



# **RESEARCH PAPER GUIDELINES**

**using MLA Format**

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# RESEARCH PAPER FORMAT GUIDELINES

Secondary Language Arts Department

## Pathways Research Model

**What is a research model?** A research model is a way to define the process people go through when they are trying to answer a question. There are various models for research, most having similar steps. Each one names the steps in the process differently. Davenport Community Schools has chosen the Pathways Research Model so students and teachers can develop a common language to talk about the research process throughout the district and across grade levels.

### The Six Components in the Pathways Research Model

1. **Appreciation** sparks curiosity and imagination, which can lead to the beginning of research. Generally, teachers are solely responsible for this component. Activating prior knowledge by reading a selection or viewing a film clip, a play, or a streaming video works well during the Appreciation part of the research process. Classroom discussion on controversial topics to lead students into the presearch is also effective. Possible strategies used include reading, viewing, listening, discussing, and writing.
2. **Presearch** includes exploring connections between information and topics, connecting to prior knowledge, and developing questions. Possible strategies include building background information, browsing materials, identifying key words, brainstorming and narrowing/broadening topics. Graphic organizers include webs, mindmaps, KWL charts, and concept maps.
3. **Search** includes selecting and using a variety of information resources, planning and implementing the search strategy, and recording information to answer questions. Possible strategies include asking questions to clarify meaning, evaluating and choosing relevant sources of information, skimming and scanning, paraphrasing, using note-taking methods, recording works cited information, and practicing responsible and ethical use of information. Graphic organizers include flow charts and note-taking sheets.
4. **Interpretation** includes the process of analyzing, synthesizing, and evaluating information. Searchers assess the usefulness of their information and reflect to develop personal meaning. Possible strategies include group discussion and analysis of information. Graphic organizers include charts and Venn Diagrams.
5. **Communication** includes using a format to create a product that shares new knowledge. Possible strategies include organizing information, applying information to answer a question, developing a product such as a paper using the writing process, and practicing responsible and ethical use of information. Graphic organizers include flow charts, presentation software, storyboards, timelines, and graphs.
6. **Evaluation** is ongoing and helps each student think about the research process and assess the product. It allows students to make the decision to return to previous stages of the process if they need more information to continue. Possible strategies include the use of tracking tools such as logs, journals, timelines, checklists, and calendars to assess the process, and evaluation charts, rubrics, and checklists to evaluate the product.

Currently, Pathways language is used with all students K-12 whenever a research skill is being used. In addition, certain grade levels are responsible for teaching/using Pathways for specific assignments district-wide. Research units are specifically required in grades 5-8. High school courses are expected to use the Pathways Research Model whenever research is involved.

**DO WHAT YOU'VE ALWAYS DONE—  
JUST USE PATHWAYS LANGUAGE WHILE YOU DO IT!**

# MLA Research Paper Format

## Header, Heading, and Title

A research paper does not need a title page; however, an instructor may require one. If so, follow that instructor's directions. To set up your paper, open a Word document. Begin by clicking on View. Select header/footer, but use only the header. In the header window, type your last name, capitalized correctly; hit the space once; insert the page number, using the "insert page number" function; and right justify. (Use buttons to move header to the far right.) Close the header function. For the **heading**, beginning one inch from the top of the first page on the left margin, type your name, your instructor's name, the course title, and the date in military format (9 January 2007) on separate lines, double-spaced.

Set your document to double-space. Below the heading, type your title. Center the **title** by using the "center function." Do not underline your title. Do not put quotation marks around your title. However, if your title includes an author's title, punctuate that title accordingly.

## Margins

Except for page numbers, leave margins of one inch at the top and bottom and on both sides of the text. You may have to reset the left and right margins to 1.0 inches if they are preset at 1.25 inches. Page Set-up under File will give you the details.

Indent the first word of a paragraph one-half inch from the left margin (preset on most computers). Indent set-off quotations (quotations longer than four typed lines) one inch from the left margin, but do not change the right margin. Do not use quotation marks at the beginning and end of the indented quotation. The indenting takes the place of the quotation marks. However, if dialogue is included within the indented quotation, you will need to reproduce any quotation marks in that passage. The citation for a long quotation appears after the punctuation at the end of the quotation; it is not followed by a period.

## Spacing

The entire research paper must be double-spaced. Do not justify the lines of text at the right margin; turn off the word processor's automatic hyphenation feature. If a paper must be handwritten for a specific, approved reason, follow instructor's directions for spacing.

Space one space only after end punctuation, e.g., period, question mark, or exclamation point, unless your instructor prefers the traditional two spaces after end punctuation.

## Page Numbers

All pages will be numbered consecutively in the paper in a header that is right justified as specified above. This includes the Works Cited Page and the Author's Note, which should both be part of the same document/file to insure consecutive pagination. However, the outline is a separate document which is paginated with lower case roman numerals—bottom center. Do not use the abbreviations "p." or "pp." or "pgs." before the page number or add any punctuation mark.

# MLA-Based Works Cited Reference Guidelines

The categories listed below (One Author, Two Authors, Nonperiodical Publications...) are here to help you find the example that fits your research needs. Do not identify these categories anywhere within your paper or on your works cited page. New MLA form requires identification of medium (Print, Web, DVD, Radio, and Telephone).

## Standard Print Sources

### 1. One Author

Crichton, Michael. *The Terminal Man*. New York: Ballantine, 1972. Print.

### 2. One Editor

Gun, Giles, ed. *Literature and Religion*. New York: Harper, 1991. Print.

### 3. Two Authors

Blocker, Clyde R., and Robert H. Plummer. *The Two-Year College: A Social Synthesis*. Englewood Cliffs, NJ: Prentice Hall, 1995. Print.

**Note:** When the city is not commonly known, add the accepted state abbreviation form, e.g., IA, IL, CA, etc.

### 4. Three Authors

Sloan, Frank A., Emily M. Stout, Kathryn Whetten-Goldstein, and Lan Liang. *Images of Europe*. New York: Columbia UP, 1979. Print.

### 5. Four or More Authors

Bondanella, Peter, et al. *Dictionary of Italian Literature*. Westport, CT: Greenwood, 1998. Print.

**Note:** The Latin "et al," which means "and others," is used when there are more than four authors.

### 6. Two or More Books by the Same Author

Frye, Northrop. *Anatomy of Criticism: Four Essays*. Princeton: Princeton UP, 1957. Print.

---, ed. *Sound and Poetry*. New York: Columbia UP, 1957. Print.

---. *A Study of English Romanticism*. New York: Random House, 1968. Print.

**Note:** UP refers to University Press. If source says University of California Press, it is cited as U of California P, then the copyright. Second and third writings by the same author begin with three hyphens and a period or a comma.

### 7. Signed Newspaper Article

Collins, Glenn. "Single-Father Survey Finds Adjustment a Problem." *New York Times* 21 Nov. 2006, local ed.: B17. Print.

**Notes:** With the exception of May, June, July, and Sept., use three-letter abbreviations for months (Jan., Mar., Aug., Oct.).

List the day before the month and the year.

If there is more than one edition of a newspaper, identify the edition following the date.

### 8. Signed Article in a Magazine

Burns, Edward. "The Art of Cycling." *Sports Illustrated* 10 Sept. 2006: 63-67. Print.

**Note:** Page numbers appear without a "p." or "pp."

### 9. An Article in a Reference Book

Walters, Martin. "China." *The Encyclopedia Americana*. 2004 ed. Print.

**Note:** Identify author if known; otherwise, start with article title. List edition (if stated), the year of publication, and the medium of publication.

“Manual.” Entry 2. *Webster’s Third New International Dictionary*. 1981. Print.

**Note:** If you are citing a specific definition among several entries for the same word, add entry and the specific number.

“Noon.” Def. 4b. *The Oxford English Dictionary*. 2<sup>nd</sup> ed. 1989. Print.

**Note:** If you are citing a specific definition among several, add Def. (“Definition”) and number, letter.

Allen, Anita L. “Privacy in Health Care.” *Encyclopedia of Bioethics*. Ed. Stephen G. Post. 3<sup>rd</sup> ed. Vol. 4. New York: Macmillan-Thomson, 2004. Print.

**Note:** If you are using a specialized reference book, give full publication information, omitting inclusive page numbers if the dictionary or encyclopedia is arranged alphabetically.

#### **10. An Introduction, Preface, Foreword, or Afterword**

To cite an introduction, preface, foreword, or afterword, begin with the name of the author and then give the name of the part being cited, capitalized, but neither italicized nor enclosed in quotation marks. Identify the title of the work followed by the author and the rest of the publication information.

Borges, Jorge Luis. Foreword. *Selected Poems, 1923-1967*. By Borges. Ed. Norman Thomas DiGiovanni. New York: Delta-Dell, 1973. xv-xvi. Print.

Sears Barry. Afterword. *The Jungle*. By Upton Sinclair. New York: Signet, 2001. 343-47. Print.

#### **11. Signed Editorial**

Malkofsky, Morton. “Let the Unions Negotiate What Is Negotiable.” Editorial. *Learning* Oct. 2006: 6. Print.

#### **12. Government Publication**

United States. General Services Administration. *Consumer Information Catalog*. Pueblo: GPO, 2006. Print.

#### **13. Pamphlet**

Grayson, George W. *The North American Free Trade Agreement*. New York: Foreign Policy Association, Inc., 2006. Print.

#### **14. A Scholarly Edition**

A scholarly edition is a work prepared for publication by someone other than the author—by an editor. For example, in a 2008 publication of Shakespeare’s *Hamlet*, an editor would have selected a version of the play, perhaps added an introduction and critical essays. To cite a scholarly edition, begin with the author’s name and give the editor’s name preceded by “Ed.” after the title.

Austen, Jane. *Sense and Sensibility*. Ed. Claudia Johnson. New York: Norton, 2001. Print.

#### **15. A Republished Book or Journal Issue**

To cite a republished book—for example, a paperback version of a book originally published in a clothback version—give the original publication date, followed by a period, before the publication information of the book you are citing.

Atwood, Margaret. *The Blind Assassin*. 2000. New York: Knopf-Random, 2001. Print.

## 16. A Work in an Anthology

If you are citing an essay, short story, poem, or another work that appears within an anthology or some other book collection, you need to add the author, title, and page number of the specific work you are documenting.

Bordo, Susan. "The Moral Content of Nabakov's *Lolita*." *Aesthetic Subjects*. Ed. Pamela R. Matthews and David McWhirter. Minneapolis: U of Minnesota P, 2006. 49-71. Print.

More, Hannah. "The Black Slave Trade: A Poem." *British Women Poets of the Romantic Era*. Ed. Paula R. Feldman. Baltimore: John Hopkins UP, 1997. 472-82. Print.

Douglass, Frederick. *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself*. 1845. *Classic American Autobiographies*. Ed. William L. Andrews and Henry Louis Gates, Jr. New York: Lib. of Amer., 2000. 267-368. Print.

**Note:** If a work in an anthology has been published before, inform the reader of the date of the previous publishing. Follow the title of the piece with the year of the original publication and a period. You do not need to record the medium of the previous publication.

## 17. Previously Published Scholarly Article in a Collection

To cite a previously published scholarly article in a collection, give the complete data for the earlier publication and then add *Rpt. In* (Reprinted in"), the title of the collection, and the new publication facts.

Frye, Northrop. "Literary and Linguistic Scholarship in a Postliterate Age." *PMLA* 99.5 (1984): 990-95. Rpt. in *Myth and Metaphor: Selected Essays, 1974-88*. Ed. Robert D. Denham. Charlottesville: UP of Virginia, 1990. 18-27. Print.

Holladay, Hillary. "Narrative Space in Ann Petry's *Country Place*." *Xavier Review* 16.1 (1996): 21-35. Rpt. in *Twentieth-Century Literary Criticism*. Ed. Linda Pavlovski and Scott Darga. Vol. 112. Detroit: Gale, 2002. 356-62. Print.

## 18. An Interview

Blanchett, Cate. "In Character with: Cate Blanchett." *Notes on a Scandal*. Dir. Richard Eyre. Fox Searchlight, 2006. DVD.

Gordon, Sue. Interview. *All Things Considered*. Natl. Public Radio. WNYC, New York. 1 June 2006. Radio.

Parks, Isiah M. Personal Interview. 27 July 2006.

Peterson, Edward. Telephone Interview. 10 Dec. 2006.

Wiesel, Elie. Interview by Ted Koppel. *Nightline*. ABC. WABC, New York. 18 Apr. 2002. Television.

**Note:** Include medium (DVD, Television, Radio, Print) unless you conducted the interview.

## URLs and Web Sources

In the past, MLA recommended including URLs of Web sources in works-cited-list entries. Because of the ever changing nature of the Internet, including URLs has become ineffective. Readers are now more likely to find resources on the Web by searching for titles and authors' names rather than typing URLs. You should include a URL as supplementary information only when the reader probably cannot locate the source without it or when your instructor requires it. If you do present a URL, place it immediately following the date of access, a period, and a space. Enclose the URL in angle brackets, and conclude with a period. If a URL must be divided between two lines, break it only after the double slashes or a single slash.

Child, L. Maria, ed. *The Freedmen's Book*. Boston, 1866. *Google Book Search*. Web. 15 May 2008.

Eaves, Morris, Robert Essick, and Joseph Viscomi, eds. *The William Blake Archive*. Lib. of Cong., 28 Sept. 2007. Web. 20 Nov. 2007. <<http://www.blakearchive.org/blake/>>.

## Nonperiodical Publications

### 19. A Work Cited Only on the Web

For an entry for a nonperiodical publication on the Web, use the following sequence:

1. Name of author, compiler, director, editor, narrator, performer, or translator.
2. Title of work (italicized if work is independent; in quotation marks if work is part of a larger work).
3. Title of overall Web site (italicized).
4. Version or edition used.
5. Publisher or sponsor of the site; if not available, use N.p.
6. Date of publication (day, month, and year, as available); if not, use n.d.
7. Medium of publication (Web).
8. Date of access (day, month, and year—no commas).

Each item is followed by a period except publisher or sponsor which is followed by a comma. Cite what is available. Examples below:

Antin, David. Interview by Charles Bernstein. *Dalkey Archive Press*. Dalkey Archive P, n.d. Web. 21 Aug. 2007.

"Hourly News Summary." *National Public Radio*. Nat. Public Radio, 20 July 2007. Web. 20 July 2007.

"The Scientists Speak." Editorial. *New York Times*. New York Times, 20 Nov. 2007. Web. 15 May 2008.

### 20. A Work on the Web Cited with Print Publication Data

If the work that you are citing has also appeared in print, you need to include the relevant facts about print publication. Then record the following information in sequence:

1. title of the database or Web site (italicized),
2. medium of publication consulted (Web), and

3. date of access (day, month, and year).

Bierce, Ambrose. "Academy." *The Devil's Dictionary. The Collected Works of Ambrose Bierce.*

Vol. 7. New York: Neale, 1911. N. pag. *The Ambrose Bierce Project.* Web. 15 May 2008.

Whitman, Walt. *Leaves of Grass.* Brooklyn, 1855. *The Walt Whitman Archive.* Web. 12. Mar. 2007.

## 21. A Scholarly Journal Existing Only in Electronic Form on the Web:

If the scholarly journal exists only in electronic form on the Web, the following sequence is used. To cite a work in a scholarly journal on the Web, including an article, a review, an editorial, and a letter to the editor, begin with the format for citing works in print periodicals and follow with:

1. medium of publication consulted (Web), and
2. date of access (day, month, and year).

Armstrong, Grace. Rev. of *Fortune's Faces: The Roman de la Rose and the Poetics of*

*Contingency*, by Daniel Heller-Roazen. *Bryn Mawr Review of Comparative Literature* 6.1

(2007): n. pag. Web. 5 June 2008.

**Note:** When a normally italicized title appears within an italicized title, it is neither italicized nor enclosed in quotation marks. See "Roman de la Rose" in the entry above.

## 22. A Periodical Publication in an Online Database:

Databases often include digital scans of entire periodicals that were previously published in print. To cite a work from a periodical in an online database, such as an article, a review, an editorial, or a letter to the editor, begin the entry by following the recommendations for citing a print periodical and then continue by including the:

1. title of the database (italicized),
2. medium of publication consulted (Web), and
3. date of access (day, month, and year).

Brodson, Mark. "Voluntary Use of Online Lecture Notes." *Computers and Education* 44 (2007):

409-21. *Science Direct.* Web. 30 Nov. 2008.

**Note:** The number 44 after *Computers and Education* above indicates volume. When volume is used, put the date of issue inside parentheses.

Darnovsky, Marcy. "Embryo Cloning and Beyond." *Science News* July 2008: 29-32. *Academic*

*Search Premier.* EBSCO. Web. 5 June 2008.

Johnson, Kirk. "The Mountain Lions of Michigan." *Endangered Species Update* 2002: 27+.

*Expanded Academic Index.* InfoTrac. Web. 26 Nov. 2008.

## Additional Common Sources

### 23. Television or Radio Broadcast:

The information in an entry for a television or radio broadcast usually appears in the following order:

1. title of the episode or segment in quotation marks,
2. title of the program or series italicized,
3. name of the network if any,
4. call letters and city of the local station if any,
5. broadcast date,
6. medium (radio, television), and
7. supplementary information.

“Death and Society.” Narr. Joanne Silberner. *Weekend Edition Sunday*. Natl. Public Radio. WUWM, Milwaukee, 25 Jan. 2008. Radio.

“The Phantom of Corleone.” Narr. Steve Kroft. *Sixty Minutes*. CBS. WHBF. Rock Island, 10 Dec. 2008. Television.

#### **24. Film or Video Recording**

The film entry usually begins with the title, italicized, and includes the director, distributor, year of release, and the medium. You may include other data such as the names of the screenwriter, performer, and producer, between the title and the distributor.

*Don Giovanni*. By Wolfgang Amadeus Mozart. Dir. Joseph Losey. Perf. Ruggero Raimondi and Kiri Te Kanawa. Paris Opera Orch. and Chorus. Cond. Loren Maazel. 1979. Columbia, 2002. DVD.

*It's a Wonderful Life*. Dir. Frank Capra. Perf. James Stewart, Donna Reed, Lionel Barrymore, and Thomas Mitchell. RKO, 1946. Film.

Mifune, Toshiro, perf. *Rashomon*. Dir. Akira Kurosawa. 1950. Home Vision, 2001. Videocassette.

Renoir, Jean, dir. *Grand Illusion [La grande illusion]*. Perf. Jean Gabin and Erich von Stroheim. 1938. Voyager. 1987. Laser disc.

#### **25. A Work of Visual Art**

Bearden, Romare. *The Train*. 1974. Photogravure and aquatint. Museum of Mod. Art, New York.

Evans, Walker. *Penny Picture Display*. 1936. Photograph. Museum of Mod. Art, New York.

#### **26. A Map or Chart**

*Michigan*. Map. Chicago: Rand, 2000. Print.

#### **27. An Article Reprinted in a Loose-Leaf Collection of Articles (SIRS)**

If you are citing a reprinted article that was provided by an information service such as the Social Issues Resources Series (SIRS), which formerly selected articles from periodicals and published them in loose-leaf volumes, each dedicated to a specific topic, begin with the original publication information and follow it by the medium of publication. Then, add the relevant information for the volume in which the article is reprinted with the title, name of editor, volume, city of publication, publisher, year of publication, and article number.

Edmondson, Brad. "AIDS and Aging." *American Demographics* Mar. 1990: 28+. Print. *The AIDS Crisis*. Ed. Eleanor Goldstein. Vol. 2. Boca Raton: SIRS, 1991. Art. 24.

## 28. A Digital File

Digital files can exist independently from the Web or a published disc. Examples are a PDF file saved on your computer, a document created by a peer using a word processor, a scanned image you received in an e-mail attachment, and a sound recording formatted for playing on a digital audio player. In the place reserved for the medium of the publication, record the digital file format, followed by the word file.

American Council of Learned Societies. Commission on Cyberinfrastructure for the Humanities and Social Sciences. *Our Cultural Commonwealth*. New York: ACLS, 2006. PDF file.

Cortez, Juan. "Border Crossing in Chicano Narrative." 2007. *Microsoft Word* file.

Delano, Jack. *At the Vermont State Fair*. 1941. Lib. of Cong., Washington. JPEG file.

Hudson, Jennifer, perf. "And I Am Telling You I'm Not Going." *Dreamgirls: Music from the Motion Picture*. Sony BMG, 2006. MP3 file.

## 29. A Publication on a CD-ROM or DVD-ROM

These citations are similar to those for print sources, but include the vendor's name, or the person(s) or group(s) responsible for supplying the information, and the publication date.

Aristotle. *The Complete Works of Aristotle: The Revised Oxford Translation*. Ed. Jonathan Barnes. 2 vols. Princeton: Princeton UP, 1984. CD-ROM. Clayton: IntelLex, 1994.

Shakespeare, William. *Hamlet*. Ed. A. R. Braunmuller. New York: Voyager, 2006. CD-ROM.

## Documentation of Text: Parenthetical References (In-Text Citations)

Writing a research paper requires the writer to incorporate the ideas, if not the words, from sources read. Failure to include this documentation results in plagiarism, intended or unintended. Consequences of plagiarism include receiving a zero for plagiarized work. The student's grade will be affected according to the weight of the paper. For example, if the paper is worth 100 points, the grade will be reduced by 100 points. Therefore, documentation in research papers is required to acknowledge credit for sources of information used in writing a research-based paper. References in the text must point to specific sources in the list of works cited. This is accomplished through the use of in-text citations and a works cited page. The information in your parenthetical references in the text must match the corresponding information in the entries in your list of works cited.

### In-text citations are required for the following reasons:

1. any quotation of three significant words or more copied from another text, whether in quotes in the text or not;
2. any opinion, whether quoted or not;
3. any statistics, data, percentages, numbers (usually not in quotation marks in the text);
4. any one-source, controversial, or unusual information whether quoted or not; and
5. any paraphrased material, whether quoted or not.

The easiest way to provide the documentation your reader needs is to insert this documentation inside parentheses in your paper wherever you use someone else's words, facts, or ideas. Usually, the author's last name and a page reference are enough to identify the source and the specific location from which you borrowed material.

### Here is how the works cited entry works with the in-text citation:

#### In your paper:

Medieval Europe was a place both of "raids, pillages, slavery, and extortion" and of "traveling merchants, monetary exchange, towns if not cities, and active markets in grain" (Townsend 10).

#### Work cited entry on your Works Cited Page:

Townsend, Robert M. *The Medieval Village Economy*. Princeton: Princeton UP, 1993. Print.

The relationship between your in-text citation and the entry on your Works Cited page tell your reader that the quoted information came from Townsend's book on page 10. If you don't take notes correctly with source information and page numbers, it will be difficult, if not impossible, to complete your paper using the correct in-text and works cited form.

**Table 1: In-text citation as it might appear in your paper.**

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

**Note:** Standard format. Quote comes from page 263 of the book by Wordsworth listed on the Works Cited page.

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

**Note:** Author's name has been used to introduce the quotation; therefore, the in-text citation only needs to have the number of the page inside the parentheses.

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

**Note:** Paraphrased with page number at end.

These citations tell us that the information is located on page 263 in a work by Wordsworth. If readers want more information, they can turn to the Works Cited page under Wordsworth and find the following information:

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

### Examples of In-Text Citations

#### 30. Author and Page:

(Brown 10). (Burns and Duncan 11-14). (Edwards et al. 12).

#### 31. Author Is Not Given:

Use the title or shortened version of the title:

(*Mandarin* 14). (“War” 15). (“The Right Thing” 22).

#### 32. Two Titles Are Identical:

Include next item in the works-cited entry:

(“War,” *Compton’s Encyclopedia* 56). (“War,” *World Book* 92).

#### 33. Information Given in Text:

When author’s name and the title are given in the text, the resulting parenthetical citation will be a page number: (20).

### Placement of In-Text Citations

To avoid interrupting the flow of your writing, place the parenthetical reference where a pause would naturally occur (preferably at the end of a sentence), as near as possible to the material documented. The parenthetical reference precedes the punctuation mark that concludes the sentence, clause, or phrase containing the borrowed material.

In the late Renaissance, Machiavelli contended that human beings were by nature “ungrateful” and “mutable” (1240), and Montaigne thought them “miserable and puny” (1343).

Others, like Smith and Wesson (314-315), hold the opposite point of view.

Others hold the opposite point of view (e.g., Smith and Wesson 314-315).

A long quotation is indented ten spaces. If the quotation, whether prose or poetry, is set off from the text, type a space after the concluding punctuation mark of the quotation and insert the parenthetical reference.

John Mahon adds a further insight to our understanding of the War of 1812:

Financing the war was very difficult at the time. Baring Brothers, a banking firm of the enemy country, handled routine accounts for the United States overseas, but the firm would take on no loans. The loans were in the end absorbed by wealthy Americans at great hazard—also, as it turned out at great profit to them. (385)

## Poetry and Plays

If you are quoting more than three lines of poetry, indent ten spaces and copy the poem as it appears. After the last punctuation mark, insert the lines cited in parentheses. If you are citing two or three lines of poetry within a paragraph, enclose the lines in quotation marks. After each line, insert a space, type a slash mark, and add a space before typing the next line.

Elizabeth Bishop's "In the Waiting Room" is rich in evocative detail:

It was winter. It got dark  
early. The waiting room  
was full of grown-up people,  
arctics and overcoats,  
lamps and magazines. (6-10)

Elizabeth Bishop's "In the Waiting Room" is rich in evocative detail. "The waiting room / was full of grown-up people, / arctics and overcoats" (7-9) is an example of Bishop's imagery.

If the indented passage contains quotation marks within, make sure you include them.

In "Memories of West Street and Lepke," Robert Lowell, a conscientious objector (or "C.O."), recounts meeting a Jehovah's Witness in prison:

I was so out of things, I'd never heard  
Of the Jehovah's Witnesses.  
"Are you a C.O.?" I asked a fellow jailbird.  
"No," he answered, "I'm a J.W." (36-39)

In citing verse plays and poems, omit page numbers altogether and cite by division (act, scene, canto, book, part) and line with periods separating the various numbers. For example, "*Illiad* 9.19" refers to book 9, line 19 of Homer's *Illiad*. In plays, you record act, scene, line(s).

"Haste me to know't, that I, with wings as swift / As meditation... / May sweep to my revenge" (*Ham.* 1.5.35-37).

## More Than One Book by the Same Author in Your Works Cited

In the in-text citation, enough information must be given either in the text or in the citation to distinguish it: (Burns, *Infinity* 20).

If Burns is mentioned in the text: (*Infinity* 20).

If *Infinity* is mentioned in the text: (Burns 20).

If both book and author are mentioned in the text: (20).

## Parallelism Between In-Text Citations and Works Cited Entries

All parenthetical references (in-text citations) should match the first part of an entry on the Works Cited page.

Table 2:

Paper with In-Text Citations	Works Cited Entries
<p>Nelly Dean treats Heathcliff poorly and dehumanizes him throughout her narration: _____</p> <p>They entirely refused to have it in bed with them, or even in their room, and I had no more sense, so, I put it on the landing of the stairs, hoping it would be gone on the morrow. By chance, or else attracted by hearing his voice, it crept to Mr. Earnshaw's door, and there he found it on quitting his chamber. Inquiries were made as to how it got there; I was obliged to confess, and in recompense for my cowardice and inhumanity, was sent out of the house. (Bronte 78)</p>	<p>Bronte, Emily. <i>Wuthering Heights</i>. 1847. Oxford: Oxford UP, 2004. Print.</p>
<p>According to some, dreams express "profound aspects of personality" (Foulkes 184), although others disagree. _____</p>	<p>Foulkes, R. D. <i>Dreams and What They Mean</i>. New York: Franklin Watts, 2006. Print.</p>
<p>According to Foulkes's study, dreams may express "profound aspects of personality" (184). _____</p>	<p>Only one works cited entry would be listed for this source—the one above.</p>
<p>Is it possible that dreams may express "profound aspects of personality"? (Foulkes 184). _____</p>	<p>Only one works cited entry would be listed for this source—the one above.</p>

**Table 2 Cont'd.**

Paper with In-Text Citations	Works Cited Entries
<p>Alejandro Obregon paints a fresco that is indicative of the influence of the Spanish tradition ("Fresco").</p>	<p>"Fresco." <i>Encyclopaedia Britannica Online</i>. Encyclopaedia Britannica, 2008. Web. 29 Mar. 2006. &lt;<a href="http://www.eb.com">http://www.eb.com</a>&gt;. <b>Note:</b> If you want to use the URL, place it at the end of the citation.</p>
<p>In her poem "Sources," Adrienne Rich explores the roles of women in shaping their world:</p> <p style="padding-left: 40px;">The faithful drudging child The child at the oak desk whose penmanship, Hard work, style will win her prizes Becomes the woman with a mission, not to win prizes But to change the laws of history. (23)</p> <p><b>Note:</b> When quoting more than three lines of poetry, type as is with the author's line breaks. When quoting only two or three lines of poetry or drama, use a slash with a space on each side ( / ) to separate them.</p> <p>Cullen concludes, "Of all things that happened there / That's all that I remember" (11-12).</p>	<p>Rich, Adrienne. <i>A Change of World</i>. New Haven, CT: Yale UP, 1951. Print.</p>
<p>The Romance languages include 47 languages and dialects spoken in Europe and Western Asia and are part of the Italic language family (<i>Romance Languages</i>).</p>	<p><i>Romance Languages and Literatures Home Page</i>. 2006. Dept. of Romance Langs. and Lits., U of Chicago. Web. 8 July 2006.</p>

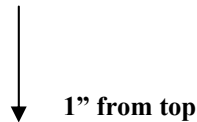
**Continue for SAMPLE research paper and works cited page.**

Rich Schaefer

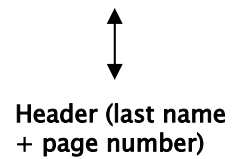
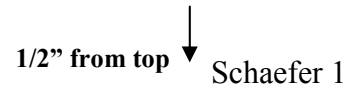
Ms. Sheehey

Advanced Placement English

19 March 2007



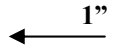
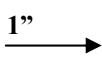
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A Novel Analysis of *Fahrenheit 451*

*Fahrenheit 451* is a novel written by Ray Bradbury that was published in 1953. This futuristic science fiction story takes place in an atmosphere where firefighters start, not put out, fires. Bradbury’s never-ending love affair with books may have been embedded in the foundation of this novel.

Ray Douglas Bradbury was born on August 22, 1920, in Waukegan, Illinois; the third son of Leonard and Esther Bradbury. He began writing stories on butcher paper in his late pre-teen years (Bloom 45). At the tender age of twelve, he began writing at least four hours a day. He was said to be “an unimaginative child” (“Bradbury, Ray Douglas”). Recalling his fond childhood memories of the local fire station, Bradbury idolized the firemen prepared to battle a ruthless inferno:



And I did pass the firehouse often, coming and going to the library, nights and days, in Illinois, as a boy, and I find among my notes many pages written to describe the red trucks and coiled hoses and clump-footed firemen, and I recall the night when I heard a scream from a part of my grandmother’s house and ran to a room and threw open a door to look in and cry out myself. (Mogen 106)

Receiving no further formal education after graduating from a Los Angeles high school in 1938, Bradbury self-taught himself by going to the library at night and typing away at his typewriter during the day. Ray Bradbury’s first story, “Hollerbach’s Dilemma,” was published in *Imagination!*, an amateur fan magazine. The following year he published four issues of his....



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# **Student Guide to Avoiding Plagiarism**

## **What Is Plagiarism?**

**Plagiarism is presenting someone else's words or ideas as your own. It is wrong. The following are all examples of plagiarism:**

1. Quoting or paraphrasing material without citing the source of that material is plagiarism. Sources may include websites, magazines, newspapers, textbooks, journals, TV and radio programs, movies and videos, photographs and drawings, charts and graphs, and any information or ideas that are not your own.
2. Quoting a source without using quotation marks, even if you cite it, is plagiarism. Three significant words or more copied from any source need to have quotation marks around them and be documented in the text.
3. Buying a paper online or downloading a paper from a free site is plagiarism.
4. Copying or using work done by another student is plagiarism.
5. Citing sources you didn't use is plagiarism.
6. Turning in the same paper for more than one class without the permission of both teachers is plagiarism.

## **Note-Taking**

**The best way to avoid plagiarism is to take careful notes. When taking notes, always do the following:**

1. First, read the entire text and summarize it in your own words. Then paraphrase important points and copy usable quotes. Three significant words or more need to be enclosed in quotation marks, whether or not they are actually quoted in the text.
2. Carefully distinguish between material that is quoted, material that is paraphrased, material that is summarized, and your own words and ideas. Consider using different colored ink for each type of source or label the type of note taken, e.g., quotation, paraphrase, or summary.
3. Include in your notes all the information you will need to cite your sources and follow the note-taking process as directed by the teacher.
4. Copy all source information into your working bibliography using the MLA format.
5. Print any Web pages you use. While online and looking at the site, write the URL and the date on the Web page if it isn't included on the printout, and record the source documentation needed for the MLA Works Cited page. Searching backwards to find the home page may be necessary.
6. Save all your notes and printouts until you receive your final grade.

## **Citing Sources**

**You must cite the source of every quotation, every paraphrased passage, and every summarized idea you use in a research paper.** Commonly known facts, such as dates, definitions, or common biographic data do not need to be cited. If you take specific, unusual, contradictory, or one-source facts directly from a specific reference source, such as an encyclopedia, you will need to cite the source. If you're not sure whether a source should be cited, include a citation, just in case.

Sources must be cited **BOTH** in the body of the paper as an in-text citation and on the Works Cited page. In the body of the paper, you must do the following:

1. Copy quoted material exactly, enclose it in quotations marks, and name the author immediately before or after the quote. Use the same procedure for summarized or paraphrased material, but omit the quotation marks.
2. Cite the source information (author and page) for the quotation or paraphrased or summarized information in parentheses within the text.
3. List on a Works Cited page at the end of your paper the information for all the sources you have cited. These sources need to be alphabetized, appear in correct MLA form, and be double-spaced as shown on the Sample Works Cited page.

The Works Cited is a list of all the sources you used—both those you cited and those you used for research, but did not cite directly. The Works Cited page should follow the MLA format.

## **Writing the Paper**

**The following tips on the writing process also will help you avoid plagiarism:**

Read your notes carefully and make sure you understand the material before you begin to write.

1. Write an outline and/or preliminary draft without looking at your notes. In your draft, leave spaces where you think you'll want to include quotes or supporting material.
2. Use your own words as much as possible. No one expects you to write like an expert or a professional writer. You should, however, write like a serious, intelligent student.
3. Cite all sources **AS** you write your rough draft. Trying to reconstruct your sources after the fact is extremely time consuming. Do it correctly from the start, and you won't have to start from scratch when you think you're already finished. Read through your final draft and make sure all uncited ideas are your own.

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## Evaluating Web Sources

The Web presents several challenges to research gatherers (your research writing students). With print publications, researchers rely on reputable publishers, like university presses that accept accountability for the quality and reliability of the works they distribute; not all electronic publications currently have comparable authority. Some Internet publications are peer-reviewed, but many are not. Online materials are often self-published, without any outside review. Some sites may have provided accurate information at one point, but user editing has diluted the credibility of the information. This is often the case with Wikipedia. In scholarly papers, this source is not acceptable.

Specific information is helpful in determining if the information on a given site is reliable. Look specifically for information on the following aspects of a Web site.

### Authors:

1. The author(s), editors, or webmasters are clearly identified on the first page.
2. Look for the author's credentials—this may entail following a link to the home page or to a link such as "About Us."
3. Search the Internet and other sources to find information about an author. For example, if you are evaluating a book, you might consult *Book Review Index* and *Book Review Digest* to see how experts in the field of study received this book and any others by the author.

### Text:

1. If you're working with historical documents or literary texts that exist in various versions, make certain you use reliable editors. The sites should detail who the editor of the text is and when the electronic version was published.
2. It should identify the printed source that was the basis for the electronic version.

### Editorial Policy:

1. Examine the entire site even if you're only interested in one particular document within it.
2. Look for a mission or purpose statement.
3. Look for a listing of an editorial board.

### Publisher or sponsoring organization:

1. Look for a site with the sponsoring organization clearly stated—with access to information about the organization through a link such as "About the Project."
2. Analyze the domain name—the *org.* in "www.usmmm.org" may indicate the kind of organization that sponsors the site. You can learn about the site from the end of the domain name, e.g., *.com* signifies a commercial enterprise; *.edu* an educational institution; *.gov*, a government agency; or *.org*, a not-for-profit organization.
3. Think critically. There is no guarantee a site ending with *.edu* will be reliable. A rave book review might be suspicious if it's written by the publisher.

### Accuracy and Verifiability:

1. Check to see that the work's sources are identified so they can be identified.
2. The titles that appear in the works cited list might tell you something about the author's knowledge.
3. Check to see whether the site gives you e-mail access to the author or the sponsoring organization.

### Currency:

1. The publication of a print source suggests how current the author's scholarship is.
2. If the site has only old data or no "last updated" information is given, consider it to be out-of-date.
3. Scrutinize the dates of the works cited in the text to help decide whether the scholarship is both valid and current.



# Web Site Evaluation Form: Is this a reputable site?



Evaluating Web pages skillfully requires you to train your mind to think critically, even suspiciously, by asking a series of questions that will help you decide how much a web page is to be trusted.

Name of Site	URL	Site Sponsor, Publisher, or Organization
NAME of Page	Date Updated	Length of Article
Name of Author(s)	Author's Qualifications:	Where has the author worked?
1.	1.	1.
2.	2.	2.
3.	3.	3.
What else has the author written?	What is the goal of this site?	Does the page have advertising on it?
	<input type="checkbox"/> Informational	<input type="checkbox"/> Yes
	<input type="checkbox"/> Persuasion	<input type="checkbox"/> No
	<input type="checkbox"/> Selling something	
Domain Tools Checkup	Are the links current?	Author contact info:
<a href="http://www.domaintools.com/">http://www.domaintools.com/</a>	<input type="checkbox"/> No dead links.	
Who registered the site?	<input type="checkbox"/> Some dead links.	

# Web Site Evaluation Checklist

Your research report/paper is only as good as the information sources you use. Be sure that you use Web sites that contain accurate information. Can your Web site pass this test? If not, do not use it.

	Criteria	YES	NO
<b>RELEVANCY</b>	I used keywords that are relevant to my topic.		
	I spelled keywords that I used accurately.		
<b>APPROPRIATENESS</b>	The information is understandable.		
	The information answers my questions about my topic.		
<b>DETAIL</b>	The material is in depth.		
	A variety of topics are included.		
<b>CURRENCY</b>	The site indicates when it was last updated.		
	The site includes contact information for a webmaster.		
<b>AUTHORITY</b>	This page identifies the author and their qualifications.		
	The page identifies a group, association, or academic institution with whom the author is associated.		
	If a group, association, or academic institution is identified, an email address is listed.		
<b>BIAS</b>	The site presents factual information without trying to sway my opinion.		
	The page is advertising free.		
	The information on this page can be found in at least two other sites or print resources.		

# Examining Electronic Sources: The Six P's

This is a quick guide to assess the credibility of a Web site you might choose to use.

## PREPARATION

1. Does it take a long time to load?

## PEOPLE

2. Who is the author of the page?
3. Is the author an expert on this topic?

## PURPOSE

4. Is the purpose of the site listed?
5. Does the site follow the stated purpose

## PARTS

6. What makes this site easy to use?
7. Is there a title or headings?
8. Are the words bold or colored?
9. Were there pictures or graphics? Were they helpful?
10. Is the site well organized?

## PUBLICATION

11. Where does the information come from?
12. When was the site created?
13. When was the site last updated?

## PLAN

14. Is this information useful for my purpose?
15. Why should I use this information?
16. Why is this page better than another?

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# Plagiarism

## Secondary Language Arts Department Procedures Davenport Community Schools Davenport, Iowa

Plagiarism is the theft and “use of the ideas or writing of another as one’s own,” or the appropriation of “passages from another and use of them as one’s own” (*American Heritage Dictionary* 1001). Plagiarism also applies to students who allow others to copy their work.

Students are assigned writing assignments as a learning experience or as a method for them to demonstrate their understanding of their learning. Student written work is to be original. Plagiarism is not acceptable, and all participants are subject to serious consequences.

Careful documentation is required on all ideas or writing that students glean from their research. This involves the use of all printed text, including the Internet.

### Consequences of Plagiarism:

- The paper(s) will receive a zero—you cannot receive credit for work that is not your own.
- This zero will affect your quarter/term/semester grade. If the paper is worth 100 points, you will not receive 100 points.
- You will be given the option to write a different paper; you must provide proof of your own work at every stage of the writing process.



Presenting another’s work as one’s own is a serious ethical violation; it is wrong. There are consequences. If you are in doubt about the proper use of another’s words or ideas in your writing, consult your teacher before submitting the paper. Please sign below and return the signed portion to your Language Arts teacher.

**I have read the District’s Secondary Language Arts Plagiarism Procedures, and I understand the consequences of plagiarism.**

---

**Student Signature**

---

**Date**

---

**Parent/Guardian Signature**

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**Date**