



HANDBOOK FOR WRITING PAPERS

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PREFACE

The Handbook for Writing Papers has been prepared in order to standardize the form to be used with citations, bibliography, preparation, and organization of a research paper or other major papers. Five considerations have influenced the preparation and content of the handbook:

- The handbook is usable as a teaching device since all students practice the preparation of a major paper before graduating from high school.
- A standard form eliminates the confusion which students may encounter as they prepare papers for various courses.
- The form should be easily adaptable to style sheets which students will encounter in college and career requirements.
- The form should be easily adaptable for use on a word processor.
- The assignment of topics for papers should be decided by the individual teacher, who is best able to determine the reading, researching, and writing skills of the students in any given class. Topics may be literary, vocational, social, historical, or scientific, depending on the content of the course.

This handbook is a revision of three previous style sheets written by Nancy Fellenbaum and Pamela Neville (Style Sheet 1978, Manual of Style 1986) and Dianne Berk and Nancy Fellenbaum (Handbook for Writing Papers 1994). It reflects continuing changes in format and technology.

A STATEMENT ABOUT PLAGIARISM

Webster's New World Dictionary defines plagiarism as taking and passing off as one's own the ideas, writings, etc. of another. Put another way, plagiarism is the failure to give credit to any source of facts, theories, or opinions, no matter how little or indirectly they have been used. "Plagiarism is a formal word for literary stealing. . . . It is as immoral to steal from another person's writing as from his wardrobe or wallet" (Watt 7).

Because of the seriousness of plagiarism, the penalty for stealing facts, ideas, or opinions is failure of the requirements of the assignment. Since a major paper is a requirement of English courses at Manheim Township High School, a student will be given the opportunity to rewrite the paper in order to earn credit for the requirement.

RESEARCH PAPER POLICY

- Part of the requirement for the research paper is the preparation. This must be completed/submitted in order for credit to be received for the final project.
- Late papers will be assessed a penalty of a 10% point deduction for each day late.
- A student who fails the paper will be given an opportunity to rewrite the paper to bring it up to minimum standards. The maximum grade to be earned on the rewrite will be 65%.
- If a student plagiarizes a paper, he or she may rewrite the paper in order to earn credit for the requirement; however, the resubmitted paper cannot receive higher than a 59%.
- A student will fail the course if he does not meet the standards of a paper as outlined in the Handbook for Writing Papers and the standards set by the teacher.
- Papers should be returned within a reasonable amount of time so that students have a sufficient time to rewrite. Resubmitted papers must be handed in within a month of the original paper's return.
- Students who transfer into Manheim Township High School and are placed in a class in which the research paper is a requirement but who enter after the research component has been completed may satisfy the research requirement in the following ways:
 - present evidence from the previous school that a similar project has been completed. The classroom teacher will determine whether the project meets the necessary minimum standards of research competence.
 - complete the research project in conjunction with or in place of another assignment later in the year in English class or within another discipline.
- The research paper sign-off sheet will be signed by the student and will be attached to the final draft of the paper. This sheet will serve as evidence of the student's having been taught the nature of plagiarism and proper documentation of the paper.
- Each year's paper will become part of the student's permanent writing portfolio.

**Student Research Paper
Sign-off Sheet**

I, _____, understand the regulations and standards established by my teacher regarding the research paper. I understand what constitutes plagiarism and the need for its avoidance. I also have been taught the proper reasons for citing professional opinion or data and the correct ways for documenting that information. I understand the penalty imposed for disregarding these standards.

Signature of Student

Date Signed

THE PROCESS OF WRITING A PAPER

Many of the thinking and writing skills that you have been learning over the years come together in the process of writing a major paper. Sentence structure, organization, punctuation and spelling, as well as the originality of your phrasing and the ability to keep the attention of your reader, are as important as the technical aspects of note taking and citing sources properly. The MLA Handbook for Writers of Research Papers suggests the following ways to proceed with the preparing of the paper.

If given a choice, select a subject that interests you and that you can treat within the assigned limits of time and space.

Determine your purpose in writing the paper. For example, do you want to describe something, explain something, argue for a certain point of view, or persuade your reader to think or do something?

Consider the type of audience for whom you are writing. For example, is your reader a specialist or a non-specialist on the subject, someone likely to agree or disagree with you, someone likely to be interested or uninterested in the subject?

Develop a thesis statement expressing the central idea of your paper.

Gather your ideas and information in a preliminary list, eliminating anything that would weaken your paper.

Arrange materials in an order appropriate to the aims of the paper and decide on the method or methods you will use in developing your ideas (e.g., definition, classification, analysis, comparison and contrast, example).

Make a detailed outline to help you keep to your plan as you write.

Write a preliminary draft, making sure that you have a clear-cut introduction, body, and conclusion.

Read your preliminary draft critically and try to improve it, revising, rearranging, adding, and eliminating words, phrases, and sentences to make the writing more effective. Follow the same procedure with each subsequent draft.

Proofread the final draft, making all final corrections.

(Gibaldi and Achtert 1)

Remember that the logic of your presentation, the number of convincing examples, and the depth of your analysis will be as important as the technical aspects of putting together a research paper.

WORKING BIBLIOGRAPHY

A working bibliography is a collection of as many print and computer-generated sources as are available for the topic. This collection can be kept on index cards or on a word processor file. Those sources to be used will eventually be listed on the final bibliography page.

I. Steps in the preparation of a working bibliography

- A. Make a separate listing for each source. There are basically three kinds of sources: books, magazines, and computer-generated.

All listings should contain the necessary bibliographical information, library location of material, page numbers for sources if necessary, an indication of the possible value of the material, and a working bibliography number.

1. For books:

		working bibliography number
call number	917.3	2
location of the source	(MTHS)	
source	Emmens, Carol A. <u>An Album of the Sixties</u> . New York: Franklin Watts, 1981.	
value of the source	worthwhile material on the Beatles	

2. For magazines:

		working bibliography number
location of the source	MTHS	4
source	Jackson, James O. "No Rush to Judgement," <u>Time</u> 24 June 1994, 48-51.	
value of the source	world's reluctance to act in Bosnia	

3. For miscellaneous sources: The original source sometimes must be checked to obtain all necessary information.

working bibliography number

location of the source

microfiche
(MTHS)

7

source

Monarez, Paula, "No More Shame," Daily News (Los Angeles, CA) 24 June 1991. NewsBank WEL 25:G12.

value of the material

sexual abuse by father

This source does not have an author.

working bibliography number

location of the source

SIRS Folder

9

source

"Surrogate Motherhood: An Ethical and Moral Dilemma," USA Today (Nov. 1987). SIRS Family, vol. 3, art. 97.

value of the material

evaluation of the arguments for & against

B. Revise the working bibliography as necessary.

- New cards must be made as new sources are found. Continue to number the new cards from the last number that you used.
- Eventually some cards might be removed (but not destroyed) as the sources are found to be of no use to the topic.

SOURCES TO CHECK WHEN CONDUCTING A PRELIMINARY SEARCH OR COMPILING A WORKING BIBLIOGRAPHY:

BOOKS

Reference
Non-fiction
Fiction

MAGAZINES - MTHS Collection

Collection of over 150 magazine titles

Issues retained for 5 years

Microfiche for Time, Newsweek, Sports Illustrated and Psychology Today

SOURCES

Opposing Viewpoints Series

Ideas in Conflict

The Reference Shelf

Current Controversy

Taking Sides on Controversial Issues

The New York Times Index

Facts on File

Editorials on File

Editorial Research Reports

Cross References Index

Indexes

Interviews

AV materials

Documentaries

ONLINE RESOURCES

- HS Library Search - catalog for MTHS library
- MT Libraries - for all school libraries in the Manheim Township School District
- ACCESS PENNSYLVANIA - OPAC (Online Public Access Catalog) for public, school and academic libraries in Pennsylvania
- SIRS Researcher - database indexing social issues, science, global perspectives, and critical issues; articles may be supplied in-house or printed out
- ProQuest - database indexing magazines and newspapers; articles may be supplied in-house or printed out
- Encyclopedia of Science and Technology - full-text science encyclopedia
- Monarch Notes - located on computer outside library workroom
- Scribner's American History and Culture - number 2 computer next to circulation desk
- Eric (online)

- Online Resource Folder

Access PA Online
Access PA Power Library
Diversity Your World
Facts on File
GaleNet
Grolier OnLine
ProQuest
SIRS Researcher

(Online resources subject to change.)

Reference sites

Digital Librarian
Virtual Reference Desk
ICONNECT2
Internet Public Library
WWW Virtual Library
Information Please Almanac
Dictionaries-CLICK on Dictionaries to access Roget's Thesaurus and Bartlett's Familiar Quotations

News sites

Washington Post
LA Times
USA Today
CNN
Ecola
New York Times
Lancaster Newspapers

NOTE CARDS

Note taking is an ongoing process from the first investigation of the topic to the assembling of notes prior to the writing of the final draft.

I. Mechanics

- A. A separate 4" x 6" or 5" x 8" index card is used for each note.
- B. Information on any given note card should relate to just one topic. Ignoring this rule will cause major problems later when organizing your notes.
- C. The following information should appear on each card:
 1. Enter the number of the corresponding working bibliography card in the upper right-hand corner to show the source of the note.
 2. Place the number of the page where the note can be found at the bottom of the card. If a microfiche is the source, then use the grid number for the identifying location. If the source does not have page numbers, use the abbreviation n. p. at the bottom of the card.
 3. Write a topic heading in the upper left-hand corner
 - a. As you begin to read, you will soon discover similar kinds of information about your topic. The topic headings for your cards will develop from this information.
 - b. Be specific in writing topic headings, but limit the number you use.
 4. Write the note itself using one of the following types.

II. Types of Notes

- A. **Paraphrase note** is a restatement of the content of the passage.
(Caution must be taken to avoid plagiarism. See page i of this handbook)

working bibliography number

topic heading

advocacy for
surrogate motherhood

9

paraphrase note

when a woman decides to become a surrogate mother, she is "carrying" the baby for someone else, and this "carrying" constitutes a service for payment. In some states a woman has the right to an abortion; therefore, she has the right to "carry" another person's child. A woman also has the right to give her own child away for adoption. All of these points are made by advocates of surrogate motherhood.

page number
(this source does not have
numbered pages)

n.p.

Directions: *On a separate piece of paper, write a paraphrase of each of the following passages. Try not to look back at the original passage.*

1. "The Antarctic is the vast source of cold on our planet, just as the sun is source of our heat, and it exerts tremendous control on our climate," [Jacques] Cousteau told the camera. "The cold ocean water around Antarctica flows to mix with warmer water from the tropics, and its upwellings help to cool both the surface water and our atmosphere. Yet the fragility of this regular system is now threatened by human activity." From "Captain Cousteau," Audubon (May 1990):17.
2. The twenties were the years when drinking was against the law, and that was a bad joke because everyone knew of a local bar where liquor could be had. They were the years when organized crime ruled the cities, and the police seemed powerless to do anything against it. Classical music was forgotten; jazz spread throughout the land, and men like Bix Beiderbecke, Louis Armstrong, and Count Basie became the heroes of the young. The flapper was born in the twenties, and with her bobbed hair and short skirts, she symbolized, perhaps more than anyone or anything else, America's break from the past. From Kathleen Yancey, English 102 Supplemental Guide (1989): 2.
3. Of the more than 1000 bicycling deaths each year, three-fourths are caused by head injuries. Half of those killed are school-age children. One study concluded that wearing a bike helmet can reduce the risk of head injury by 85 percent. In an accident, a bike helmet absorbs the shock and cushions the head. From "Bike Helmets: Unused Lifesavers," Consumer Reports (May 1990): 34.
4. Matisse is the best painter ever at putting the viewer at the scene. He's the most realistic of all modern artists, if you admit the feel of the breeze as necessary to a landscape and the smell of oranges as essential to a still life. "The Casbah Gate" depicts the well-known gateway Bab el Aassa, which pictures the southern wall of the city near the sultan's palace. With scrubby coats of ivory, aqua, blue, and rose delicately fenced by the liveliest gray outline in history, Matisse gets the essence of a Tangier afternoon, including the sub presence of the bowaab, the sentry who sits and surveys those who pass through the gate. From Peter Plagens, "Bright Lights," Newsweek (26 March 1990): 50.

5. While the Sears Tower is arguably the greatest achievement in skyscraper engineering so far, it's unlikely that architects and engineers have abandoned the quest for the world's tallest building. The question is: Just how high can a building go? Structural engineer William LeMessurier has designed a skyscraper nearly one-half mile high, twice as tall as the Sears Tower. And architect Robert Sobel claims that existing technology could produce a 500-story building. From Rob Bachman, "Reaching for the Sky," Dial (May 1990): 15.

When you've completed the exercise, compare them with our sample answers located after the NOTE CARD section (p. 6).

B. **Summary note** is a brief restatement in the researcher's own words of the content of the reading.

working bibliography number

topic heading	Survivor's Stories	4
summary note	Survivors of the concentration and death camps tell of their personal horrors. Elma Ahmic, 17, is haunted by memories of her family's being killed; Enes Hadzic, 36, relives the two months spent in a detention camp; Tesma Elezovic, 45, tries to forget the raping of her friends and pillaging of her home town; Nazif Bieganaovic, 59, tells of his former friends and neighbors who are now his enemies.	
page number	48-51	

The difference between a summary and a paraphrase is that "a summary includes only the main idea of a reading selection; a paraphrase includes all the ideas in a reading selection. While a summary is much shorter than the reading selection, a paraphrase may be the same length or a little shorter" (Sebranek, Kemper and Meyer 216).

C. **Direct quotation** is an exact quoting of the author's words when summary or paraphrase might risk misinterpretation or when the uniqueness of the author's own phrasing will lend color to the paper.

working bibliography number

topic heading	Reasons for Tribunal	4
direct quotation	As Theodor Meron, professor of international law at New York University Law School, says: "The credibility of international humanitarian law demands a tribunal to hold accountable those responsible...and these trials should deter those who envisage 'final solutions' to their conflicts with ethnic and religious minorities."	
page number	50	

C. **Direct quotation with researcher's comment** is an exact quotation with the researcher's comments added beneath the quote.

1. Using this method means that the researcher should develop some system to designate his/her own remarks. A suggestion is to use brackets to set the comment apart from the quote.
2. Using this type of note is beneficial because the researcher is thinking and analyzing as he/she takes notes.

working bibliography number

topic heading	Beatles' album cover and drug use	2
direct quotation	<p>On the album cover, "Sgt. Pepper's Lonely Hearts Club Band," there is a depiction of "a montage of famous people surrounding The Beatles, dressed in colorful band uniforms...and a grave surrounded by marijuana plants."</p> <p>[This cover was supposed to show that the Beatles were giving up drugs. I have to find evidence that this was so.]</p>	
page number	63	

Special Situations

Quotations must be written exactly as the information is found in the source, with each word, spelling, capitalization, punctuation written exactly as it is found in the source.

- a. To note an error in the original source, such as an incorrect spelling or date, write the incorrect spelling as it is found followed by sic, enclosed in brackets ([]) if it interrupts a sentence, enclosed in parentheses otherwise.
- b. To provide information omitted from the passage, write the information in brackets.
eg.: "These writers [Dickens and Chaucer] are superior in their rendering of characters."
- c. To omit words or phrases not relevant to your topic, use an ellipsis, which is three alternating dots and spaces.
eg.: (original) "The costs, which were higher than the advertisement stated, were over two million dollars."
(deleted) "The costs. . . were over two million dollars."
If the omission comes at the end of the sentence, add a fourth dot to indicate the period of the sentence.

E. Note from a source which quotes passages from another source.

working bibliography number

topic heading	Jody matures in "Leader of the People"	1
note taken from source within a source	Bruce K. Martin in his evaluation of "The Leader of the People" believed that Jody "becomes aware of the problems of being an adult."	
page number	378	

Sample Working Bibliography Card for this type of source.

working bibliography number

call number (if needed)	Call #813 Ref	1
source	"John Steinbeck," <u>Contemporary Literary Criticism</u> (1982), vol. 21, 365-393.	
value of material	Different writers comment about Steinbeck's books. Keep track of names of these writers while taking notes.	

Practice in Paraphrasing -- Sample solutions to exercises

For information on paraphrasing sources, see the handout, "Paraphrasing." For information on other ways to cite sources, see the handout, "Quoting, Paraphrasing, and Summarizing."

1. According to Jacques Cousteau, the activity of people in Antarctica is jeopardizing a delicate natural mechanism that controls the earth's climate. He fears that human activity could interfere with the balance between the sun, the source of earth's heat, and the important source of cold from Antarctica's waters that flow north and cool the oceans and atmosphere.
2. During the twenties lawlessness and social non-conformity prevailed. In cities, organized crime flourished without police interference, and in spite of the nation-wide prohibition of liquor sales, anyone who wished to buy a drink knew where to get one. Musicians like Louis Armstrong became favorites, particularly among young people, as many turned away from highly respectable classical music to jazz. One of the best examples of the anti-traditional trend was the proliferation of young "flappers," women who rebelled against custom by cutting off their hair and shortening their skirts.
3. The use of a helmet is the key to reducing bicycling fatalities, which are due to head injuries 75% of the time. By cushioning the head upon impact, a helmet can reduce accidental injury by as much as 85%, saving the lives of hundreds of victims annually, half of whom are school children.
4. Matisse paintings are remarkable in giving the viewer the distinct sensory impressions of one experiencing the scene first hand. For instance, "The Casbah Gate" takes one to the walled city of Tangier and Bab el Aassa gateway near the Sultan's palace, where one can imagine standing on an afternoon, absorbing the splash of colors and the fine outlines. Even the sentry, the bowaab vaguely eying those who come and go through the gate, blends into the scene as though real.
5. How much higher skyscrapers of the future will rise than the present world marvel, the Sears Tower, is unknown. However, the design of one twice as high as this is already on the boards, and an architect, Robert Sobel, thinks we currently have sufficient know-how to build a skyscraper with over 500 stories.

THESIS STATEMENT

A thesis statement is a statement of **opinion**. It is your own opinion derived from the research that you have done.

Writing a thesis statement allows you to decide **just what you intend to do in the paper**. Once you know this, you will be able to focus and refine your note taking. You will also be able to decide what aspects of the topic you have researched sufficiently and what aspects require further investigation.

The thesis will eventually be a one sentence statement of the design or pattern of your paper. Bear in mind that it must do two things: It must correspond to the evidence of your sources without distorting the evidence; and it must provide the reader with the meaningful design.

(Sears 33)

The thesis statement allows you to focus the intent of your paper in one sentence. It will provide purpose and direction for both the content and the organization of the paper.

Drafting the thesis statement:

Expect to revise your thesis statement several times before it is ready for use in the final copy of your paper.

At first, try saying your opinion aloud, saying it to a friend, or writing it down in whatever way the words first come to mind.

Then as you begin to revise, do the following things:

1. Avoid artificial phrasing or the use of first person pronouns such as,
 - a. This paper will be about . . .
 - b. My purpose is to . . .
 - c. I am going to write about . . .
2. Make certain that the sentence states an intent. Make it provide some direction for the development of the content that you have in mind for the paper.

3. Next, begin to polish the wording of the sentence.

“After your thesis has been clearly established...you may feel it lacks ‘sparkle’” (English and Jackson 54).

Read the following examples of ways to polish the wording:

One student writing on alcoholism had framed her thesis this way:

Alcoholism is becoming a problem with American youth because of its easy availability, advertising, and parental acceptance.

She felt that while the sentence clearly communicated her purpose, it failed to express the severity or magnitude of the problem. She decided to analyze her word choice to determine whether or not other words might better serve her purpose.... At least four choices of sentence patterns might have helped her accomplish her purpose.

<u>Sentence Pattern</u>	<u>Refinement</u>
1. Reduce wordiness by exchanging the verb “is” for a more active verb: “increases.”	Alcoholism <u>increases</u> at a staggering rate among American youth because of its easy availability, advertising, and parental acceptance.
2. Vary the sentence pattern by introducing a phrase defining the subject or adding explanatory information.	Alcoholism, <u>a disease affecting four hundred thousand American teenagers</u> , increases at a staggering rate because of easy availability, seductive advertising, and parental acceptance.
3. Distinguish between major and minor ideas by creating subordinate clauses and phrases.	<u>Although recognized as a grave disease</u> , alcoholism increases at an alarming rate because of its easy availability, seductive advertising, and parental acceptance.
4. Invert the sentence, presenting the blueprint first.	<u>Easy availability, seductive advertising, and parental acceptance</u> contribute to the alarming increase in alcoholism among American youth.

(English and Jackson 54-55)

"Remember that your thesis should express clearly to you and to others the purpose, central idea, or intent of the paper. Keep the thesis in mind as you proceed, for it should be the backbone and nerve center of your paper" (Sears 44).

OUTLINE

Writing an outline is a pre-writing activity. It will help you to pull your information together as you begin to plan the content for the paper. It will also help you to focus your note taking.

Think of an outline as a step on the way to the final copy of the paper. Over the time that passes from the outline to the final copy, you will find that you have made some changes and improvements in the content and perhaps in the organization, as well.

To begin the outline follow these steps:

1. Assemble all notes.
2. Sort cards according to topic headings.
3. Decide which are major topics and which are subtopics of the major topics.
4. Put aside unused cards.

It may be that you have some notes that will not be relevant to your thesis. Do not discard these cards, however, since the content of your paper is not yet certain.

5. Choose a pattern of organization; for example:

Chronological order presents facts in the order which they occur.

General-to-particular states a broad topic and proves it with specifics.

Particular-to-general gives facts and examples and draws a generalization from them.

Logical order presents ideas in a step-by-step process.

Cause-to-effect shows conditions as having certain effects.

Effect-to-cause states a result and examines the reasons for the result.

(Turabian 48-49)

Several different formats are possible for an outline. Teachers may direct the choice of format according to student needs or the nature of the topic.

Place the thesis statement at the beginning of the outline no matter which format you use.

Ordinarily, introductory and concluding paragraphs are not included on an outline. An outline is used to organize the information for the main body of the paper.

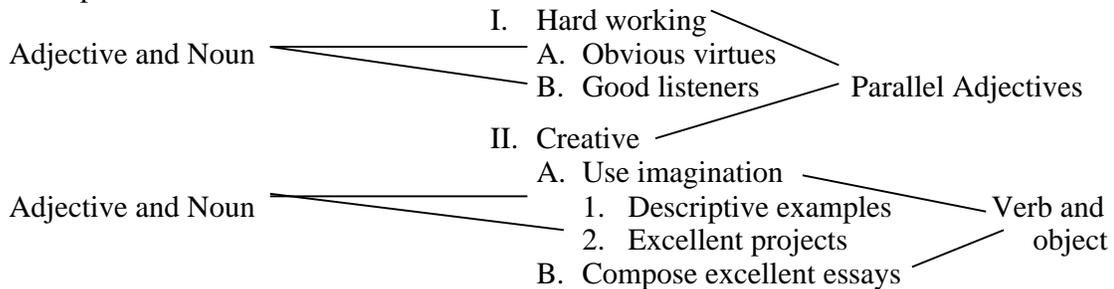
HARVARD OUTLINE FORMAT

1. Place the title of your paper and your thesis statement at the top of your outline.
2. The purpose of the outline is to specify the important ideas that will be developed in your paper.
3. Avoid dividing your outline into Introduction, Body, and Conclusion.
4. If you have a **I**, you must also have a **II**. This holds true for all of your subdivisions.
5. Make sure all of your main headings are of equal value.

Example:	<p>Unacceptable</p> <p>Ben's Test Failure</p> <p>I. Events leading to the failure</p> <p>II. Failure</p> <p>III. Excuses given to the teacher</p> <p>IV. Beth</p> <p>V. Mary Jane</p>	<p>Acceptable</p> <p>Ben's Test Failure</p> <p>I. Events leading to the failure</p> <p>II. Failure</p> <p>III. Excuses given to the teacher</p> <p style="padding-left: 20px;">A. Beth</p> <p style="padding-left: 20px;">B. Mary Jane</p>
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6. Indent subtopics. All letters or numbers of the same kind come directly under one another in a vertical line.
7. Begin each topic with a capital letter. No other word in the topic besides the first one should be capitalized unless it is a proper noun or a proper adjective.
8. Do not place a period at the end of topics.
9. Main topics should be parallel in form. For example, in a list of topics, if the first one is a noun, the others should be nouns; if it is an adjective, the others should be adjectives, etc. Subtopics do not have to be parallel in form with the main topics.

Example:



10. The standard outline may be written as a topic outline or as a sentence outline at the teacher's discretion. A topic outline uses words or phrases for all entries and no punctuation. A sentence outline uses complete sentences for all entries and correct end punctuation.
11. Your first outline will not necessarily be your final outline; you may revise it as many times as necessary.

Harvard Outline Format Model

- I.
 - A.
 - 1.
 - a.
 - (1)
 - (a)
 - (b)
 - (2)
 - b.
 - 2.
 - B.
- II.

PARENTHETICAL CITATION

Parenthetical citation is an acknowledgment of a source used in the paper. Acknowledgment of the source must be given for the following situations:

1. Information learned from a source, regardless of whether you have quoted it or said it in your own words. The following list has examples of content that would need to be cited.
 - surveys
 - statistics (such as percentages, etc.)
 - predictions
 - opinions
 - judgments
 - analyses
 - criticisms
 - ideas
 - definitions
 - conflicting data
2. Any information quoted directly from a source. Caution should be used when quoting directly from a source.
 - It is legitimate to quote experts and professionals; however, this content may also be paraphrased. **You as the researcher are responsible for checking the validity and credibility of the individual cited.**
 - It is advisable to quote technical/scientific information that is difficult to paraphrase.
 - It is legitimate to quote passages from primary sources in papers of literary analysis.
 - It is never advisable to quote an entire paragraph.
 - Direct quotes should be used sparingly.
 - Never directly quote information that can be paraphrased, no matter what the source.
3. Any maps, charts, pictures, graphics or other pictorial displays used from a source or scanned from the Internet.

Note: Information included that is considered to be part of the common body of knowledge about the topic is NOT to be cited. Example: William Shakespeare was born in 1564.

METHOD

Generally a parenthetical citation will include **the author's last name and a page number**; however, certain sources require specific forms, and you will need to check the specific examples given below.

With quoted passages, the citation comes immediately after the quotation marks. With information which is not directly quoted, the citation may be placed at the end of the phrase or clause or at the end of a sentence, but not at the end of a full paragraph unless the entire paragraph is borrowed information.

Use the space bar once before typing the citation. A mark of punctuation, such as the period at the end of a sentence or a comma in your sentence, goes after the citation.

Remember that the aim of documentation is to keep the citation as short as possible. The citation must also direct the reader to the bibliography page in order to locate the proper source.

Examples of Parenthetical Citations

I. BOOKS

A. Book by one author

1. If the author's name is stated in the paper and his/her words are quoted or not quoted, then give only the page number.

As Warren French makes clear, The Grapes of Wrath is not only about the difficult living conditions among the Okies, but also is about the "education of the heart" (94).

2. If the author's name is not stated in the paper, but his/her words are quoted from the source, then give the author's last name and page number.

The Grapes of Wrath, however, is not just about the migration of farm workers during the depression but also about the "education of the heart" of the Joad family (French 94).

B. Two or more authors

1. If both last names are evident in the paper, use only the page number.

John Cournos and Sybil Norton describe The Grapes of Wrath as "a profoundly moving book, an epic of endeavor and courage as native as any novel this country has produced" (155).

2. If authors' names are not stated in the paper, use both last names and the page number.

Critics have called The Grapes of Wrath "a profoundly moving book, an epic of endeavor and courage as native as any novel this country has produced" (Cournos and Norton 155).

3. If the book has more than two authors, use the last name of the first author listed on the title page, followed by a comma and the abbreviation et al. A typical parenthetical citation would read (Smith, et al. 160).

II. MAGAZINES AND NEWSPAPERS

A. Magazine articles with an author

Automobile accidents are the leading cause of death for teenagers. They account for more than 30,000 deaths and 400,000 injuries each year (Purdy 19).

B. Magazine articles without an author

Researchers at the Mayo Clinic have found no connections between women who have silicone implants and a variety of diseases, such as arthritis and lupus ("Silicone Scare: A False Alarm?" 49).

Note: If the article title contains more than five words, use the first word, then an ellipsis, and then the last word. Do not consider a, an, or the as a first word.

C. Newspaper articles with an author

Pennsylvania's legislators are now required to turn in receipts for expenses in order to receive reimbursement (Eshleman A1).

Note: Some newspapers identify sections by letter and pages by number. If so, be certain that you give both, as in the example above. For unauthored articles begin with the headline, followed by location.

III. NEWSBANK, SIRS, SIRS SCIENCE, AND ERIC

- A. NEWSBANK is a source taken from a newspaper index, but the source itself must be read on microfiche.

Riverkeeping programs have been established to provide personnel to monitor the waters, the wildlife, and the fishermen (Bethea A4).

Note: The parenthetical citation includes the author's name and the grid number. If the article does not have an author, the headline of the article is used.

- B. SIRS is a source taken from a magazine/pamphlet index, but the source itself is a reprint which can be obtained at the library checkout desk.

Although over 7 million children are in state-licensed child care centers, about 4 million others are in a "family day care" network, which includes not only grandmothers and aunts, but the neighbor friend who "watches children for pay" (Jordon n. p.).

Note: If the article does not have an author, the title of the article begins the citation.

- C. SIRS SCIENCE is a source taken from a magazine index which includes medical, life, applied and earth science subjects. The source is available in a reprint from the checkout desk.

Note: The citation for this source is done the same as a regular SIRS.

- D. ERIC is a source of educational materials taken from journals, dissertations, and government documents. These articles must be read on microfiche.

Thirty-eight percent of Chicago's schools are now being led by principals who were not in supervisory positions when the reform programs began (Hess 5).

IV. LITERARY REFERENCE BOOKS

- A. Some reference books such as American Writers, Dictionary of Literary Biography, and some encyclopedias will identify the author of the article. When the name is given, the last name and page number will be used in the parenthetical citation. If the name is used in the text of the paper, however, it will not be repeated in the citation, as with the examples for BOOKS given previously.

Note: Look at the end of an article as well as at the beginning to find out whether the author of the article is named.

- B. Some reference books do not give the name of the author of the article. These might include sources such as Contemporary Literary Criticism and Contemporary Authors.

For these sources, use standard abbreviations rather than writing the article title in the citation. Use CLC for Contemporary Literary Criticism and CA for Contemporary Authors. Write the volume number, followed by a colon. Then, without spacing, give the page number. It is commonly accepted that the number before a colon is the volume number, and the number after is the page number.

Among the prizes which John Steinbeck won are the Nobel Prize for Literature in 1962 and the Pulitzer Prize in 1940 (CLC 21:365).

- C. When the book that you used quotes information from another source, use **qtd. in** (quoted in) at the start of the parenthetical citation. For example, CLC contains passages quoted from other sources. The citation would read as follows:

1. Author named in the text of the paper

Bruce K. Martin points out that in "The Leader of the People," Jody becomes more aware of the problems of being an adult (qtd. in CLC 21:378).

2. Author not named in the text of the paper

In one of The Red Pony stories called "The Leader of the People," Jody becomes more aware of the problems of being an adult (Bruce K. Martin qtd. in CLC 21:378).

3. Speaker named in the text of the paper

Steinbeck said that the publication of Cup of Gold in 1929 "pays enough for me to live quietly and with a good deal of comfort" (qtd. in Astro 45).

If Steinbeck's name were not mentioned in the sentence, the parenthetical citation would read (Steinbeck qtd. in Astro 45).

- D. You might need to cite one selection which is published in a collection. This can occur with a short writing such as a poem, essay, or short story. Begin with the name of the writer of the selection that you read.

(Steinbeck, "Leader" qtd. in Day and Bauer 291)

In the example above, John Steinbeck's story "The Leader of the People" is published in The Greatest American Short Stories edited by A. Grove Day and William F. Bauer.

V. LITERARY WORKS

- A. Citing lines from novels

1. Author's name given in the text of the paper

In John Steinbeck's Of Mice and Men, George Milton, a migrant worker, says, "Guys like us, that work on ranches, are the loneliest guys in the world" (15).

2. Author's name not given in the text of the paper

The Depression Era produced several novels about migrant workers. In one of them, Of Mice and Men, George Milton characterizes the lives of migrant workers when he says, "Guys like us, that work on ranches, are the loneliest guys in the world" (Steinbeck 15).

3. If more than one work by the same author is listed in the bibliography, or if the title is not evident in the text of the paper, write the author's name, the title (or a shortened version of it), and the page number. As in previous examples, if the author's name or the title is already given in the text of the paper, it does not need to be repeated in the citation.

Among the precise descriptions of characters in American literature is this one of Billy Buck: "He was a broad, bandy-legged little man with a walrus mustache. . ." (Steinbeck, The Red Pony, 3).

B. Citing lines from plays

1. A play divided by acts, scenes, and line numbers

Note: A capitalized Roman numeral indicates the act, a lower case Roman numeral indicates the scene, and Arabic numbers indicate the lines.

When Juliet discovers that Romeo is a Montague, she attempts to discount the significance of his family name by saying, "What's in a name? That which we call a rose/ By any other name would smell as sweet" (Shakespeare, Romeo and Juliet, II, i, 85-86).

Note: The slash (/) after "rose" indicates the division between the two lines of the play.

Note: If the author's name and/or the title of the play have already been given in the text of the paper, they should not be repeated in the citation. (II,i,85-86)

2. Plays not divided by acts, scenes, and lines

Give the author's last name and the title of the play (or a shortened version of it) if these are not given in the text of the paper, the act (if the play is divided by acts), and the page number.

(Miller, Death of A Salesman, I, 27) or (I, 27)

C. Citing lines of poetry

- Use Arabic numbers to indicate the line or lines being quoted. If one line is quoted, use I. If more than one line is quoted use II.

As the poem begins, the speaker in "The Road Not Taken" is confronted with a choice between two paths to take: "Two roads diverged in a yellow wood,/ And sorry I could not travel both. . ." (ll. 1-2).

Note: When one or two lines of poetry are quoted, they may be written within the sentence. Use the slash (/) to indicate where one line of the poem ends and another begins. When more than two lines are quoted, the lines must be indented ten spaces from the left margin. When the lines are indented in this way, the slash is no longer used, and the lines should be set up as they are in the poem.

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;
(ll. 1-5)

D. Citing a review of a literary work

1. Book review in print with author and page number given

(Lehmann-Haupt 20)

2. Book review in print without an author's name

(Jungle, Masterplots 3095)

3. Book review on M.A.S.

(Color Purple, M.A.S.)

VI. REFERENCE BOOKS

A. Reference book with an author

Lord Wilson was born in Yorkshire, England, attended Oxford University, and taught economics there for two years (Ross 319).

B. Reference book without an author

Fletcherism is a method of eating whereby digestion is greatly improved (Webster's . . . Dictionary 245).

VII. MISCELLANEOUS

- A. Filmstrip: Use title of filmstrip and number of frame being referred to.

John Steinbeck firmly believed that living personally in a town gave him greater insight to the characters (John Steinbeck frame 12).

- B. Works of Art reproduced: Use name of artist, book where picture is found, and page number.

The color in Georgia O'Keeffe's The Tent has a spiritual vibration (O'Keeffe in The Art . . . O'Keeffe 13).

- C. Bible: Use the book of the Bible, chapter number, and the verse(s) number.

"And the Lord said unto Moses, Hew thee two tables of stone like unto the first; and I will write upon these tables the words that were in the first tables, which thou brakest" (Exodus 34:1).

EXAMPLES OF BIBLIOGRAPHY ENTRIES

The purpose of a bibliography is to provide your reader with a list of the sources that were used for the information in the paper. It is placed at the end of the paper.

Use a separate page or more to list the sources. The Writing Center material gives directions for the spacing of the bibliography page.

CONTENT OF AN ENTRY

1. Author's last name first, then a comma, and then the first name, and then a period.
2. Title of the book or the title of the article, followed by the name of the magazine, newspaper, or other type of source.
3. Publishing information or dates or grid numbers as needed. *See examples.*

Note: No page numbers are found in bibliography entries except when single sections are used, such as articles within a magazine, chapters within a book, or individual entries in an encyclopedia.

The list of sources is arranged in alphabetical order by the author's last name or by the title if no author's name is given. Do not consider a, an, or the when alphabetizing.

Be very careful with punctuation in a bibliography entry. Use the examples given below as the models for your work.

I. BOOKS

A. A book with one author

Steinbeck, John. The Red Pony. New York: Bantam Books, Incorporated, 1938.

B. A book with two or three authors

Cournos, John, Sybil Norton and Patrick Sebranek. Famous Modern American Novelists. New York: Dodd, Mead & Company, 1959.

Some handbooks for the writing of research papers will use the terms "Works Cited" or "List of Sources" in place of the word "Bibliography." Teachers may have individual preferences about the term to be used.

- C. A book with more than three authors

Smith, James E., et al. A Writer's Handbook. Glenview, IL: Scott, Foresman and Company, 1985.

- D. A book with an editor or editors rather than author. Use the abbreviation ed. after the name if there is one editor; use eds. if there is more than one.

Steinbeck, Elaine and Robert Wallsten, eds. Steinbeck: A Life in Letters. New York: The Viking Press, 1975.

- E. A book which has been translated

Dostoevski, Feodor. Crime and Punishment. Translated by Constance Garnett. New York: Dell Publishing Co., Inc., 1959.

- F. A book with an anonymous author. Begin the bibliography entry with the title and alphabetize by the first letter of the title, not using a, an, or the.

A Guide to Our Federal Lands. Washington: National Geographic Society, 1984.

- G. One selection used from a book which is a collection of many selections (short stories, essays, poems, etc.).

1. One selection from a collection of selections which are all written by the same person.

Wagenknecht, Edward. "Two Kinds of Novelists: Steinbeck and Marquand," Cavalcade of the American Novel. New York: Holt, Rinehart, and Winston, 1952.

2. One selection from a collection of selections written by different authors and compiled by an editor or editors.

Steinbeck, John. "The Leader of the People," The Greatest American Short Stories edited by A. Grove Day and William Bauer. New York: McGraw Hill Book Company, Inc., 1953.

- H. A collection of selections from which more than one selection is used. List the book only once.

Day, A. Grove and William F. Bauer. The Greatest American Short Stories. New York: McGraw Hill Book Company, Inc., 1953.

II. MAGAZINES and NEWSPAPERS

MAGAZINES

A. Article with an author's name

Purdy, Candy. "It Only Takes a Second," Current Health April 1994, 19-20.

B. Article without an author's name

"Silicone Scare: A False Alarm?" Newsweek 27 June 1994, 49;52-54.

Note: Because this article title ends in a question mark, a comma is not needed.

Note: In II B use a semi colon to indicate an interruption in pagination.

NEWSPAPERS

A. Article with an author's name

Eshleman, Russell, Jr. "PA judges must account for expenses," The Philadelphia Inquirer 28 June 1994, A1.

Note: If an article does not have an author, then begin with the headline.

Note: Capitalize only the words capitalized in the headline.

III. REPRINTS

SIRS, SIRS SCIENCE

A. Library-owned article with an author's name

Jordon, Ann. "Dueling with the Day Care Lobby" (Governing Nov. 1992). SIRS Family, vol. 4, art. 100.

B. Article without an author's name. Write the entry exactly as the one above; however, start with the title of the article.

ERIC

Hess, Alfred G., Jr. School Restructuring, Chicago Style: A Midway Report. Chicago, IL: Chicago Panel on Public School Policy and Finance, 28 February 1992. ERIC ED 344 300.

IV. ONLINE RESOURCES

Note: In parenthetical citations for all of the following sources, if no author is given and the article title is lengthy, an abbreviated version of that title may be used. Ask your teacher for guidance. Full article titles must be used in bibliography entries.

A. Online Reference Book:

- Encyclopedias
- Other reference books

How to format a parenthetical citation

- Last name, first initial (often located at end of article--often no author is given)
- If no author is given, use title of the encyclopedia entry placed inside quotations

Sample:

(Smith, N.) or ("Battle of Gettysburg")

How to format a bibliography entry

- Last name, first name
- Title of the encyclopedia entry placed inside quotations
- Title of encyclopedia underlined
- [Online]
- Available: URL address
- Date that you accessed the file

Sample:

Smith, Nancy. "Battle of Gettysburg" Encyclopedia Britannica [Online]. Available: <http://www.ed.com.civil war/battles/> (5 October 1999).

"Battle of Gettysburg" Encyclopedia Britannica [Online]. Available: <http://www.ed.com.civil war/battles/> (5 October 1999).

B. ProQuest

- Magazine articles
- Newspaper articles

This source enables you to locate articles in magazines to which our library subscribes. If you use the actual magazine from the library, refer to page 20 for citation form and page 28 for bibliographic form. In addition, it contains articles in back issues as well as articles in periodicals to which our library does not subscribe. These articles must be printed and submitted with your paper. This source also contains newspaper articles from across the country and around the world.

How to format a parenthetical citation:

- Last name, first initial. (In newspaper articles the author is the name found in the byline.)
- If there is no author, use the title of the magazine article placed inside quotations. Be sure to capitalize first letters of words in the title. (In newspaper articles the headline is considered the title of the article.)

Sample

(Sharpe, R.) or ("Pavarotti Visits the Met")

How to format a bibliography entry:

- Last name, first name
- Title of magazine article or newspaper headline placed inside quotations
- Name of magazine or newspaper underlined
- Date of publication
- ProQuest
- Library name, name of city
- Date that you accessed file
- <http://proquest.umi.com/pqdweb>

Sample

Sharpe, Rudolph. "Pavarotti Visits the Met." Opera 5 April 1998. ProQuest. Manheim Township H. S. Library, Lancaster, PA. 18 November 1999. <<http://proquest.umi.com/pqdweb>>.

Schlichter, James. "Ex-Teacher Shoots Hole-in-One." Lancaster New Era 7 April 1998. ProQuest. Manheim Township H. S Library, Lancaster, PA. 1 March 1999. <<http://proquest.umi.com/pqdweb>>.

C. EBSCO

- Newspapers
- Magazines
- Journals
- Pamphlets
- Funk and Wagnalls Encyclopedia
- Reference books
- Magill's Book Reviews

This source contains 13 databases which cover fields such as business, health, and education. It is possible to access the complete list of titles within each database. This source is especially useful because it contains pamphlets and journals not found in ProQuest. These articles must be printed and submitted with your paper.

Sample

Lanken, Dane. "When the Earth Moves." Canadian Geographic March-April 1996: 66-73. MasterFILE Premier on-line. EBSCO Publishing. Manheim Township H. S. Library, Lancaster, PA. 15 April 1998. <<http://www.epnet.com/ehost/login.html>>.

D. SIRS Online

This source is a database which specializes in newspapers, magazines, pamphlets, government documents, etc. relating to social issues. The bibliographic format is similar to EBSCO; you must include SIRS Researcher as the name of the database and SIRS Knowledge Source as the publisher.

Sample

Frick, Robert. "Investing in Medical Miracles." Kiplinger's Personal Finance Feb. 1999:80-87. SIRS Researcher. SIRS Knowledge Source. Manheim Township H.S. Library, Lancaster, PA. 10 Feb. 2000. <<http://www.sirs.com>>.

E. GaleNet Databases

- Reference books
- Magazine articles
- Newspaper articles
- Websites
- Multi-media references

This source contains reference materials in most disciplines. It includes significant references such as Contemporary Authors, CLC, American Experience, UXL Science, and some INFOTRAC references. Depending on the topic, this might be a good place to begin your research.

How to format a parenthetical citation:

- Last name, first initial
- If no author is given, use the title of the article placed inside quotation marks

Sample

(Eisinger, C. S.) or ("Herzog: Overview")

How to format a bibliography entry:

- Last name, first name
- Article title
- Publication name
- Publication date
- Database name
- Name of the library where service was accessed
- Name of the city and state where the service was accessed
- Date of access
- URL of the service

Sample

Chester E. Eisinger. "Herzog: Overview." Reference Guide to American Literature Resource Center. 1983. Reproduced in Student Resource Center Bronze, Gale Group. Manheim Township H.S. Library, Lancaster, PA. 19 April 2000. <<http://www.galenet.com>>.

F. Internet Resources

- World Wide Web (www)
- Online images
- Online sounds
- Online video clips
- Although the Internet does contain valuable information, it should not be the first or only place that you look for materials. Because websites appear and disappear daily, don't forget to print out all websites that you might use in your research. Printouts used in the preparation of the paper must be submitted with your paper.

CAUTION: Not every website is a credible source. Some tips which might help you to determine if a source is reliable:

- Many college websites contain student-written papers which are not primary sources and may contain inaccurate information.
- ex. <http://www.millersville.edu/~jones>
- Sites which are labeled home pages with a personal name are not reliable.
- ex. <http://www.redrose.net/~jones>
- Sites which ask you to sign a guest book are also not credible.
- Some sites may look very professional because of sophisticated graphics and layout; however, this presentation is not an indicator of the quality of information.
- Although it is possible to obtain complete research papers from a website, it should be obvious that using these documents is unacceptable. The author may have less knowledge of the subject than you, and the paper could be D quality.

How to format a parenthetical citation:

- Last name, first initial. (some articles may not list an author)
- If no author is given, use title of the article inside quotations
- If no author or title is given, use URL

Sample

(Rice, J.) or ("Peer Mediation Resolves Conflicts") or (<http://www.conflicts.com>)

How to format a bibliography entry:

- Last name, first name.
- Title of article placed inside quotations
- Date of the document or last revision (if available)
- URL address
- Date that you accessed the file

Sample

Rice, Jo-Elle. "Peer Mediation Resolves Conflicts" (26 October 1998).
<<http://www.conflicts.com>>. 8 November 1999.

Some large websites contain several sections, each one titled and perhaps written by different authors. This situation requires you to document each section as a separate bibliography entry. In these websites you must include the name of the individual section as well as the name of the entire site.

Sample

Rice, Jo-Elle. "Conflicts on Playing Fields" Peer Mediation Works in Schools (26 October 1998). <<http://www.conflicts/playingfields.com>>. 8 November 1999.

V. LITERARY REFERENCES

A. Article with the author's name

Look at the end of the article as well as at the beginning to find out whether the author of the article is named.

Astro, Richard. "John Steinbeck," Dictionary of Literary Biography (1981), vol. 9, Part 3, 43-68.

Note: Some volumes of DLB (Dictionary of Literary Biography) are published in separate books labeled Part 1, Part 2 and Part 3; therefore, the volume, part, and page numbers are needed in the bibliography entry. Most other sources will require only volume and page.

The name "John Steinbeck" in the example above is the title of an article about John Steinbeck.

B. Article without the author's name

"John Steinbeck," Contemporary Literary Criticism (1982), vol.21, 365-393.

C. Book Reviews

1. Book review in print. Begin with the reviewer's name when it is given.

a. Review in a magazine or newspaper

Lehmann-Haupt, Christopher. "A Steinbeck Portrait," review of The Intricate Music: A Biography of John Steinbeck by Thomas Kiernan, The New York Times 31 August 1979, 20.

- b. Review in a reference book

The Jungle by Upton Sinclair. Masterplots. Vol. 6, 3094-3096.

Note: Most reference books such as Magill Book Reviews or Masterplots do not identify a writer of the review, as the example above shows. If a reviewer is identified, the bibliography entry should begin with the reviewer's name.

Atchity, Kenneth John, review of Julius Caesar by William Shakespeare. Masterplots. Vol. 6, 3089-3093.

- 2 Book review on M.A.S.

The Color Purple by Alice Walker. Magill Book Reviews. M.A.S. CD-ROM, 1994.

Wilson, John. "Winning the City," review of Winning the City by Theodore Weesner. Magill Book Reviews. M.A.S. CD-ROM, 1994.

VI. LITERARY WORKS

See examples under BOOKS on pages 26-27. For a play, poem, short story, or essay that is published in a collection see Letter G under BOOKS.

VII. REFERENCE BOOKS

- A. Atlas

"East Asia," Hammond Atlas of the World (1992), 41.

- B. Dictionary

"Fletcherism," Webster's Medical Desk Dictionary (1986), 245.

- C. Encyclopedia

Rose, Richard. "Lord Wilson," The World Book Encyclopedia (1994). Vol. 21, 319.

Note: The author of an encyclopedia or dictionary entry is usually found at the end of the entry. If the entry does not have an author, begin with the subject title.

D. Facts on File and Editorials on File

"Czar's Remains Believed Found," Facts on File (1992), 385.

Note: Other types of general reference books include handbooks (Marks' Mechanical Engineers' Handbook), almanacs (World Almanac), directories (Encyclopedia of Associations), and biographical dictionaries (Current Biographies).

VIII. MISCELLANEOUS

A. Filmstrip or Filmstrip Kit

John Steinbeck. Filmstrip. Educational Dimensions. 1968. 80 frames.

B. Movies

It's a Wonderful Life. Dir. Frank Capra. Paramount, 1946.

Note: You may include other information which you think is pertinent, such as the performers.

It's a Wonderful Life. Dir. Frank Capra. With James Stewart, Donna Reed, and Lionel Barrymore. Paramount, 1946.

C. Radio and Television Programs

Note: The information necessary usually includes, in this order: the title of the program (underlined), the network (PBS), the station and city where you heard the program, and the broadcast date.

America Tonight. CBS. WLYH, Lancaster, PA, 29 June 2000.

Note: If the program is one in a series, then the title of the episode (in quotation marks) should precede the underlined title.

"Rocking the Boat," 48 Hours. CBS. WCAU, Lancaster, PA, 29 June 2000.

D. CD-ROM

Note: The following are examples of full-text resources which may be retrieved directly for the computer: World Book Encyclopedia, Grolier Encyclopedia, Magill's Survey of Science, Scribner's American Culture and History, and McGraw-Hill Encyclopedia of Science and Technology. Librarians can supply needed bibliographic data when necessary.

Smith, Mark A. "Molecular Collision Processes," Magill's Survey of Science. CD-ROM. Englewood Cliffs, NJ: Salem Press, Inc., 1993.

E. Performances

Note: An entry for a performance, whether it is a play, concert, ballet, or opera, usually begins with the title (underlined), the director and other pertinent information (such as in the entry for movies), the theater and city where you saw it, and the date of the performance.

Mellon PSFS Jazz Festival. Mann Music Center, Philadelphia, PA, 6 June 2000.

F. Musical Compositions

Shostakovich, Dimitry. Symphony No. 13, Third Movement.

G. Works of Art

Note: Give the artist's name first, underline the work, and then list the museum and the city which houses the work. If the work is reproduced, also give the publishing information for that source.

Rembrandt van Rijn. Aristotle Contemplating the Bust of Homer. Metropolitan Museum of Art, New York.

O'Keeffe, Georgia. Tent Door at Night. Illust. in The Art & Life of Georgia O'Keeffe. By Jan Garden Castro. New York: Crown Publishers, 1985.

H. Interview

Brown, Theodore. Personal Interview. 18 January 1993.

I. Bible

The New English Bible: Oxford Study Edition. New York: Oxford University Press, 1976.

J. Pamphlet

Ross, Danforth. The American Short Story. University of Minnesota Pamphlets on American Writers, No. 14, 1961.

Note: Sometimes an article in a pamphlet does not contain the title of the magazine, newspaper, or any other source. When this occurs, give whatever title appears and indicate the location of the source.

"William Safire: Conversations with an Author." MTHS Pamphlet File.

K. Government Publication

Congressional Record. 7 Feb. 1988:2549-32.

FIRST DRAFT

This prewriting activity allows you to write paragraphs from the information you have organized in the outline. Plan to revise this first draft several times.

I. Your thesis statement should be written to identify clearly the major sections of the paper. This thesis statement will be included in the introduction of your paper. Some writers prefer to write the introduction of the paper first, and others like to wait until the body is written. Whatever your preference, you must begin with a focused thesis statement.

II. With the help of your note cards and the prepared outline, begin to write your paper in paragraph form.

A. Each paragraph should have a topic sentence.

B. All sentences in each paragraph should be centered around the topic sentence of the paragraph.

C. Each of your paper's topics should be developed with examples, facts, statistics, and quotations.

D. Quoted material of **four or more lines** should be set in a **blocked quote**. A blocked quote is **single-spaced, without quotation marks, and indented five spaces on the left and right-hand margins**. After the last line of the quoted material, include end punctuation, and then skip to the next line and place the **parenthetical citation** even with the right margin.

Note: See directions for Formatting a Blocked-Set Quotation in the Writing Center material.

E. Each paragraph should have a final sentence which does one of two things:

1. Provides transition into the topic of the next paragraph.

2. Concludes with a sentence which restates the topic of the paragraph in slightly different words.

III. Acknowledge sources by using parenthetical citations in the text as you write.

IV. Revise the first draft three different ways, using three different operations, as follows:

A. Examine the presentation of content.

1. Is the paper designed around a central idea?
2. Has a method of organization been used? (see page 15)
3. Is the flow of sentences logical, smooth, and fluent?
4. Have transitional sentences been used between paragraphs to keep the ideas moving?
5. Have all words, facts, or ideas from sources been properly acknowledged?
6. Does the introductory paragraph require refinement now that the topic has been fully prepared?
7. Does the paper have an effective conclusion?
 - a. Does the paper come to a satisfactory closure?
 - b. Does the conclusion unify the paper by resolving the thesis statement?

B. Eliminate errors in the mechanics of writing.

1. Faulty pronoun reference
2. Dangling phrases and clauses
3. Faulty parallelism
4. Misspellings
5. Capitalization
6. Punctuation
7. Run-on and fragmented sentences

C. Exchange a revised draft with another class member to peer edit each writer's paper.

1. Read the draft at least twice.
 - a. Read the first time to examine the presentation of the content.
 - b. Read the second time to identify mechanical errors.
2. Do not make changes on your classmate's draft. Discuss the problem with the writer. Only the writer of a draft should make changes in the paper.

THE FINAL COPY

The following sections provide a standard form for use in the final copy of the paper. Teachers in some subject areas may have special requirements. It is necessary to check with individual teachers about these requirements.

These sections are written for use with word processors.

I. Spacing and Margins

- A. The printers in the Writing Center are pre-set with the proper margins. If you will not be printing in the Writing Center, be certain that the printer you use is set for equal margins of 1 inch on the left, right, top, and bottom of the page.
- B. Some teachers will want you to leave a margin of 2 inches at the top of the first page. If so, return 6 times while still in single spacing.
- C. Double space.
- D. Indent the first line of a paragraph 5 spaces. The TAB key is pre-set to indent 5 spaces.

II. Title Page

Use the Writing Center material for the set-up of the title page.

III. Pagination

- A. Pages of a final copy of a paper must have page numbers. Use the directions for PAGINATION that are in the Writing Center material.
- B. No number will appear on the first page. The numbering will begin with a number 2 on page 2. If you want to check the pagination before printing, use PRINT PREVIEW.

IV. Bibliography Page

Use the Writing Center material for the set-up and spacing of the bibliography page.

- A. Use a separate page (two if needed) for the bibliography. When the pages of the final copy are compiled, the bibliography is placed **at the end of the paper**.
- B. List the sources in alphabetical order by the authors' last names. If a source does not have an author, use the first word of the title. The words a, an, and the in a title are not used when alphabetizing.
- C. List all sources together. Do not form separate categories for magazines, books, software, etc.
- D. When there are two or more works by the same author, substitute an unbroken line seven spaces long followed by a period in place of the author's name with the second and succeeding entries.

V. Spellcheck

Use spellcheck after you have completed all revisions.

VI. Proofreading

It is best to proofread the printed copy in order to be certain that there are no mistakes.

- A. Compare the final copy with the first (or most recent) draft. Be certain that you have not omitted words, sentences, quoted lines, parenthetical citations, or other units of information.
- B. Check to be certain that any quoted passage which takes four or more lines of type has been block indented.
- C. Check the parenthetical citations and the bibliography.
 1. Does each word, fact, or idea which comes from a source and each quoted line or passage have a parenthetical citation?
 2. Are all sources that are mentioned in the parenthetical citations and content notes listed in the bibliography?

VII. Clean final copy

- A. Errors found in the proofreading may be corrected in black ink if there are no more than two or three on a page. Use whiteout and neatly make the correction.
- B. If there are more than three errors on a page, the page must be reprinted.

Special Situations

If it is necessary to type the paper rather than using a word processor, use the following directions. Read the preceding directions for a word processed paper before you begin to type.

1. Use unlined 8 1/2 x 11 paper.
2. Leave a 1 inch margin on the left, right, top, and bottom of each page, except on the first page.
3. Double space.
4. Type a page number even with the right-hand margin four lines from the top of the page beginning with page 2.
5. Set up the bibliography page as follows:

Center the word BIBLIOGRAPHY, in all caps, 2 inches from the top of the page.
Triple space under the word BIBLIOGRAPHY.
Single space within the bibliography entries; double space between entries.

ABBREVIATIONS

c	<u>copyright</u> ; used with a copyright date to show when the right was obtained (c1994)
c. or ca.	<u>about</u> (from Latin <u>circa</u> , <u>circum</u>); used with dates. c. 1732 means "about 1732"
cf.	<u>compare</u> (from Latin <u>confer</u>); "cf. the Atlantic Treaty" means "compare with the Atlantic Treaty"
ed., eds.	<u>editor</u> , <u>edited</u> , <u>edition</u> ; <u>editors</u>
e.g.	<u>for example</u> (from the Latin <u>exempli gratia</u>)
et al.	<u>and others</u> (from the Latin <u>et alii</u>); also <u>and elsewhere</u> (from the Latin <u>et alibi</u>)
f., ff.	<u>following page, pages</u> ; p. 25f. means "page 25 and the following page"
ibid.	<u>in the same place</u> (from the Latin <u>ibidem</u>)
i.e.	<u>that is</u> (from the Latin <u>id est</u>)
l., ll.	<u>line, lines</u>
ms., mss.	<u>manuscript, manuscripts</u>
N.B.	<u>note well</u> (from the Latin <u>nota bene</u>)
n.d., n.p.	<u>no date</u> ; publication date not given in the book; <u>no place</u> ; publication place not given in the book
op. cit.	<u>in the work cited</u> (from the Latin <u>opere citato</u>); used to refer to the title of a work previously cited
passim	<u>here and there</u>
p., pp.	<u>page, pages</u>
qtd. in	<u>quoted in</u>
q.v.	<u>which see, whom see</u> (from the Latin <u>quod vide</u>)
sic	<u>thus</u> ; used when a writer quotes a passage containing an error such as a wrong date or a misspelling and he/she wishes to make it clear that the original was copied accurately. [sic] is inserted immediately following the error and is underlined.
v., vv.	<u>verse, verses</u>
viz.	<u>videlicet</u> , meaning "namely"

These abbreviations are commonly found during research and may also need to be used in the writing of the paper. The list is taken primarily from John E. Warriner and Francis Griffith, English Grammar and Composition: Complete course, p. 460.

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