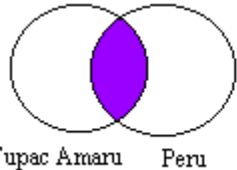
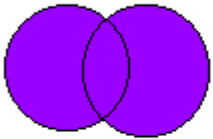
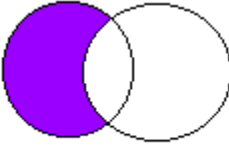
This strategy should be applied to a search of any electronic information tool, including library catalogues and CD-ROM databases. However, a well-planned search strategy is of especially great importance when the database under consideration is one as large, amorphous and evolving as the World Wide Web. Another factor that underscores the need for effective Web search strategy is the fact that most search engines index every word of a document. This method of indexing tends to greatly increase the number of results retrieved, while decreasing the relevance of those results because of the increased likelihood of words being found in an inappropriate context. When selecting a search engine, one factor to consider is whether it allows the searcher to specify which part(s) of the document to search (e.g. URL, title, first heading) or whether it simply defaults to search the entire document.

Search Logic

All search engines have some default method of combining terms, but their documentation does not always make it easy to ascertain which method is in use. Reading online *Help* and/or experimenting with different combinations of words can assist you in this regard. Most search engines also allow the searcher to modify the default search logic, either with the use of pull-down menus or with special operators, such as the + sign to require that a search term be present and the - sign to exclude a term from a search. Offsetting your key words in quotation marks also helps bundle your terms together for further efficiency.

Boolean logic is the term used to describe certain logical operations that are used to combine search terms in many databases. The basic Boolean operators are represented by the words **AND**, **OR** and **NOT**. Variations on these operators, sometimes called **proximity operators**, that are supported by some search engines include **ADJACENT**, **NEAR** and **FOLLOWED BY**. Whether or not a search engine supports Boolean logic, and the way in which it implements it, is another important consideration when selecting a search tool.

The following diagrams illustrate the basic Boolean operations.

<p>AND</p>  <p>Tupac Amaru Peru</p>	<p>Tupac Amaru <u>AND</u> Peru</p> <p>retrieves documents that contain both "Tupac Amaru" and "Peru"</p>
<p>OR</p>  <p>Tupac Amaru MRTA</p>	<p>Tupac Amaru <u>OR</u> MRTA</p> <p>retrieves documents that contain either "Tupac Amaru" or "MRTA" (Movimiento Revolucionario Tupac Amaru)</p>
<p>NOT</p>  <p>Tupac Amaru Shakur</p>	<p>Tupac Amaru <u>NOT</u> Shakur</p> <p>retrieves documents that contain "Tupac Amaru" but not "Shakur" (Tupac Amaru Shakur was a rap singer who was killed in 1996)</p>

(For more information see: [Sink or Swim: Internet Search Tools & Techniques—
http://www.ouc.bc.ca/libr/connect96/search.htm](http://www.ouc.bc.ca/libr/connect96/search.htm))

Source Cards

You will list each source on a 3 x 5 index card. A note of caution: only part of the necessary data is listed in some sources such as a computerized catalog, Online Public Access Catalog (OPAC), or the Reader's Guide to Periodical Literature. You will need to fill in some information like the date of publication or the complete name of the publisher when you are actually using the book or article.

Either while you work or after you have made source cards for all of your sources, it would be efficient to alphabetize your cards according to the author's last name or, if no author, the first word of that entry. This step will help you as you prepare your Works Cited page. Next write a number in the upper right hand corner of each source card. Once you have finished collecting all your sources, begin alphabetizing the cards and number the cards consecutively as you find possible sources. Assigning the cards a number will be a real time saver later on because you won't have to label each note card with all of the identifying information; you will need to write only the corresponding number of the source card on your note card.

Write the call number of the library book in the upper left corner of your source card. This information will help you find the source when you are ready to take notes. In the center of the card write the necessary information about your source (see Appendices for examples). MLA format requires that all lines be indented except for the first line. Write your name on the back of each card and keep the cards bound together with rubber bands.

Note: You do not begin taking notes until your source cards are completed.

***Refer to the Appendices in this handbook for examples of HOW TO write the source cards for a variety of sources.**

Taking Notes/Note Cards

Do not read every book on your topic from cover to cover. Examine your source briefly. Scanning chapter titles, subheadings, and illustrations in books and articles may help you determine a source's usefulness. Photocopy articles or book chapters so you can underline important passages and write notes in margins.

A research paper should not cover information commonly known by your audience. The major part of the research paper should be an analysis and discussion of the topic, not a summary. For example, one does not retell the story of *The Old Man and the Sea*, but uses passages to analyze the style of the author, Ernest Hemingway.

As you use passages to compose your note cards, avoid plagiarism. The word "plagiarism" is derived from the Latin verb meaning "to kidnap". "Kidnapping" or "stealing" someone else's ideas and using them as if they were your own are a serious offense. **Plagiarism is not only unethical but also illegal and may result in your not receiving credit for your paper.** At the university level, it can lead to probation or expulsion. To avoid plagiarism, follow these four steps:

1. Skim the selection first to get the overall meaning.
2. Read the passage carefully. Look up the meaning of unfamiliar words.
3. Put the passage aside and list the main ideas in your own words on 4 x 6 note cards.
4. Document the information to give credit to the author for his or her ideas.

When you write your research paper, you will be working from your note cards, so be sure they contain all the information you intend to use from each source. Focus on your thesis as you write your note cards so that their relevance will be clear.

Suggestion: Write your thesis statement in large letters on a 4 x 6 index card and prop it up in front of you as you read and take notes. As you read your sources, ask yourself the following questions:

- Does this passage apply to my topic?
- Does this passage prove/disprove my thesis statement?
- Does this passage support the main point of my preliminary outline?

Most of your notes will be paraphrases or summaries. Make sure you paraphrase on the note card, rather than waiting to do it as you write your first draft. You will use only a few direct quotations. Copy quoted passages, names, places, and figures accurately.

There are various formats for recording the information on note cards. (**Refer to examples in the Appendices.**) Your teacher may have a specific format that you must follow. The following information is a suggested format:

1. A label (the topic, subject, or argument describing the information on the card) is centered on the top line. This label, also referred to as a heading or slug, will correspond to a main idea of the working outline.
2. In the top right corner, write the number you assigned to the source card.
3. In the top left corner, write the page number(s) from which the note was taken.
4. In the bottom right corner, identify your notes by using one of the following symbols:

P- for notes that were paraphrased

S- for notes that were summarized

Q- for direct quotes

Note: All three types of notes must be documented in your paper because they are someone else's ideas.

5. You may add personal observations or comments on the bottom of the note card.

Write only one fact or idea on a note card. If you write several facts or ideas on a note card, it will be difficult to sort your note cards later. Do not continue information from one card to another. Do not write on backs of cards. Do not number note cards.

Organizing Note Cards for the Outline

Go through your note cards and group them into stacks according to their labels/slugs. Some notes that don't fit with any of the labels may be appropriate for the introduction or the conclusion. Some cards, however, may not be relevant to your thesis. Mark a small X at the bottom of these cards. Never throw anything away. You may be able to use them later, and your teacher will require that all cards be turned in with your final paper.

Read through all the cards, stack by stack, and arrange the cards and stacks into some logical order, for example, time sequence, cause and effect, or order of importance. If one of the stacks of cards is very small, you don't have enough information for that label. Go back to the library for more material on that particular idea. You need to have a balance of material in each of the main sections of your outline and paper.

The Final Outline

Whereas your preliminary outline was a working outline to guide you as you searched for information to prove your thesis, a **final outline** is the plan or map of your research paper. Organize your thoughts into major headings, subheadings, and perhaps even sub-subheadings. Your main outline headings will correlate directly with your thesis statement. When writing your paper, you should follow your outline. If changes need to be made in the organization of your paper, it is much easier to rewrite the outline than to write an eight-page paper.

There are two types of outlines: the **topic outline** and the **sentence outline**. The topic outline is made up of words, phrases, or dependent clauses, but not complete sentences. The sentence outline is made up of complete sentences in every heading entry and is punctuated with appropriate end punctuation. Examples of the basic outline format and a sample topic outline are illustrated below:

Title	A Useless Campaign
Thesis sentence:	Thesis sentence:
I. Main heading	I. Background history of smoking
A. Subheading	A. In the 1920s
1. Sub-subheading	B. In the 1940s
a.	C. In the 1980s
(1)	1. Surgeon General's warning
(b)	2. Changes in advertising
(2)	II. Current Attitudes
b.	A. Setting up nonsmoking areas in restaurants
2. Sub-subheading	B. Abolishing smoking on aircraft
II. Second Main Heading	
III. Third Main Heading	

Rules for Writing the Outline

1. All outline entries must contribute to the proof of the thesis statement.
2. Use either a topic outline or a sentence outline. Do not mix the two styles.
3. Entitle the outline page with the title of the paper.
4. Leave a one-inch margin on all sides of each page.
5. **Begin at the left-hand margin with the thesis statement.**
6. Indent two spaces to the right of each punctuation mark before writing the entry for that line. Each subheading symbol begins directly under the first letter of the first word of the heading of which it is a subhead.
7. The columns of like symbols are aligned throughout the entire outline.
8. Each symbol is punctuated with a period, except for the symbols in parentheses as seen in the example on the previous page of this handbook, page twenty (20).
9. If the outline has a Roman numeral I, it must have a Roman numeral II; if it has a subheading A, it must have a subheading B; if it has a sub-subheading 1, it must have a sub-subheading 2; etc. Anything that is divided must have more than one part.
10. Capitalize the first letter of the first word in each entry.
11. Use end punctuation only with sentence outlines.
12. Double-space the outline, whether writing in longhand or using a computer.

Documentation

While there are many style manuals that offer different formats for documenting your sources, the one most widely accepted for papers in the humanities (e.g. English Literature) is the one outlined in the Modern Language Association's (MLA) Handbook for Writers of Research Papers.

Documentation is simply the system of giving credit to the authors for the facts, ideas, and distinctive phrases you are using in your paper. There are three basic formats for documenting sources: **footnotes**, **endnotes**, and **parenthetical documentation**. Parenthetical documentation is the method suggested in the MLA Handbook. Your teacher will give you directions as to which format he/she prefers.

Many students think that only quoted material must be documented in the text of their paper, but they are wrong. Any quoted passage certainly should be documented immediately at the end of the quotation (see page eighteen of this handbook).

Summarized and paraphrased passages must be documented also. In other words, whenever you use information that you have borrowed from a source (i.e. a magazine, a book, a newspaper, the Internet, etc.) you must cite it in your paper.

Information not documented includes obviously common knowledge (e.g. World War II ended in 1945), dictionary definitions from standard (not specialized) dictionaries, and information that is easily checked (e.g. Beethoven was born in 1770). Generally, anything a reader would have absolutely no reason to question need not be documented.

**Refer to the Appendices for
examples of documentation
in both the MLA and APA formats.**

MLA Style—Parenthetical/In-Text Documentation

MLA parenthetical documentation has only two parts:

1. The name of the source's author, and
2. The page number where the information is found

These are written in parentheses in the body of the research paper. As you write your first draft, make sure that you use the correct form of parenthetical documentation.

Include the in-text or parenthetical documentation within the last sentence of the material being documented, that is, after the quotation mark (if any) and before the closing period. The same form is used for books, newspaper articles, articles in periodicals, and information from the Internet.

For example:

At the beginning of the novel, Chief of Police Clumly represents law and order, while the sunlight Man represents “absolute, anarchistic freedom” (Avina 85).

If quoted material ends in a question or an exclamation mark, use two marks: the question mark within the quotation, and a closing period after the parenthesis note.

For example:

“ . . . but how did he know?” (Figueroa 48).

Readers of your paper who want complete titles and publication data can turn to the Works Cited page at the end of your research paper for more information on the book you got the information from or for more about the author.

APA Style – Parenthetical In-Text Documentation

APA parenthetical documentation has three parts:

1. The name of the source's author,
2. The year of publication, and
3. The page number on which the information is found (at the end of the direct quote)

These are written in parenthetical documentation within the last sentence of the material being documented, that is, after the quotation mark (if any) and before the closing period. The same form is used for books, newspaper articles in periodicals, and information from the Internet.

For example:

Avina (1999) states at the beginning of the novel, *Chief of Police Clumly* represents law and order, while the *sunlight Man* represents “absolute, anarchistic freedom” (p. 85).

If quoted material ends in a question or an exclamation mark, use two marks: the question mark within the quotation, and a closing period after the parenthesis note.

For example:

“. . . but how did he know?” (Figueroa, 1999, p. 48).

Readers of your paper who want complete titles and publication data can turn to the Works Cited page at the end of your research paper for more information on the book you got the information from or for more about the author.

Writing the First Draft

Once you have written your thesis statement and completed your final outline, you are ready to begin writing the first draft of your paper. Do not expect the first draft to be the finished product. The successful research paper is usually the product of a series of revisions.

Instructions for Writing the First Draft

1. Your first draft may be either word processed or handwritten in pen (**dark blue or black**).
2. Write on every other line for handwritten copies.
3. For ease in editing, triple space your first draft on the computer.
4. Write or word process only on one side of the page.
5. Follow your outline closely.
6. As you use a note card, **use in-text documentation**.
7. As you use a note card, put a check in the upper right corner.
8. Do not use slang. Avoid using words such as: kid, mad, guy, ticked off, OK, pretty good, gross, kind of interesting, nice, a lot of, and lots of. Avoid using incorrect words and phrases such as “anyways” for “anyway”, “could care less” for “couldn’t care less”, “should/could/would of” for “should/could/would have”, “gonna” for “going to”, and “cause” or “cuz” for “because”.
9. Do not use first or second person pronouns (*I, me, you, etc.*)
10. Follow all the rules regarding spelling, punctuation, capitalization, grammar, and usage.
11. Include short quotations, enclosed in quotation marks, within your sentences. Quotations longer than four word processed lines should be set off from the rest of the writing by indenting each line ten (10) spaces and double-spacing the material. Do not use quotation marks for these longer quotations.
12. Write in the active voice, not the passive voice.
13. Use transitions to connect ideas and create unity between paragraphs. (***Refer to the Appendices, p.45, for a list of transition words and phrases**).
14. All paragraphs should have at least three sentences. Sentences should not contain more than 10-12 words. Paragraphs with more than 10 sentences should be divided.
15. Begin each paragraph with a topic sentence. All sentences in the paragraph should support the topic sentence.
16. All topic sentences should relate to the thesis sentence of your paper.

Final Instructions for the First Draft

- Once you have finished the first draft, write the introduction and conclusion. (Note the discussion of the introduction and conclusion in the following section.)
- Count your words. Write this on the back of the last page.
- Your outline must be stapled to the top of your first draft.
- Use your source cards to prepare your “Works Cited” page.
- Staple your “Works Cited” page to the back of your first draft.

Writing the Introduction

The purpose of the introduction is to get the attention of the reader. This may be done by using a narrative, an anecdote, an illustration, a series of facts or statistics, or a quotation.

Eliminate references to the planning and organization of the paper, such as, “In this paper I intend to prove that...” or “In the next few paragraphs I will...” However, in social studies or science classes, writers are instructed to state what they intend to do, to explain how they plan to structure the paper and, at the end of the paper, to summarize what they have done.

The last sentence of your introductory paragraph will be your thesis sentence. You may have to bridge your introduction and your thesis sentence with a transition (see page 45). Your thesis sentence should be clearly stated.

Writing the Conclusion

The conclusion should leave the reader with a clear understanding of the importance of your research. Although you can summarize the main points of the research paper and draw a final conclusion, there are other possibilities. You may discuss how your research has influenced your attitude toward your subject, you may explain what you have learned from your research, you may discuss the implications of your research, or you may point out directions for future research or unresolved questions. Finally, you may link the first and last paragraphs—coming full circle with your ideas in your research paper.

Revising and Proofreading the First Draft

Often the words “revision,” “editing,” and “proofreading” are used interchangeably to mean the same thing. However, there is a difference and all three processes should be used before the final draft is written. Revision means rereading for the purpose of rethinking, which should lead to reconstructing ideas so your final copy is clear and logical. Editing refers to the changing of words so that they are used accurately. Proofreading is the process of checking a document for errors in capitalization, punctuation, grammar, and usage.

- ▶ Read your paper aloud to yourself, a parent, or a friend.
- ▶ Read the introduction to make sure there is a thesis statement clearly written at the end of the paragraph.
- ▶ Read the body of your paper to make sure that everything is related to the issue, problem, or topic.
- ▶ Read the conclusion to see that no new material is introduced. Is there a clear solution or conclusion given for the problem or issue stated in the introduction? If a personal opinion has been given, make sure that it is not given in the first person. If the reader is addressed, make sure that he/she is not addressed in the second person.
- ▶ Read the first sentence of each paragraph. This should give you a summary of your paper.

Questions to Ask When Revising and Proofreading

1. Have you answered the 5 W's + 1 H: Who, What, When, Where, Why and How?
2. Have you supported all your assertions with evidence?
3. Have you misused any of the commonly confused pairs/groups of words: there/their/they're or too/to, etc.?
4. Do your subjects and verbs agree with their antecedents?
5. Do your pronouns agree with their antecedents?
6. Is all documentation correctly written?
7. Did you avoid using first or second person pronouns such as *I*, *me*, *my*, or *your*?
8. Are sentences flat, with unnecessary words such as there is or there are?
9. Did you use the passive voice? Underline all passive verbs. Revise by asking, "Who is doing what?"
10. Are there repetitive words? Circle these words. Change as many as you can.
11. Did you define all terms?
12. Were you redundant? Eliminate those sentences.
13. Have you used transitions to connect your paragraphs? Did you use transitions correctly?
17. Did you use slang? Avoid using words such as: *kid*, *mad*, *guy*, *ticked off*, *OK*, *pretty good*, *gross*, *kind of interesting*, *nice*, *a lot of*, and *lots of*. Avoid using incorrect words and phrases such as "anyways" for "anyway", "could care less" for "couldn't care less", "should/could/would of" for "should/could/would have", "gonna" for "going to", and "cause" or "cuz" for "because."

Peer Review/Peer Editing
(Advice for the student reviewer)

- Read the entire draft before commenting.
- Write down what you think the main idea seems to be.
- Avoid disagreeing with the writer’s ideas. Your purpose is to help him/her express ideas clearly and logically.
- As you read, what questions come to mind? What arguments or ideas did you have trouble following? Write them down.
- Ask, “What was the evidence for this assertion?”
- Is there a thesis statement? Did the writer prove the thesis statement?
- What seems to be missing?
- Refer to the “**Questions to Ask When Revising and Proofreading**” section of this handbook for help (p. 23).
- Compliment one idea. What did you learn from the paper?
- Talk with the writer to explain your comments.
- Watch your tone! Your purpose is to improve the writing, not to attack the writer.

Responses to Peer Review/ Peer Editing

1. Take suggestions as help, not as attacks.
2. If the reader doesn’t understand, don’t try to explain your point. If you must explain, it probably will be unclear to your readers. You must revise.
3. Thank your reader for his/her suggestions.

Works Cited for MLA and References for APA

The list of all the sources that you actually used to write your paper is called the Works Cited page in the MLA format and References in the APA format. Make sure that the information on the source cards is complete. If you copied the information on the source cards in the proper order as you encountered each source and if you added the necessary connections, you will merely have to copy what you have in an alphabetical list.

When writing the Works Cited page:

1. Alphabetize the source cards by the authors' last names, and copy the cards in this order. If there is no author, alphabetize according to the first word on the source card, or the second word if the initial word is "the," "a," and "an."
2. Entitle the bibliography page: **Works Cited** (if you are using MLA format)
Or
References (if you are using APA format)
3. Follow the same format in recording the entry on the Works Cited (or References) page as you used on the source card.
4. Do not number the entries.
5. Double-space the whole document.

Refer to the Appendix for examples of documentation formats for a variety of sources listed in the Works Cited page (MLA) or Reference pages (APA).

The Final Copy

You can almost relax now, for you are already at the final step of the research process. Since your revised copy is almost perfect, and you have made the necessary changes, preparing the final copy is the easiest step in the process.

Proofread your paper at least three times, once for ideas that make sense, once for smooth sentences and transitions, and once for spelling and other mechanical problems. (Try reading the sentences at the end of the paper and working backward to the beginning). Check to see that you have completed all of the requirements set forth by your teacher.

1. Type carefully and neatly on 8 1/2" x 11" white, 20-pound stock. (Handwritten papers are at the teacher's discretion).
2. The APA/MLA and virtually all publishers prefer fixed width fonts like Courier. Use a 12-point font size. Your teacher may permit you to use proportional fonts such as Times (Macintosh), Times New Roman (Windows). **Do not** use gothic script or other "creative" typefaces.
3. Double-space throughout.
4. Leave a one-inch margin on all sides. (Most computers already have this feature set).
5. If you are writing your paper longhand, write on the first line of ruled paper; use the marginal lines given, and leave the last line blank.
6. Write only on one side of the paper.
7. Consistent with modern typesetting, use one space after end punctuation and after a colon. Your teacher may ask you to type two spaces instead.
8. Leave one space after a comma or a semicolon.
9. Leave no spaces before or after the punctuation in abbreviations such as e.g., D.C. and U.S. Note that there is no second period after an abbreviation at the end of sentences.
10. Always place small punctuation marks (commas and periods) inside end quotation marks except when followed by parenthetical documentation.
11. Number the pages of the body of the paper in the upper right corner, 3/4 to 1 inch from top and right edge and 1/2 inch (one double-space) above the first line of typing. The number on the first page, which begins with a title, should be placed at the bottom of the page.

The Final Copy (cont.)

Your final paper should be arranged in the following order when it is ready for submission.

- ✓ **Title Page**- ask your teacher for this format
- ✓ **Outline**- titled with the title of your paper and preceded by the thesis sentence
- ✓ **Final copy**- headed by the title of the paper on the first page
- ✓ **Works Cited** (or Reference page)
- ✓ **Report Cover** (at teacher's discretion)

Your teacher will require that you submit a large manila envelope with your final copy. This envelope will contain **all** your preliminary work:

- Preliminary thesis
- Preliminary outline
- Source cards
- Note cards
- Copies and/or printouts from sources used: books, magazines, and on-line sources including educational software/CDs and the Internet

Excerpt from a Research Paper using MLA Format

Migrant Laptops

It is necessary to build a power base, but it must be built on people not money. If workers are going to do anything, they need their own power (César Chávez in Griswold del Castillo & Garcia, 1995).

New and changing technology is embedded in the world we live in (Tapscott 103). Tapscott stated, “Kids are so bathed in bits that they think it’s all part of the natural landscape” (Tapscott 103). Whether the landscape is the agricultural fields of west Texas or the inner-city barrios and ghettos of large metropolitan cities, we live in the “first generation to grow up surrounded by digital media” (p. 1). Yet, according to Franklin (2003), many school systems, as they currently operate, are ill equipped to offer the support children now “desperately need in light of changing family, economic, and community patterns” (Franklin 12).

The fertile Rio Grande valley in this study is nested in the Chihuahuan desert and has been home to farmers for nearly 12,000 years (Gerald 3). The river has changed courses many times over the years, snaking back and forth from Mexico to the U.S. and ignoring the man-made.

Same research paper using APA format

Migrant Laptops

It is necessary to build a power base, but it must be built on people not money. If workers are going to do anything, they need their own power (César Chávez in Griswold del Castillo & Garcia, 1995).

New and changing technology is embedded in the world we live in (Tapscott, 1998). Tapscott stated, “Kids are so bathed in bits that they think it’s all part of the natural landscape” (p.1). Whether the landscape is the agricultural fields of west Texas or the inner-city barrios and ghettos of large metropolitan cities, we live in the “first generation to grow up surrounded by digital media” (p.1). Yet, according to Franklin (2003), many school systems, as they currently operate, are ill equipped to offer the support children now “desperately need in light of changing family, economic, and community patterns” (p. 12).

The fertile Rio Grande valley in this study is nested in the Chihuahuan desert and has been home to farmers for nearly 12,000 years (Gerald, 1970). The river has changed courses many times over the years, snaking back and forth from Mexico to the U.S. and ignoring the man-made.

Appendix

Suggested Topics for Research Papers

American Literature (11th)

American winner of the Pulitzer and/or Nobel Prizes

Carl Sandburg and American folk music

Carpe Diem poetry

Comparison of the Civil Rights speeches of Dr. Martin Luther King, Jr. and Malcolm X

Civil War songs

Common literary archetypes

Development of the American folk song

Effects of the American Civil War on Whitman or Thoreau

Frederick Douglass: Abolitionist

Impact of ghetto life on the poetry of Gwendolyn Brooks

Influence of jazz and blues on Langston Hughes' poetry

Irony in the short stories of O. Henry

Migrant worker's plight as depicted by John Steinbeck

British Literature (12th)

Canterbury Tales: A reflection of medieval English life

Effect of Elizabethan beliefs and customs on drama

Effects of Protestant-Catholic conflicts on Renaissance English literature

Effects of the French Revolution on an author or poet (such as Dickens or Wordsworth)

English drama as entertainment during the Middle Ages

Fatalism in Anglo-Saxon society

Growth and development of the legend of King Arthur

Hamlet: The unfulfilled hero

Influence of the King James Bible on a particular culture or society

Light and dark imagery in Paradise Lost

Macbeth: factors contributing to his downfall

Political satire and predictions in the novels of Aldous Huxley

Political satire in George Orwell's Animal Farm

Political satire in Gulliver's Travels

Prisons in the novels of Charles Dickens

The role of coincidence (or fate) in The Mayor of Casterbridge

Check with your teacher for other topics and final approval.

MLA Documentation Resources

Modern Language Association

<http://www.mla.org>

From the Modern Language Association, the MLA home page has a list of frequently asked questions about MLA documentation, including how to cite Internet and other electronic sources.

Modern Language Association (MLA) Style

<http://www.monroecc.edu/depts/library/mla.htm>

From Monroe Community College, this is a thorough guide to MLA style, with numerous examples, including an example of a properly spaced Works Cited page.

MLA Writing Style Links

<http://www.ecsu.edu/ECSU/AcadDept/lc/WritingLab/MLAlinks.html>

Links to other major universities at the bottom of the web page like Harvard, Ball State, Purdue, etc.

MLA Documentation

<http://www.wisc.edu/writing/Handbook/DocMLA.html>

From the University of Wisconsin at Madison's Writing Center

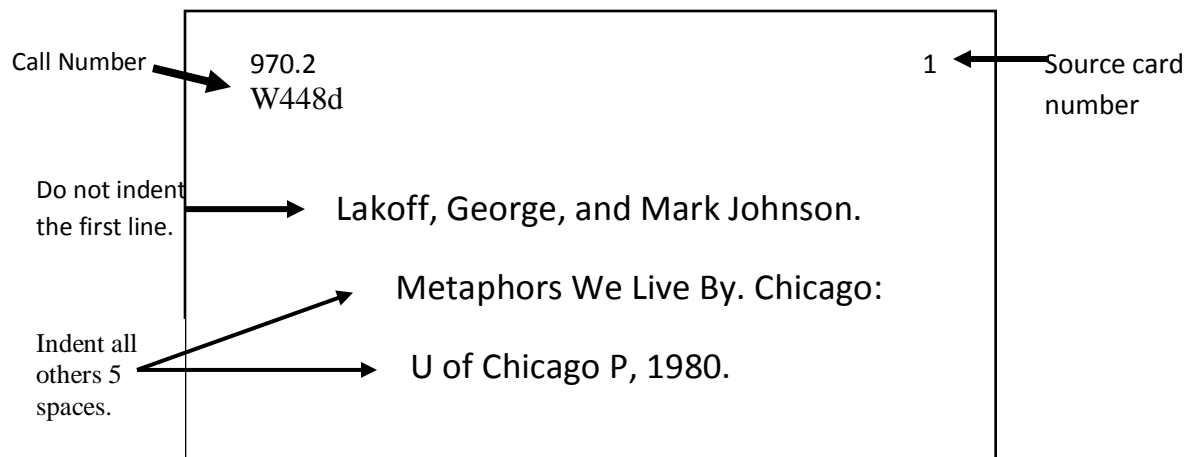
The Writing Lab Series-A Guide to MLA Documentation

<http://www.bcc.ctc.edu/writinglab/MLA.html>

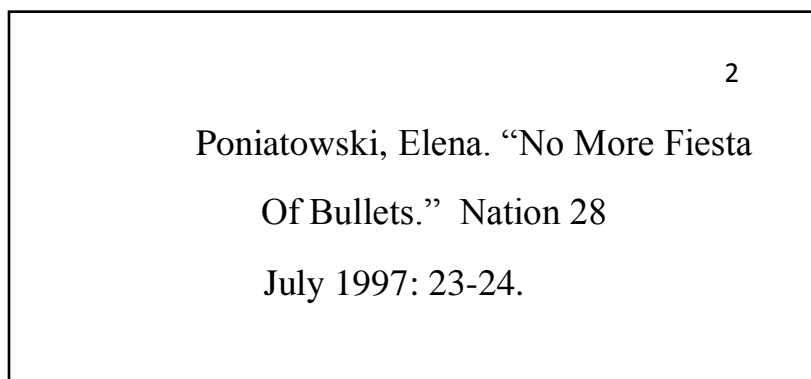
Sponsored by Bellevue's Community College in Washington

**MLA Style Documentation
Source Card Examples
(3 x 5 index cards)**

Book



Magazine



**MLA Style Documentation
Source Card Examples**
(3 x 5 index cards)

Reference Book

3

“Multiculturalism.” Columbia
Encyclopedia. 5th ed. 1993.

**Social Issues Resources Series
(SIRS)**

4

Begley, Sharon. “Your Child’s Brain.”
Newsweek 19 Feb. 1996. SIRS
Researcher. CD-ROM. SIRS Medical
Science. 1996.

Online Resources

5

Empowering Students Project. Ed. John
P. Mohs Apr. 1998. University of
Chicago Writing Program. 1 June
1998 <[http://www.chicago.edu/-
engdept/html](http://www.chicago.edu/-engdept/html)>

MLA Style Documentation Works Cited Examples

Book by one Author

Peace, Roger C. III. A Just and Lasting Peace.
Chicago: Noble 1991.

Book by Two or Three Authors

Englemayer, John E., Jerome Davidson, and Robert M. Wagman.
Lord's Justice. Garden City, New York: Anchor, 1995.

Book by Four or More Authors

Kendall, Thomas, et al. The Amber Wars and the Development of
Europe. New York: Shirlington, 1994.

Book with an Editor or Editors

Belsey, Catherine, and Jane Moore, eds. The Feminist Reader: Essays in
Gender and the Politics of Literary Criticism. London: Macmillan, 1990.

Work in an Anthology

Dillard, Annie. "Hidden Pennies." Essays for Explication. Ed. Charles
Wheeler. New York: Holt, 1994. 110-111.

Article in a Journal

Sarrus, Greg. "Storytelling in the Classroom: Crossing Vexed Chasms."
College English 52.2 (1990): 169-185.

Article in a Monthly Magazine

Schuster, Angela M. H. "Colorful Cotton." Archeology
July 1995: 40-45.

MLA Style Documentation Works Cited Examples

Article in Weekly Magazine

Dworkin, Peter, and Nancie Magoron. "The Incredible Shrinking PC."
U.S. News and World Report 29 May 1990: 48-49.

A Signed Article in a Newspaper

Liles, Shelly. "Getting Started in International Trade."
USA Today 28 February 1990: B7.

An Unsigned Article in a Newspaper

"Freed Prisoner Visits His Children's Graves." Tallahassee Democrat
30 May 1990, sec 4:3.

A Reference Work

Kaufman, Henry W. "Brahms." The McGraw-Hill Encyclopedia of
World Biography. 1993 ed.

An Unsigned Article

"Poisons and Poisoning." Encyclopedia Britannica.
15th ed. 1995.

TV or Radio Show

"Frankenstein: The Making of the Monster." Great Books. Narr. Donald
Sutherland. Writ. Eugenie Vink. Dir. Jonathan Ward. Learning channel. 8
Sept. 1993.

A Film/Video/Film Clip Online

"A Light Still Bright: Video on the Ecumenical Patriarchate of
Constantinople." The History of the Orthodox Christian Church. 1996.
GoTelecom Online. 24 Aug. 2001
http://www.goarch.org/goa/departments/gotel/online_videos.html#LIGHT.

An Interview—Unpublished

Safire, William. Telephone Interview. 5 Mar 2000.

MLA Style Documentation Online Sources

Generic Source

Author's Last Name, First Name. "Title of Document, Article, or Part of a Work". Title of Print Source Print Public Information. Title of Project, Database, Periodical, or Site. Date of Electronic Publication. Name of Sponsoring Institution. Date Information Was Accessed. <URL> or Name of Online Service or Network.

Home Page for a Web Site

Dawe, James. Jane Austen Page. 1996-2000. 15 May 2000
<<http://www.jamesdawe.com>>

Article in a Reference Database

"Bloomsbury Group." Britannica Online Vers. 98.1. Nov. 1997.
Encyclopedia Britannica. 30 Nov. 1997 <<http://www.eb.com/180>>

Article from an Online Magazine

Graef, Crystal. "What Do You Pay a Billionaire?" Slate 16 Oct. 1997.
21 Oct. 1997 <<http://www.slate.com/MaximumWage/97-10-16/Maximumwage.asp>>

For updated information on citing Internet sources, refer to:

The MLA website at: <http://www.mla.org>
Or Purdue University's Online Writing Lab (OWL):
<http://owl.english.purdue.edu/>

APA Documentation Resources

American Psychological Association

<http://www.apa.org>

From the American Psychological Association. Provides a list of frequently asked questions from the APA home page about the *Publication Manual of the American Association* (5th ed.). See also information on how to cite electronic reference formats.

APA Style Guide

<http://www.lib.usm.edu/~instruct/guides/apa.html>

From the University of Southern Mississippi Libraries. Offers many examples of electronic and other media documented in APA style.

Psychology with Style: A Hypertext Writing Guide

<http://www.uwsp.edu/psych/apa4b.htm#IF>

From the University of Wisconsin, Stevens Point. Offers tips on APA style, such as how to format the title page and abstract, with realistic examples from student papers.

For updated information on citing Internet sources, consult your school librarian.

APA Style Documentation
Updated from 5th Edition
Source Card Examples
(3 x 5 index cards)

Book

Call Number → 970.1
W448d

1 ← Source card number

Do not indent the first line. → Sidel, R. (1990). *On her own: Growing up in the shadow of the American dream*. NY: Penguin.

← Italicize title
Capitalize only first words or proper nouns.

Indent all others 5 spaces. →

The diagram shows a rectangular box representing a source card. On the left side, there are three annotations with arrows pointing to the text inside the box. The first annotation, 'Call Number', points to the text '970.1 W448d'. The second annotation, 'Do not indent the first line.', points to the first line of the citation: 'Sidel, R. (1990). On her own: Growing up in the shadow of the American dream. NY: Penguin.'. The third annotation, 'Indent all others 5 spaces.', points to the second line of the citation: 'On her own: Growing up in the shadow of the American dream'. On the right side, there are two annotations with arrows pointing to the text inside the box. The first annotation, 'Source card number', points to the number '1' in the top right corner. The second annotation, 'Italicize title Capitalize only first words or proper nouns.', points to the title 'On her own: Growing up in the shadow of the American dream'.

Scholarly Journal

2

Slack, W. D., & Porter, D. (1980). The SAT: A critical appraisal. *Harvard Educational Review, 50*, 154-175.

The diagram shows a rectangular box representing a source card. In the top right corner, there is the number '2'. In the center of the box, there is a citation: 'Slack, W. D., & Porter, D. (1980). The SAT: A critical appraisal. Harvard Educational Review, 50, 154-175.' The title of the journal, 'Harvard Educational Review', is italicized.

APA Style Documentation
Source Cards Examples
(3 x 5 index cards)

Magazine

3

Kluger, J. (1997, August 4). Beyond cholesterol. *Time*, 150, 48.

Article in a Newspaper

4

Wade, N. (1997, October 21). How cells unwind tangled skein of life. *The New York Times*, pp. F1, F6.

Online Source

5

Barnes, D. (1997, April 7). GAO questions ITS. *Traffic World* 250, 18. Retrieved October 23, 2005 from the World Wide Web <http://gilligan.prod.oclc.org/305>

Note: There is no period at end of APA online entries.

APA Style Documentation References Examples

Book by One Author

Peace, R. C., III (1991). *A just and lasting peace*. Chicago: Noble.

A Book by Two or Three Authors

Engelmayer, J. E., Davidson, J., & Wagman, R. M. (1995). *Lord's justice*. Garden City, New York: Anchor.

A Book by Four or More Authors

Kendall, T., Sutherland, W., Feinstein, R., & Randolph, E. (1994). *The amber wars and the development of Europe*. NY: Shirlington.

A Book with an Editor or Editors

Massaro, D. (1992). Broadening the domain of fuzzy logical model of perception. In H. L. Pick Jr., P. van den Broek, & D. C. Knill (Eds.), *Cognition: Conceptual and methodological issues* (pp. 51- 84). Washington DC: American Psychological Association.

A Work in Anthology

Seegmiller, B. (1993). Pregnancy. In F. Denmark & M. Paludi (Eds.), *Psychology of women: A handbook of issues and theories* (pp. 437-474). Westport, CT: Greenwood.

An Article in a Journal

Lofland, L. Theory-basing and answer-improving in the study of social movements. *The American Sociologist*, 24 (2), 37-58.

APA Style Documentation Reference Examples

An Article in a Monthly Magazine

Schuster, A.M.H. (1995, July). Colorful cotton. *Archeology*, 48, 40-45.

An Article in a Weekly Magazine

Dworkin, P., & Magorin, N. (1990, May 29). The incredible shrinking PC. *U.S. News and World Report*, 106, 48-49.

A Signed Article in a Newspaper

Coleman, D. (1996, July 16). Forget money: Nothing can buy happiness, some researchers say. *The New York Times*, p. C2.

An Unsigned Article in a Newspaper

A Freed prisoner visits his children. (1990, May 30). *Tallahassee Democrat*, p. A3.

An Editorial in a Newspaper

Fringes, fairness, and taxes. (1990, May 21). *New York Times*, p. 16.

A reference Work

Kaufman, H. W. (1993). *The McGraw-Hill encyclopedia of world biography* (Vol. 1, p. 219). New York: Macmillan.

An Unsigned Article in a Reference Work

Poisons and poisoning. (1995). *Encyclopedia Britannica* (Vol. 8, p. 586). Chicago: Encyclopedia Britannica.

APA Style Documentation Online Sources

Generic Source

Author's Last Name, First Name. "Title of document, article, or part of a work." *Title of print source* Print public information. Title of project, database, periodical, or site. Name of sponsoring institution. Date information was accessed. <URL? [or] Name of online service or network

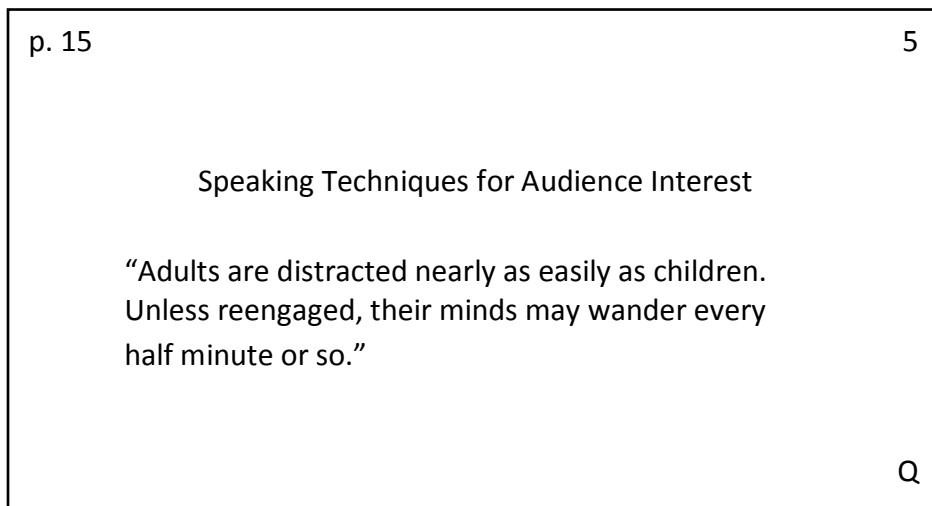
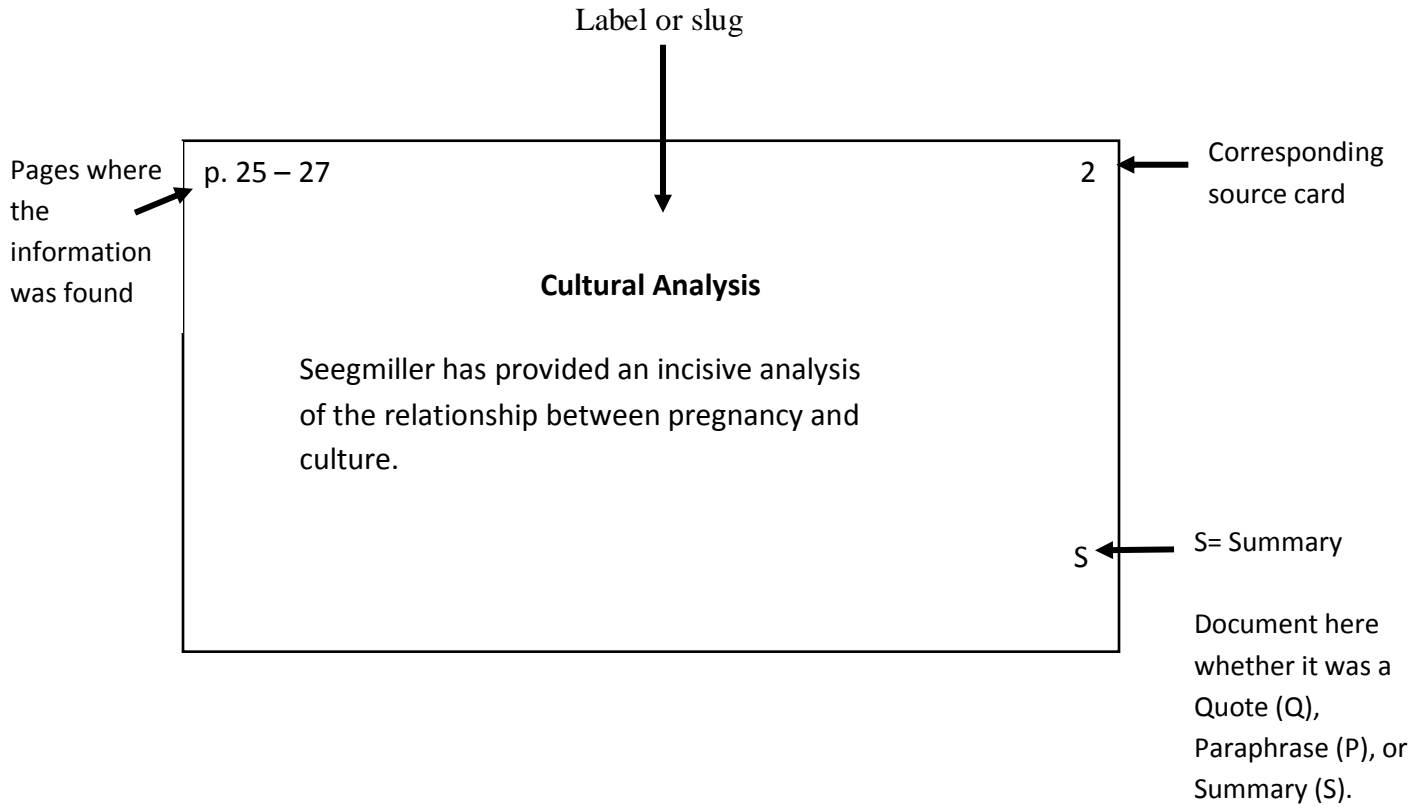
An Online Article with a Print Source

Barnes, D. (1997, April 7). GAO question ITS. *Traffic world* 250, 18.
Retrieved October 23, 2005 from the World Wide Web:
<http://www.gilligan.prod.oclc.org/3050>

An Article from an Online Magazine

Hyman, I. (1997, July 23). Financing higher education. *People*. pp. 30-32.
Retrieved March 5, 2005 from the World Wide Web:
<http://www.lib.washington.edu/70/00/hyman>

Note Card Examples
(4 x 6 index cards)



Note Card Examples
(4 x 6 index cards)

p. 19 - 20

2

Culture – Expectations

Many young women, from all races and classes, have taken on the idea of the American Dream, however difficult it might be for them to achieve it.

P

p. 57

7

Thinking Patterns in the Brain

Science writer Stephen Hart describes how researchers Edward Taub and Thomas Ebert conclude that for musicians, practicing “remaps the brain.”

Q

Using Transitions

Use transitions to connect ideas and create unity. The following transition words and phrases might be useful to you in your writing. A word of caution: Be sure to use the transition word or phrase that best fits the meaning you intend.

above all	even though	just as
additionally	finally	like
although	first	likewise
as	for example	moreover
as a result	for instance	nevertheless
as well as	further	on the other hand
because	furthermore	secondly
but	however	similarly
compared to	in addition	since
consequently	in general	such as
contrary to	initially	therefore
conversely	in the same way	yet

Glossary

APA (American Psychological Association) – There are several formats or styles to write an essay, research paper, and other scholarly work. APA is typically used for the social and behavioral sciences like education, sociology, and psychology. This is so researchers have a consistent and uniform format/style to follow, and it is critical when publishing in magazines and research journals.

Bibliography – list of materials used in research, listed in alphabetical order; also referred to as Works Cited (MLA) or References (APA)

Boolean search - the term used to describe certain logical operations that are used to combine search terms in many databases. The basic Boolean operators are represented by the words **AND**, **OR** and **NOT**. Whether or not a search engine supports Boolean logic, and the way in which it implements it, is another important consideration when selecting a search tool

Citation – giving credit to the person(s) or material(s) used for the ideas in your research paper; also known as documentation

Documentation – giving credit to the person(s) or material(s) used for the ideas in your research paper; also known as citation

Documented Report—Like a television/film documentary, a documented report presents researched/factual information. This can be in the form of a biography or literature review. In EPISD, this is done at the freshman and sophomore levels.

Editing – checking for correct spelling, usage, mechanics, and word choice

Ellipses – the use of three periods (. . .) to indicate material that has been left out of a Quote

Hypertext – electronic text that allows you to access another document; also known as a link When scrolled over with the mouse, the helping hand appears to let you know that there is a hyper link associated with it.

In-text documentation – giving credit by placing the author’s name or the title of a document (if there is no author given) and the page number(s) in parentheses, immediately following the borrowed material, ideas, or information; also known as parenthetical documentation

Glossary (cont.)

Key word / idea – words that are related to the topic to help with the research; mainly used to keep an intentional focus on the research idea and an aid to structure the search on the Internet

Label – key word, topic statement, or sentence used as a heading on a note card which states the main idea of the note on the card; also known as a slug

MLA (Modern Language Association) - there are several formats or styles to write an essay, research paper, and other scholarly work. MLA is typically used for the humanities like English literature. This is so scholars have a consistent and uniform format/style to follow. This is critical when publishing in magazines and research journals.

Multi-threaded search engine – The growth in the number of search engines has led to the creation of "meta" search tools, often referred to as **multi-threaded search engines**. These search engines allow the user to search multiple databases simultaneously, via a single interface like Metacrawler (<http://www.metacrawler.com>) and Dogpile (<http://www.dogpile.com>) to name a few

Note card – 4 x 6 inch index cards (the larger ones) used to keep track of the notes taken from a single source; these should include the page number, label or slug, and corresponding number of the source from which it was taken

Parenthetical documentation – giving credit by placing the author's name or title of a document (if there is no author given) and page numbers in parentheses immediately following the borrowed material, ideas, or information; also known as parenthetical documentation

Paraphrase – restates the author's ideas in different words or restates the passage phrase by phrase in the writer's own words; the purpose is to clarify or interpret a passage into understandable terms and to avoid plagiarism

Plagiarism – copying or using someone else's words or ideas without giving proper documentation to the author of the borrowed work; "kidnapping" or "stealing" someone else's ideas and presenting them as your own

Quotation – the author's exact words with the use of quotation marks; or an indented paragraph with proper documentation or citation

Glossary (cont.)

References – a list of materials in APA style used in the research process, listed in alphabetical order at the end of the research paper; also referred to as a Works Cited page in MLA style or Bibliography

Research Paper—A research paper is a position paper where you, the author, take a position or a stance on a particular topic and try to prove your point. We call this *proving your thesis*. In EPISD, this is taught at the junior and senior levels.

Search Engines - allow the user to enter keywords that are run against a database (most often created automatically, by "spiders" or "robots") Based on a combination of criteria (established by the user and/or the search engine), the search engine retrieves WWW documents from its database that match the keywords entered by the searcher. It is important to note that when you are using a search engine you are not searching the Internet "live", as it exists at this very moment. Rather, you are searching a fixed database that has been compiled some time previous to your search

Slug – the topic or label written at the top of note cards to keep them organized; may correspond to outline in the organization process

Source card – 3 x 5 inch index card (the smaller ones) used to list one source or reference used in the research process. It must include certain information in a certain order according to either MLA or APA styles; do not discard any of these cards even if you don't cite or use material from the source.

Source – materials used to gather information for the research paper; may not necessarily be used in the Bibliography/Reference (APA)/Works Cited page (MLA)

Summarize – to shorten the content of a lengthy passage into your own words; to restate the main idea into one or two understandable sentences

Thesis statement – the sentence that tells the reader the controlling idea of the research paper; it is the main focus/position of the paper and will be proved throughout the paper

Works Cited – list of sources in MLA style used in research, listed in alphabetical order (usually by author's last name); also referred to as Bibliography or References (APA style)

Works Cited for this Research Handbook
(MLA style)

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Category	Exceeds Standard (4)	Meets Standard (3)	Nearly Meets Standard (2)	Does Not Meet Standard (1)	No Evidence (0)	Score
Title Page	Title Your Name, Teacher's Name, Course Period, Date, Neatly finished-no errors	Evidence of 4	Evidence of 3	Evidence of 2 or less	Absent	
Thesis Statement	Clearly and concisely states the paper's purpose in a single sentence, which is engaging, and thought provoking.	Clearly states the paper's purpose in a single sentence.	States the paper's purpose in a single sentence.	Incomplete and/or unfocused.	Absent, no evidence	
Introduction	The introduction is engaging, includes a thesis statement and previews the structure of the paper.	The introduction includes a thesis statement and previews the structure of the paper.	The introduction presents the thesis statement but does not adequately preview the structure of the paper.	There is no clear introduction or thesis statement and the structure of the paper is missing.	Absent, no evidence	
Body	Each paragraph has thoughtful supporting detail sentences that proves the thesis statement.	Each paragraph has sufficient supporting detail sentences that proves the thesis statement.	Each paragraph lacks supporting detail sentences.	Each paragraph fails to prove the thesis statement.	Not applicable	
Organization-Structural Development of the Idea	Writer demonstrates logical and subtle sequencing of ideas through well-developed paragraphs; transitions are used to enhance organization.	Paragraph development present but not perfected.	Logical organization; organization of ideas not fully developed.	No evidence of structure or organization.	Not applicable	
Conclusion	The conclusion is engaging and restates the thesis.	The conclusion restates the thesis.	The conclusion does not adequately restate the thesis.	Incomplete and/or unfocused.	Absent	
Mechanics	No errors in punctuation, capitalization and spelling.	Almost no errors in punctuation, capitalization and spelling.	Many errors in punctuation, capitalization and spelling.	Numerous and distracting errors in punctuation, capitalization and spelling.	Not applicable	
Usage	No errors sentence structure and word usage.	Almost no errors in sentence structure and word usage.	Many errors in sentence structure and word usage.	Numerous and distracting errors in sentence structure and word usage.	Not applicable	
Citation	All cited works, both text and visual, are done in the correct format with no errors.	Some cited works, both text and visual, are done in the correct format. Inconsistencies evident.	Few cited works, both text and visual, are done in the correct format.	Absent	Not applicable	
Works Cited	Done in the correct format with no errors. Includes more than 5 major references (e.g. journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet sites).	Done in the correct format with few errors. Includes 5 major references (e.g. journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet).	Done in the correct format with some errors. Includes 4 major references (e.g. journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet).	Done in the correct format with many errors. Includes 3 major references (e.g. journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet sites).	Absent or the only sites are internet sites.	

Notes:

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