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WRITING AND EDITING TERMS

which your teacher might use when reading your papers

Annotation -- a remark, note or comment intended to illustrate or explain.

Awkwardness -- a catch-all term which usually indicates a problem with syntax or diction.

Coherence – the clear connection between ideas, between paragraphs, between sentences. Coherence between paragraphs is often referred to as **transition**; coherence within paragraphs is often referred to as **continuity**. A logical sequence of ideas, purposeful repetition of key words, use of transitional words or expressions, and a suitable pace for the topic or audience help aid coherence.

Commentary – opinion, analysis, interpretation or reflection.

Conclusion – a restatement of the **thesis** or purpose of the research paper, in which the author indicates that he/she has achieved his/her goal, and how he/she has achieved it.

Concrete detail – facts, specific detail. In literature, concrete detail in an essay means examples or quotations from the story.

Development – the specific details, examples, illustrations, evidence, incidents and explanations which support, clarify, or expand the purpose, thesis, or topic sentence.

Diction – word choice. Problems with diction are usually the result of incorrect use, incorrect form, and inaccurate word choice for context, inappropriate tone, vagueness, trendiness or triteness.

Organization – the order of the major sections of any piece of writing. It can be chronological, spatial, categorical, logical, emphatic, enumerative or any combination of methods. Organization generally refers to arrangement of the body of the research paper. The decision on the structure or form of the research paper should be dictated by the content.

Syntax – the arrangement of words within a sentence. It can include sentence length, arrangement of sentence parts (subject/verb/object, dependent/main clauses, modifiers/antecedents, order of emphasis, or parallel structure), sentence types (declarative, interrogative, compound, complex), or sentence rhythms.

Thesis – A thesis statement declares what you believe and what you intend to prove. A good thesis statement makes the difference between a thoughtful research project and a simple retelling of facts. It

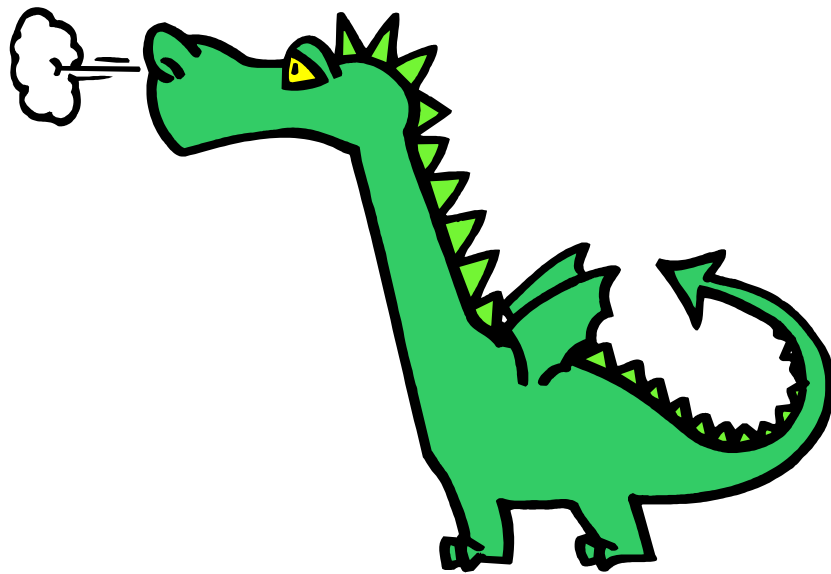
should be contestable, proposing an arguable point with which people could reasonably disagree. A strong thesis is provocative; it takes a stand and justifies the discussion you will present.

Tone – the attitude of the author toward the subject matter, the intended reader, him or herself. Tone is reflected in word choice, selection of details, emphasis, syntax, and commentary. Some typical tones are serious, humorous, satiric, academic (pompous), sincere, sentimental, whimsical, bitter, and personal.

Topic Sentence – the opening sentence of each paragraph which indicates the direction the paragraph will take. The topic sentences of second and subsequent paragraphs also provide transition.

Unity – the underlying purpose of the writing is supported by every element of the writing. Unity gives focus, clarity and direction.

Writing Process – the process for creating a paper begins with a pre-write or a brainstorm, moves to an outlines of the research paper, then a rough draft is created and edited, and a final draft is the result of this process.



QUICK REFERENCE FOR WRITING A RESEARCH PAPER

INTRODUCTION: Introduce your topic to the reader. Provide background information about your topic. Make your introduction interesting so that your reader will be drawn in and want to read on further.

THESIS STATEMENT: Place your thesis at the end of your introduction. After reading your thesis statement, the reader should think, "This paper is going to try to convince me of something. I'm not convinced yet, but I'm interested to see how I might be."

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POINT #1	What are you going to use to prove your thesis? Think of yourself as a member of a jury, listening to a lawyer who is presenting opening argument. How is the lawyer going to try to convince you of a person’s guilt or innocence? Readers of research papers are like jury members: before they have read too far, they want to know what you plan to argue in your paper and how well you plan to make the argument. Construct a topic sentence that tells your reader the direction you plan to go in this first paragraph.
SUPPORT FOR POINT #1	Evidence you plan to use to support or prove your thesis statement. This evidence is comprised of facts (concrete detail) you uncovered while conducting research. Be sure to properly cite your sources using parenthetical citation (page X).
ANALYSIS OF POINT #1	Combine the research evidence with your own analysis , opinion, interpretation or reflections (commentary). (This shows that/This is because)...
CONCLUDING SENTENCE	(As a result)...

POINT #2	In the second paragraph, what next point are you going to use to support your thesis? Write a topic sentence that tells the reader the direction you plan to go in this paragraph.
SUPPORT FOR POINT #2	Evidence you plan to use to support point #2. This is comprised of facts (concrete detail).
ANALYSIS OF POINT #2	Opinions, analysis , interpretation, reflections. (This shows that/this is because)...
CONCLUDING SENTENCE	(As a result)...

POINT #3	In the third paragraph, what next point are you going to use to support your thesis? Write a topic sentence that tells the reader the direction you plan to go in this paragraph.
SUPPORT FOR POINT #3	Evidence you plan to use to support point #3. This is comprised of facts (concrete detail).
ANALYSIS OF POINT #3	Opinions, analysis , interpretation, reflections. (This shows that/this is because)...
CONCLUDING SENTENCE	(As a result)...

POINT #4	In the fourth paragraph, what next point are you going to use to support your thesis? Write a topic sentence that tells the reader the
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SUPPORT FOR POINT #4	direction you plan to go in this paragraph. Evidence you plan to use to support point #4. This is comprised of facts (concrete detail).
ANALYSIS OF POINT #4	Opinions, analysis , interpretation, reflections. (This shows that/this is because)...
CONCLUDING SENTENCE	(As a result)...

POINT #5	In the second paragraph, what next point are you going to use to support your thesis? Write a topic sentence that tells the reader the direction you plan to go in this paragraph.
SUPPORT FOR POINT #5	Evidence you plan to use to support point #5. This is comprised of facts (concrete detail).
ANALYSIS OF POINT #5	Opinions, analysis , interpretation, reflections. (This shows that/this is because)...
CONCLUDING SENTENCE	(As a result)...

CONCLUSION	After presenting your evidence to support your thesis statement in the body of your paper, you are ready to conclude the paper. A conclusion includes a restatement of the thesis or purpose of the research paper in which you indicate that you have achieved your goal, and how you have achieved it. After you have analyzed the arguments you've made in your paper, (Points #1-5), why then does the thesis still hold true? End with a memorable line (big picture).
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STANDARD EDITING AND CORRECTION SYMBOLS

The following are some of the most commonly used editing and correction symbols and remarks used in an academic setting. Check with your teacher for any additions or differences.

- | | | | |
|-----|----------------------|------|--------------------|
| agr | Agreement problem | awk | awkward expression |
| = = | check capitalization | frag | sentence fragment |
| inc | incomplete | p | punctuation |

Λ	insert (word/s left out)	R/O	run-on sentence
¶	begin paragraph	//	parallel
s.s.	sentence structure	c/s	comma/splice: 2 sentences joined by a comma
sp	spelling	~	transpose letters or words
ℓ	delete		

TIPS ON DOING RESEARCH

Seven Basic Steps

1. Define your task.

What do you need to know?

What will it look like in its final form?

2. Brainstorm all possible sources of information.

Check the library online catalog for books

Check online databases (eLibrary, EBSCO, Encyclopedia Britannica)

Check search engines and web pages.

Select the best sources.

3. Go get the resources.

4. Read (listen, view) and take notes.

5. Create the final presentation.

Organize your notes.

Put your results together in a coherent fashion.

6. How did you do?

How did the research itself go?

Did the final product meet expectations?

Did you prove what you set out to prove in your thesis?

Do you need to revise or change your thesis?

You might have to go back to previous steps at any time during this process.

7. Credit Where Credit is Due

Always give proper credit for any material, print or electronic, used in your research.

If you quote an author word-for-word, you must use quotation marks and cite the source.

If you paraphrase or summarize an author's work, you must cite the source.

RESEARCH PAPER FORMAT

In order to format your paper in Modern Language Association (MLA) format, you must follow these rules:

Heading and Title -- A research paper does not need a title page. Instead, beginning one inch from the top of the first page and flush with the left margin, type your name, your instructor's name, the course number, and the date on separate lines, double-spacing between the lines. Double space again and center the title. Double space also between the lines of the title, and double-space between the title and the first line of the text (**see figure 1 on page 5**).

Margins – outer margins of your paper should be at 1 inch uniformly on all sides of the text.

The **title** should be centered. It should not be underlined. Only the first and any other major words are capitalized. Do not put your title in quotation marks.

Font – or the size and style of the print should be either **Times New Roman** or **Arial**. The size is 12 point (this includes your title).

Page numbers – Number all pages consecutively throughout the research paper in the upper-right-hand corner, one-half inch from the top and flush with the right margin. Type your last name before the page number. This is easily accomplished using the **Header/Footer** function in Microsoft Word.

Spacing - Double space your paper.

Long Quotation – (60 words or more; 4 lines or more) you should indent one inch (or ten spaces) from the left margin and type it double-spaced, without adding quotation marks.



(Next Page) Figure 1: How Your Paper Should Look

Eric Cartman

Mr. Herbert Garrison

English 4

3 October 2011

Respect Authority

President Harry S. Truman once wisely said, “Whenever you have efficient government, you have a dictatorship”. If America had an emperor like Julius Caesar, or a visionary leader like Attila the Hun, productivity would increase, efficiency would improve, and the endless partisan bickering which currently holds the country in an unproductive death grip would cease.

An absolute monarch could significantly improve national productivity. It is true, according to a recent U.N. report, that the United States "leads the world in labor productivity" (“U.S.Workers”), but that does not mean more work could not be squeezed out of these drones with proper intimidation. The United States Government writes, “Employers should strive to create an environment in which employees feel free to raise concerns and are confident that those concerns will be addressed“ (“Harassment”), but in fact this is a poor policy. Employees who quake in fear at the mighty power of their superiors work more quickly, complain less frequently, and do not have unrealistic expectations of luxurious benefits such as days off or a living wage. In 1984 Dr, Peter Venkman carried out a now-classic study of the effects of electric shock on extra-sensory perception, in which he found that subjects motivated by fear of high-voltage jolts increased their speed and exertion in attempting to predict the content of a hidden card. Such successful programs are more efficiently designed and administered by an authority who is not hampered at every turn by petty concerns over ‘individual rights’, and ‘basic human decency’. A dictator with unquestionable authority would improve government efficiency,

A WORD ABOUT THE INTERNET

Did you know that only about 15% of available information is available online for free? The other 85%, usually the higher quality information, is owned by someone who charges money for its use. Fortunately Sonoma Valley High School can help you access this information through the subscription databases we pay for, such as EBSCO.

When we have a book in our hands, we have before us the authority of the work – who created it and when. We know who wrote it (there might even be a biography on the back flap), who published it, and the date of the copyright. How do we evaluate sources that we pull out of the air from the World Wide Web? Do we know who posted the information? Do we know what institution, company, or government agency the person represents? Did the person originate the information or obtain it from elsewhere? When was it posted? On the WWW, the authority of the resource is often missing or difficult to locate. How do we know this is a good resource? In general, government websites with ‘.gov’ addresses and many university sites –‘.edu’ addresses, are better places to look for good information. . Still, the information provided is mostly raw ingredients. Compare this to books, ebooks, or the journals indexed in databases, which have well-thought-out syntheses and insights as well as organized chapters and indexes.

For a good beginning lesson in evaluating online information, take a look at CSU Chico’s “CRAAP Test” on p. 15.

Be very careful when using Wikipedia or other wiki sources. In general, they are great for getting a basic idea of your topic, but not suitable for citation. These collaborative collections of information can offer extremely knowledgeable and up-to-date information. They can also display biased and inaccurate content, which can stand uncorrected for a long time. One great use of Wikipedia: skip to the bottom of the page and look at the sources cited, then find those!

By combining material culled from the Web with solid research from print resources, you will be able to create an informed research project.



CITING SOURCES MLA STYLE

Modern Language Association (MLA), the most commonly used style for research papers, is the standard format for papers at Sonoma Valley High School. Below you will find some information on commonly used electronic sources, some examples of format for most commonly used source types, an example of a correctly formatted Works Cited page, and sample parenthetical documentation. For more help, an excellent resource is :

<http://owl.english.purdue.edu/owl/resource/747/01/>

Websites and Webpages

It is necessary to list your date of access because web postings are often updated, and information available on one date may no longer be available later. Be sure to include the complete address for the site.

Remember to use n.p. if no publisher name is available and n.d. if no publishing date is given.

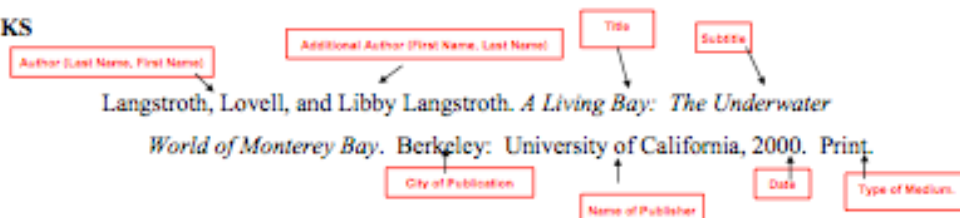
Editor, author, or compiler name (if available). *Name of Site*. Version number. Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available). Medium of publication. Date of access.

AN ENTIRE WEBSITE	<i>The Purdue OWL Family of Sites</i> . The Writing Lab and OWL at Purdue and Purdue U, 2008. Web. 23 Apr. 2008.
A PAGE ON A WEBSITE	"How to Make Vegetarian Chili." <i>Greatcooks.com</i> . Bon Appetit, n.d. Web. 24 Feb. 2009.
A VIDEO POSTED ON YOUTUBE	Boisestatefoundation. "Boise State University Honors College." <i>YouTube</i> . Web. 16 Dec. 2009.

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Be sure to Double Space all entries (shown with 1.5 spacing due to space constraints)

BOOKS



NO AUTHOR	<i>Chocolate Making at Home</i> . Boston: Norton, 2007. Print.
ONE AUTHOR	Plath, Sylvia. <i>The Bell Jar</i> . Cutchogue, NY: Buccaneer Books, 1971. Print.
TWO OR THREE AUTHORS	Langstroth, Lovell, and Libby Langstroth. <i>A Living Bay: The Underwater World of Monterey Bay</i> . Berkeley: University of California, 2000. Print.
MORE THAN THREE AUTHORS	Johnson, Cedric Q. et al. <i>Modern Medicine</i> . London: Harper, 1967. Print.
TWO OR MORE WORKS BY THE SAME AUTHOR	Erickson, Carol. <i>Gateways to the West</i> . San Francisco: Linworth Libraries, 2008. Print. ---. <i>Westward Expansion</i> . Santa Barbara: ABC-CLIO, 2009. Print.
EDITOR BUT NO AUTHOR	Nims, Susan, ed. <i>Harper Anthology of Poetry</i> . Chicago: Avon, 2007. Print.
MULTIVOLUME BOOKS	Leach, Maria, ed. <i>Dictionary of Folklore</i> . 2 vols. Los Angeles: Funk and Wagnalls, 1950. Print.
ESSAY OR ARTICLE IN A COLLECTION	Boas, George. "Freshman Advisor." <i>Perspectives</i> . Ed. Leonard Dean. San Francisco: World, 1979. 108-118. Print.

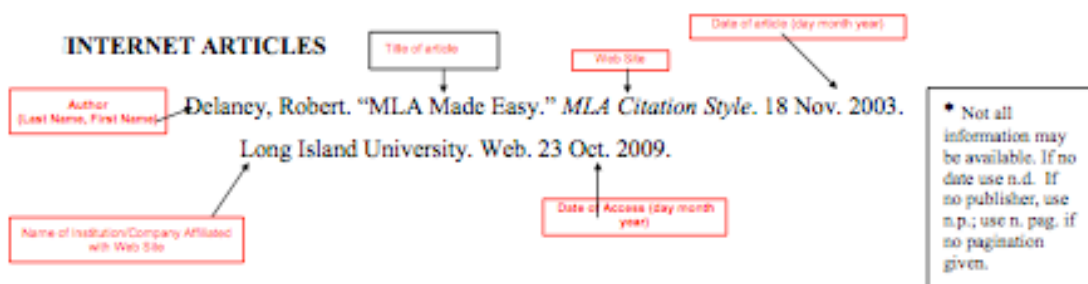
MAGAZINES AND NEWSPAPERS



MAGAZINE ARTICLE (From a Print Source)	Johnson, Ernest. "Lindsey Lohan: Arrested Again." <i>People</i> 30 July 2007: 49-50. Print.
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MAGAZINE ARTICLE (From an Electronic Database)	Nash, Madeline J. "Asia's Burning and the Whole World Suffers." <i>Time</i> 4 May 1998: 23-25. <i>Ebscohost MAS Ultra -Student Edition</i> . Web. 5 Nov. 2009.
NEWSPAPER ARTICLE (From a Print Source)	Chang, John. "Computer Earnings Peak Out." <i>Wall Street Journal</i> 25 Nov. 1982: A5. Print.
NEWSPAPER ARTICLE (From an Electronic Database)	Kay, Jane. "Wildlife Refuge Is South Bay Magnet." <i>San Francisco Chronicle</i> 23 July 2003, final ed.: A1. <i>Ebscohost Newspaper Source</i> . Web. 2 Sept. 2009.



NO AUTHOR	"MLA Style." <i>Citing Electronic Sources</i> . 26 Sept. 2002. Library of Congress. Web. 19 Aug. 2009.
AUTHOR	Delaney, Robert. "MLA Made Easy." <i>MLA Citation Style</i> . 18 Nov. 2003. Long Island University. Web. 23 May 2009.
SCHOLARLY JOURNAL (From an Electronic Subscription Database)	Gardner, Philip. "E. M. Forster." <i>Dictionary of Historical Biography, Volume 98: Modern British Historians, First Series</i> . Ed. Robert Beum. 1990. <i>Ebscohost History Reference Center</i> . Web. 10 Nov. 2009.

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ENCYCLOPEDIA ARTICLE (From a Print Source)	Carroll, Michael P. "Myth." <i>Encyclopedia of Cultural Anthropology</i> . Boston: Henry Holt, 1996. Print.
ENCYCLOPEDIA ARTICLE (From an Electronic Database)	"Freud, Sigmund." <i>Encyclopedia Britannica Online</i> . 2003. <i>Encyclopedia Britannica</i> . Web. 5 Sept. 2009.
INTERVIEW IN PERSON	Miller, Susan. Personal interview. 25 July 2009.
SPEECH OR LECTURE	Hemmings, Sharon. "The Neo-Expressionists." Museum of Modern Art, San Francisco. 12 Mar. 2009. Lecture.
TELEVISION OR RADIO PROGRAM (not on web)	"If God Ever Listened: A Portrait of Alice Walker." <i>Horizons</i> . Host Eric Wright. Natl. Public Radio. WGBH Boston. 12 Jan. 2010. "New Orleans." <i>American Experience</i> . Narr. Jeffrey Wright. PBS. KQED, San Francisco, 12 Feb. 2009. Television.
TELEVISION OR RADIO PROGRAM (saved on website)	"Elif Shafak: Writing under a Watchful Eye." <i>Fresh Air</i> . Host Terry Gross. Natl. Public Radio. <i>NPR.org</i> . Web. 22 Feb. 2009.
VIDEO	<i>Finding Neverland</i> . Dir. Marc Forster. Perf. Johnny Depp, Kate Winslet, Julie Christie, Radha Mitchell, and Dustin Hoffman. Miramax, 2004. DVD.
PHOTO	Weaver, Bruce. "Challenger Explosion." 28 Jan 1985. <i>AP Photo Archive</i> . Web. 20 Jan. 2010.
PODCAST	Patterson, Chris. "Will School Consolidation Improve Education?" Host Michael Quinn Sullivan. <i>Texas PolicyCast</i> . Texas Public Policy Foundation, 13 Apr. 2006. MP3 file. 10 Jan. 2007.
ENTRY IN A WIKI	"Hip Hop Music." <i>Wikipedia</i> . Wikimedia Foundation, 2 Mar. 2009. Web. 18 Mar. 2009.

WORKS CITED EXAMPLE

- Works Cited list is at the end of the research paper
- Works Cited pages are numbered as a continuation of the text
- Alphabetize items by author. If no author, alphabetize by title, ignoring "a," "an", "the"
- Use a 5-space indentation for all lines after the first line of entry
- Double-space the entire list

Works Cited

Carroll, Michael P. "Myth." *Encyclopedia of Cultural Anthropology*. Boston: Henry Holt, 1996. Print.

Delaney, Robert. "MLA Made Easy." *MLA Citation Style*. 18 Nov. 2003. Long Island University. Web. 23 May 2009.

Finding Neverland. Dir. Marc Forster. Perf. Johnny Depp, Kate Winslet, Julie Christie, Radha Mitchell, and Dustin Hoffman. Miramax, 2004. DVD.

Hemmings, Sharon. "The Neo-Expressionists." Museum of Modern Art, San Francisco. 12 Mar. 2009. Lecture.

Johnson, Ernest. "Lindsay Lohan: Arrested Again." *People* 30 July 2007: 49-50. Print.

Miller, Susan. Personal interview. 25 July 2009.

Paterson, Chris. "Will School Consolidation Improve Education? Host Michael Quinn Sullivan. *Texas PolicyCast*. Texas Public Policy Foundation, 13 Apr. 2006. MP3 file. 10 Jan. 2007.

Weaver, Bruce. "Challenger Explosion." 28 Jan 1985. *AP Photo Archive*. Web. 20 Jan. 2010.

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PARENTHETICAL DOCUMENTATION

- Parenthetical documentation is also known as “internal documentation”
- It tells your reader where you got your information
- Appears in the text of your paper

Parenthetical Documentation: MLA Style Diagram


Citing a source when the author’s name is in your sentence. <i>According to Jim Smith, “Pit bulls are bad dogs to own”</i>	List only the page number in parentheses at the end of the sentence <i>According to Jim Smith, “Pit bulls are bad dogs to own”(82).</i>
Citing a book in a research paper. Example: you wish to cite page 200 in a book by author David Smith	Author and page number (Smith 200).
Citing a website with an author but no page numbers. <i>The author is Kenneth Fitzgerald.</i>	Author and if given, page or section number of a website. (Fitzgerald)
Citing a website without an author but with page numbers. <i>The Internet article is called “All About Elvis.”</i>	First word or two in article title in quotes. Page or section numbers, if given. (“All About” 17)

No page number: use author’s last name

No author: use shortened title (main words) in quotes.

If several facts from the same page of a source are used in a row in the research paper, place the parenthetical documentation after the last fact.

Evaluating Information – Applying the CRAAP Test

Meriam Library  California State University, Chico

When you search for information, you're going to find lots of it . . . but is it good information? You will have to determine that for yourself, and the **CRAAP Test** can help. The **CRAAP Test** is a list of questions to help you evaluate the information you find. Different criteria will be more or less important depending on your situation or need.

Key: ■ indicates criteria is for Web

Evaluation Criteria

Currency: *The timeliness of the information.*

- When was the information published or posted?
- Has the information been revised or updated?
- Does your topic require current information, or will older sources work as well?
- Are the links functional?

Relevance: *The importance of the information for your needs.*

- Does the information relate to your topic or answer your question?
- Who is the intended audience?
- Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
- Have you looked at a variety of sources before determining this is one you will use?
- Would you be comfortable citing this source in your research paper?

Authority: *The source of the information.*

- Who is the author/publisher/source/sponsor?
- What are the author's credentials or organizational affiliations?
- Is the author qualified to write on the topic?
- Is there contact information, such as a publisher or email address?
- Does the URL reveal anything about the author or source?
examples: .com .edu .gov .org .net

Accuracy: *The reliability, truthfulness and correctness of the content.*

- Where does the information come from?
- Is the information supported by evidence?
- Has the information been reviewed or refereed?
- Can you verify any of the information in another source or from personal knowledge?
- Does the language or tone seem unbiased and free of emotion?
- Are there spelling, grammar or typographical errors?

Purpose: *The reason the information exists.*

- What is the purpose of the information? Is it to inform, teach, sell, entertain or persuade?
- Do the authors/sponsors make their intentions or purpose clear?
- Is the information fact, opinion or propaganda?
- Does the point of view appear objective and impartial?
- Are there political, ideological, cultural, religious, institutional or personal biases?

9/17/10