

Research Unit

Guidelines and Procedures

9th and 10th Grade

Edwardsville High School

English Department

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Grade Level Requirements for Completing the Research Paper Process:

All of the following components must be completed in order to receive credit for the research paper. The research paper is a graduation requirement. Students who have plagiarized the research paper will be required to resubmit the paper with proper documentation and/or may be subject to disciplinary consequences. **This includes submitting a paper that does not contain citations.**

Grade 9

Topic:

- Explore and analyze an issue-oriented problem; could be a pervasive or current issue
- The focus is on developing an organized, expanded outline.
- Teacher-determined, student choice

Requirements: Students will follow MLA format for research papers.

1. At least five sources must be utilized; within those five, at least three different types of sources must be represented. A variety of sources could include print, electronic, or digital sources.
2. Show evidence of a note-taking process, which may include fact cards, annotation, or Cornell notes framework.
3. Complete a working outline.
4. Complete a working bibliography.
5. Complete a formal topic or sentence outline based on teacher expectations. Do not mix the forms.
6. Complete a formal presentation including an effective introduction and conclusion.
7. Use a visual aid (ie: Powerpoint, Prezi, Glogster, Wix, Movie Maker, Animoto, etc.) that includes in-text citations.
8. Complete a final Works Cited.

***Honors Freshman Literature and Composition requires an argumentative research paper of suggested length 3-5 pages instead of a formal presentation. Teachers may require an informal presentation.**

All of the following components must be completed in order to receive credit for the research paper. The research paper is a graduation requirement. Students who have plagiarized the research paper will be required to resubmit the paper with proper documentation and/or may be subject to disciplinary consequences. **This includes submitting a paper that does not contain citations.**

Grade 10: World Literature

Topic:

- Explore and analyze a global issue-oriented problem; could be pervasive or current issue.
- The focus is on creating a research-based paper using the elements of argument, including writing a clear thesis statement, supporting the claim with evidence, and introducing and refuting the counterclaim.
- Teacher-determined, student choice for topic

Requirements: Students will follow MLA format for research papers.

1. At least five sources must be utilized; within those five, at least three different types of sources must be represented. A variety of sources could include print, electronic, or digital sources.
2. Show evidence of a note-taking process, which may include fact cards, annotation, or Cornell notes framework.
3. Complete a working outline.
4. Complete a working bibliography.
5. A final topic/sentence outline mapping the final draft's organization of main topics is required.
6. A rough draft with citations and a Works Cited page is required.
7. A formal paper in MLA format including a Works Cited is required.

Suggested page length is 4-6 pages. Teachers may require an informal presentation.

Research Paper Process	
Preparation	
Conduct preliminary research--what has been written on potential topics?	
Select a topic that is argumentative.	
Develop a preliminary (working) thesis statement with a clear position on the issue.	
Research	
Locate a variety of sources and skim the material to determine which sources will provide useful information for the topic.	
Prepare a working outline that includes all major subtopics. (Use Roman numerals for the subtopics)	
Develop a working bibliography of all possible sources that may be used.	
Take notes using a note-taking strategy, including fact cards, annotation, and/or Cornell notes framework.	
Assess what additional information is needed based on note-taking and continue searching for more sources if needed.	
Complete a bibliography entry or source card for each source and add to the working bibliography sheet.	
Drafting	
Modify your thesis statement. Revise your position as necessary based on what the research tells you.	
Write an outline for your rough draft. A sentence outline or topic outline may be used based on individual teacher requirements.	
Write a rough draft which includes a modified thesis statement, introduction, body, conclusion, and parenthetical/in-text citations where appropriate. Include the Works Cited page.	

Revising
Check for the use of transitions between and within paragraphs. (Looping Strategy)
Read your paper out loud. You may need to add or delete information.
Revise the outline to reflect the final paper.
Create the final paper in proper form with in-text citations and the Works Cited page.
Final Paper
Submit all steps of the process (Evidence of note-taking, source information, rough draft outline, rough draft, formal outline, and final paper including the Works Cited).
Notes: No more than 20 percent of the paper can consist of quoted material.
Research materials will not be returned to students to keep.

Your teacher may modify these steps to meet specific assignment needs.

For information on argument vs. persuasion please click on the link below.

[What is the difference between argumentation and persuasion?](#)

The Working Thesis Statement

The working thesis statement is designed to give you a general direction in which your research may go. This first thesis will not end up being your final thesis statement. The working thesis statement is fairly general and is used to help you navigate the research. Your working thesis statement will evolve as you conduct more research.

Examples:

How do I generate a working thesis statement?

1. Ask potential questions for your research:

- a. What cultural conflicts exist between (governments, people, regions) and who is most responsible for the unrest?
- b. How has _____ impacted a particular region and what can be done to improve the situation?
- c. What policies regarding _____ have prevented, escalated, deescalated violence, epidemics, etc.?
- d. What law, policy, rule regarding _____ needs to be created, changed, strengthened, etc.?

2. Try writing your own questions related to ideas you have from surveying preliminary sources.

3. Rework all questions so they appear as statements; these will be your working thesis Statements:

- a. The United Nations and the wealthy countries of the world should be providing more support for Aleppo, Syria.
- b. China should be forced to reduce its global emissions and pollution.
- c. All US public school students should be made to wear a uniform to school.

These statements are unpolished and very general, but they provide a starting place for your research.

Continue to generate questions as you dig deeper into your sources.

Surveying Sources

Once you choose a position for your topic, you will begin to search for information. Information can be found in many different types of sources. You will need to use at least three of the different types. Below is a list of common research sources:

Note: When the source (an article) is “contained” in a larger source (the magazine), the container is a crucial piece of information. Containers may be books, periodicals, television series, and/or websites. The articles, chapters, episodes, etc., are considered the source within the container.

Containers—these are italicized. Underline if you handwrite them on the Working Bibliography to remind you to italicize when typing:

- Reference books
- Anthologies
- Encyclopedias
- Dictionaries
- Textbooks
- Biographical reference works (i.e. *Contemporary Authors*, *Who’s Who*)
- Magazines (e.g., *Time*, *Newsweek*, *The Nation*)
- Journals (e.g., *Journal of the American Medical Association*, *English Journal*)
- Electronic databases (e.g., Gale, EbscoHost, First Search, etc.)
- Websites
- YouTube/Hulu
- Blogs
- Twitter
- Television Series
- Podcasts
- Videos

Sources—these are in quotes on the Working Bibliography:

- Journal articles
- Magazine articles
- Newspaper articles
- Chapters of books/textbook
- Episodes of TV shows, podcasts, etc.
- Songs
- Poems
- Interviews (considered a source but not put in quotes)

Evaluating Source Credibility

Not all sources are created equally. When reviewing potential sources, evaluate them carefully. Consider the following questions:

1. **Is the source authoritative?** A source can be considered authoritative if it is mentioned often by respected references such as encyclopedias, textbooks, articles in journals, and bibliographies. For an online source, look for this:

- Is the author named? Does the author have credentials? (academic degree, association with a university, list of other publications)
- Google the author and organizations to determine if these are credible.

2. **Is the source reliable?** Material can be considered reliable when it's published in academic journals, university presses, or by publishers that specialize in scholarly books. Material published in newspapers, general readership magazines, and by large commercial publishers may be reliable, but cross-check facts whenever possible.

For an online source, answer these questions:

- Why does the information exist? Who gains from it? Why was it written? Why was it put on the Internet?
- Is the page a link to a larger site or homepage? If you can't find any source information on the page you are looking at, check the homepage for reliability.

3. **Is the source well-known?** Check several reliable sources to see if the same information appears.

4. **Is the source well-supported?** Check for sufficient support for all assertions and information provided by the source. Reject the source if the author's points are not backed up by evidence.

5. **Is the source's tone balanced?** Check to see whether the tone is unbiased and the reasoning logical. If so, the source is probably balanced.

6. **Is the source current?** Check that the information is up-to-date. This is important because often long-accepted information is replaced or changed by new research.

Once you have determined that your sources are credible and reliable, you can create the Working Bibliography. The **Working Bibliography** is a list of POTENTIAL sources. These are sources that you gather throughout the research process. Once research has been completed, you then create a final Works Cited page from this list. You must include the URL or DOI on the working bibliography. See page 10.

The **Works Cited page** is a list of the sources that you actually used in your paper. The sources listed may differ from your Working Bibliography if you've changed your mind about a source. See pages 36-7.

Working Bibliography Sample

Research Question: Should high school students be required to wear school uniforms?

Working Thesis: School uniforms should be required of all public school students in the United States.

Type of Source	Source Information---MLA format for type of source	In-text Citation
Database journal	Walmsley, Angela. "What the United Kingdom Can Teach the United States about School Uniforms." <i>Phi Delta Kappan</i> , vol. 92, no. 6, 2011, pp. 63-6. <i>OmniFile Full Text Select</i> (H.W. Wilson), www.go.galegroup.com OR doi: 10.1177/003172171109200614. Accessed on 25 Jan. 2017.	(Walmsley 63-6)
Magazine	Brunsma, David L. "School Uniform Policies in Public Schools." <i>Principal</i> , vol. 85, no.3, 2006, pp. 50-3. www.naesp.org/principal-archives . Accessed 11 Jan. 2017.	(Brunsma 50-3)
Database Book in a Series Opposing Viewpoints	Haynes, Charles. "School Dress Codes Limit Students' Freedom of Expression." <i>Students' Rights</i> , edited by Jamuna Carroll, Greenhaven, 2005. Opposing Viewpoints. Rpt. from "T-Shirt Rebellion in the Land of the Free." First Amendment Center, 2004, <i>Opposing Viewpoints in Context</i> , 25 July 2013, www.go.galegroup.com. Accessed 4 Jan. 2017.	(Haynes)
Newspaper no author	"School Uniforms; 'Dressed for Success? The Effect of School Uniforms on Student Achievement and Behavior.'" <i>Education Week</i> , 31 Aug. 2011, p. 4, www.educationweek.com. Accessed 4 Jan. 2017.	("School" 4)
Article with 3 or more authors	West, Charles, et al. "Attitudes of Parents about School Uniforms." <i>Journal of Family & Consumer Sciences</i> , vol. 91, no. 2, 1999, pp. 92-6.	(West et al., 93) *use actual page numbers if you have them for the source

There are a variety of online citation generators available, but you still need to be able to identify the pieces of information you will need in order to create an accurate citation in MLA 8th edition format. See The Owl at Purdue for other source types not listed here.

The Working Outline

- A. Begin with a title (in Title Case) and the preliminary thesis statement.
- B. Divide the subject into three or more main ideas (Roman numerals). Another approach is to list three or more questions that need to be answered through research about your topic and thesis statement. Use this simple design as a jumping off point. More ideas may spring to mind as you conduct your research.
- C. Main ideas may be used as headings (slugs) on note cards.

Example:

Russian-U.S. Crisis in the Ukraine

Thesis statement: Despite on-going efforts to improve political relationships, Russia's international policies continue to escalate the crisis in the Ukraine.

- I. Russian-Ukrainian relationship
- II. Current U.S.-Russian tensions
- III. Problems in the Ukraine
- IV. U.S. response

OR

- I. What is the relationship Russia has with the Ukraine?
- II. What is the current tension created between Russia and the US with regards to the Ukraine?
- III. What are the problems created because of this tension?
- IV. What should be the U.S. response to the tension in the Ukraine?

Note-taking Strategies

You must show evidence of ONE of these strategies. Your teacher will tell you if he/she has a specific requirement.

Cornell Note-taking Strategy (sample)

Research Topic:

Source Information:

Questions answered or Topic note addresses	Notes: summarized, paraphrased, and quoted material ***Avoid plagiarizing (new pages require a new citation)
Synthesis of Information: (What do these facts tell you? What further questions are generated? How will this info. be useful in your paper?, etc.)	

***Note:** This is a sample of the Cornell notes framework. The content of each section could be changed to meet the needs of the research. Ask your teacher if you have questions about changing the format of this.

Annotation Guidelines

Annotation is an active reading strategy that includes taking notes in the margins of a book or printed article, underlining text, and/or highlighting important passages, and marking your confusion. When you annotate, you are engaging the text and reading thoughtfully. Annotation will improve your reading comprehension.

Steps of Annotation:

Marking Your Confusion—write in the margin a question you have about particular lines, paragraphs, expressions, etc. Try to write specific questions, but even a simple ? would work. Be prepared to ask your question during discussions.

Recognizing Difficult Vocabulary—highlight or circle vocabulary words that are 1) important to the passage or 2) you don't know. In the margins, make a guess of the definition. Check the definition using a variety of print or online resources.

Highlighting Key Points—highlight or underline main ideas, importance sentences, words that convey tone or transition, etc. Look at the topic sentence of each paragraph for main ideas.

Making a Comment/Connection—Somewhere in the margins write at least one comment or connection about a particular detail or idea that caught your attention. *Do not summarize.* Form insightful connections.

Examples: Literary term example (metaphor, symbol, etc...)

Personal connection (similar experience)

Reminds me of (another work, person, etc...)

Makes me smile

Makes me wonder...

Summary—write a summary of the entire article. This should include the main ideas that have been presented, the author's attitude, tone, or feelings conveyed, and the author's main purpose for writing. The summary should be fairly detailed and not just a glossed over account.

See the sample on the next page.

When does this book take place
A lot of it seems not to be
a reminiscence but this first
chap implies Ishmael is

Chapter i
LOOMINGS

The famous line!

Call me Ishmael. Some years ago -- never mind how long precisely --
having little or no money in my purse, and nothing particular to
interest me on shore, I thought I would sail about a little and see the
watery part of the world. It is a way I have of driving off the spleen,
and regulating the circulation. Whenever I find myself growing grim
about the mouth, whenever it is a damp, drizzly November in my soul;
whenever I find myself involuntarily pausing before coffin
warehouses, and bringing up the rear of every funeral I meet; and
especially whenever my hynos got such an upper hand of me, that it
requires a strong moral principle to prevent me from deliberately
stepping into the street, and methodically knocking people's hats off --
then, I account it high time to get to sea as soon as I can. This is my
substitute for pistol and ball. With a philosophical flourish Cato throws
himself upon his sword; I quietly take to the ship. There is nothing
surprising in this. If they but knew it, almost all men in their degree,
some time or other, cherish very nearly the same feelings towards the
ocean with me.

according to online:
grim = grim
about the mouth

as found
online:
hynos = short for
hypocondria, "a
state of depression
somewhat more
chronic and morbid
than our blues."

from Wikipedia:
Marcus Porcius
Cato Uticensis
(95 BC - 46 BC)
a.k.a. Cato the
Younger...
→ a politician
& statesman in
the late
Roman Republic
→ he killed
himself because
of a conflict
with Caesar.

like the
brotherhood
of man

I think we feel the same
way about camping or
going out into the woods



I can't
figure out
what this
means
?

in my soul...

haha -
that reminds
me of how
Mike is -
metaphorically
speaking...

what kind
of hats did
these men
have back then
wearing?

my attempt
at drawing
a beaver...

Fact Cards

1. Use 3 x 5, lined index cards.
2. Put one fact or quote per card.
3. Write on only one side of the card.
4. Label each card with an outline heading (slug).
5. Put the number of the source in the upper right-hand corner.
6. Summarize information for each note card.
 - a. Facts
 - b. Data
 - c. Statistics
 - d. Other important information
7. Paraphrase information from sources into your own words.
 - a. Who said it
 - b. The context in which they said it (speech, lecture, article)
 - c. What they said
 - d. Why it is important
8. Quotations
 - a. for direct quotations, copy the words exactly and enclose them in quotation marks.
 - b. record the name of the person who made the statement.
 - c. Provide a title for the speaker (Author, Professor, Scientist)
9. Below the fact or quote, write the name of the author (or first key word of article title if the author is not listed) and page number. No punctuation is added between the name of the author (or article title) and page number. Do not use a page number when citing internet sources. This citation will be the citation you will use in the research paper itself.

slug	number of source
the note	
(Author's last name or "keyword" and page number if there is one provided)	

Summarizing and Paraphrasing Sources

Regardless of which note-taking strategy you choose, you will need to summarize and paraphrase the information that you will collect from your sources to use as support for your paper.

Before you begin taking notes, read the following information on summarizing and paraphrasing sources. Above all, you **MUST** give credit to your sources, so record information correctly, as well as the source and page number.

Summarizing Accurately

1. Identify the main points, and shorten them without losing the focus of the material.
2. Use your own words to shorten the message.
3. Keep summaries brief.
4. **Do not plagiarize your paper.**
5. As you take notes, record all documentation facts about your source so that you will be able to credit your source accurately.
6. In other words, read the passage and think about what you've read. Then write it down as if you were telling a friend what the passage was about.

Paraphrasing Accurately

1. State what the source says, but do not go beyond that.
2. Emphasize what the source emphasizes.
3. Use your own words, phrasing, and sentence structure to restate the ideas. If certain words are awkward, quote the source; resort to quoting only occasionally.
4. Read over your paraphrase carefully to ensure that the source's meaning has not been distorted.
5. Expect that your paraphrase will be as long as, or perhaps longer than, the original statement.
6. **Do not plagiarize your paper.**
7. As you take notes, record all documentation facts about your source so that you will be able to credit your source accurately.

Avoiding Plagiarism

Plagiarism is the representation of another's work as one's own. Although plagiarism can be both intentional and unintentional, it is a serious offense. At the college level, it can result in expulsion, so it's best to remember to summarize, paraphrase, and quote carefully. Careful documentation of sources is also essential. Below are examples of acceptable and unacceptable summaries and paraphrases. The "unacceptable" examples are considered plagiarism.

Avoiding Plagiarism When You Summarize

Even though a summary is not a direct quotation, you must use DOCUMENTATION to credit your source. Also, you must use your own words. Compare the following passages.

SOURCE: Hall, Edward T. *The Hidden Dimension*. Doubleday, 1966, p. 109.

ORIGINAL

The general failure to grasp the significance of the many elements that contribute to man's sense of space may be due to two mistaken notions: (1) that for every effect there is a single and identifiable cause; and (2) that man's boundary begins and ends with his skin. If we can rid ourselves of the need for a single explanation, and if we can think of man as surrounded by a series of expanding and contracting fields which provide information of many kinds, we shall begin to see him in an entirely different light. We can then begin to learn about human behavior, including personality types. ... Concepts such as these are not always easy to grasp, because most of the distance-sensing process occurs outside the awareness. We sense other people as close or distant, but we cannot always put our finger on what it is that enables us to characterize them as such. So many different things are happening at once it is difficult to sort out the sources of information on which we base our reactions.

UNACCEPTABLE SUMMARY (UNDERLINED WORDS ARE PLAGIARIZED)

Concepts such as identifying causes and determining boundaries are not always easy to grasp (Hall 109).

ACCEPTABLE SUMMARY

Hall writes that human beings make the mistake of thinking that an event has a "single and identifiable cause" and that people are limited by the boundaries of their bodies. Most people are unaware that they have a sense of interpersonal space, which contributes to their reactions to other people (109).

The unacceptable summary does not isolate the main point, and it plagiarizes by using almost all language used in the source.

Avoiding Plagiarism When You Paraphrase

You must **avoid plagiarism** when you paraphrase. Even though a paraphrase is not a direct quotation, you must use DOCUMENTATION to credit your source. Also, you must reword your source material, not merely change a few words. Compare the following passages.

SOURCE: Morris, Desmond. *Manwatching*. Abrams, 1977, p. 131.

ORIGINAL

Unfortunately, different countries have different ideas about exactly how close is close. It is easy enough to test your own “space reaction”: when you are talking to someone in the street or in any open space, reach out with your arm and see where the nearest point on his body comes. If you hail from Western Europe, you will find that he is at roughly fingertip distance from you. In other words, as you reach out, your fingertips will just about make contact with his shoulder. If you come from Eastern Europe, you will find you are standing at “wrist distance.” If you come from the Mediterranean region, you will find that you are much closer to your companion, at little more than “elbow distance.”

UNACCEPTABLE PARAPHRASE (UNDERLINED WORDS ARE PLAGIARIZED)

Regrettably, different nations think differently about exactly how close is close. Test yourself: When you are talking to someone in the street or in any open space, stretch your arm out to measure how close that person is to you. If you are from Western Europe, you will find that your fingertips will just about make contact with the person’s shoulder. If you are from Eastern Europe, your wrist will reach the person’s shoulder. If you are from the Mediterranean region, you will find that you are much closer to your companion, when your elbow will reach that person’s shoulder (Morris 131).

ACCEPTABLE PARAPHRASE

According to Morris, people from different nations think that “close” means different things. You can easily see what your reaction is to how close to you people stand by reaching out the length of your arm to measure how close someone is as the two of you talk. When people from Western Europe stand on the street and talk together, the space between them is the distance it would take one person’s fingertips to reach to the other person’s shoulder. People from Eastern Europe converse at a wrist-to-shoulder distance. People from the Mediterranean, however, prefer an elbow-to-shoulder distance (131).

The Final Thesis Statement

“[A thesis] is a debatable point, one about which reasonable persons can disagree. It is not merely a fact [...]. Nor is it a statement of belief [or faith] [...]. Neither facts nor beliefs can be substantiated by reason, so they cannot serve as a thesis for an argument” (Hacker 574).

Once you have taken all of the notes that you need to write the paper, you need to revise your working thesis statement. A thesis statement in a report or research paper is the guideline for writing the rest of the paper. It controls what will be discussed, so it will need quite a bit of revision from your working thesis.

*An effective thesis is a generalization: it is not a fact. Facts, by definition, have already been proven, so a factual thesis statement requires no proof – which renders the body of the paper superfluous (a paper with a fact for a thesis is a very short paper indeed). Generalizations, on the other hand, require support, thus providing a purpose for the paper’s body. (For an exception to this rule, please see Claims of Fact below.). **A fact could be used, but it must be a debatable fact thus requiring an explanation with support.**

Too Factual: The first polygraph was developed by Dr. John A. Larson in 1921 (Hacker 33).

Revised: Because the polygraph has not been proved reliable, even under the most controlled conditions, its use by private employers should be banned (Hacker 33).

*An effective thesis is limited; it is not too broad. Breadth is largely a function of scope. In other words, the sample thesis below might function perfectly well for a 500-page paper, but it requires too much proof for a short paper. Avoid sweeping modifiers [absolutes] such as *all*, *always*, *never*, *everyone*, *best*, *worst*, and *most*.

Too Broad: Many drugs are now being used successfully to treat mental illness (Hacker 33).

Revised: Despite its risks and side effects, lithium is an effective treatment for depression (Hacker 33).

*An effective thesis is sharply focused; it is not too vague. A thesis statement is no place for words whose connotations vary wildly. My definition of *disgusting*, for instance, might vary widely from my readers’. Prefer the concrete, the specific.

Too Vague: Many songs played on station WXQP are disgusting (Hacker 34).

Revised: Of the songs played on station WXQP, all too many use crude language, sanction the beating of women, and foster gang violence (Hacker 34).

Examples of Argumentative Thesis Statements

Despite on-going efforts to improve political relationships, Russia’s international policies continue to escalate the crisis in the Ukraine.

While many people argue that the legalization of marijuana will create more problems than it solves, marijuana should be legalized for medical purposes because the benefits to ailing patients.

For argumentative thesis statements, it is important to remember to address the counterclaim through a subordinate clause as well as the position on the topic.

Thesis Statement Categories/Claims

Claims of Fact argue that a condition has existed, exists, or will exist (an inference: a statement about the unknown based on the known). Claims of fact are supported by factual information: verifiable statistics, examples, and testimony. Although I caution that facts make poor thesis statements, some facts and all inferences require proof and explanation. For instance, at one time, the general population required proof of ozone-layer depletion because the proof was available only to a specialized group of scientists.

Examples: *Hyphen use affects a sentence's meaning. (requires specialized information)

*The current president will lead the country into economic ruin. (inference)

Claims of Value argue that one view is better or more valuable than another view. Claims of value ultimately involve a comparison (explicit or implicit) and express approval or disapproval of standards. To fashion a sound claim of value, employ standards with which your audience agrees. For example, if I were to argue that graffiti is art and, therefore, valuable, I would need to prove that graffiti fits the criteria most readers would employ to define art. In this way, claims of value incorporate elements pertinent to claims of fact (testimony, example, etc.).

Examples: *The hyphen is a critical punctuation mark.

*The current CEO is dangerous because he will lead the organization into economic ruin.

Claims of Policy argue that certain conditions should exist. These claims advocate adopting or changing policies or courses of action because current policy is either inadequate or under fire. To fashion a sound claim of policy, include in your claim (explicitly or implicitly) the words *should*, *ought to*, or *must* and establish that a problem exists. In this way, claims of policy include elements of factual claims (to prove that present conditions are unsatisfactory) and value claims (to prove that the existing situation is bad, to prove that change is in order, and to prove that your solution is beneficial). In short, claims of policy involve several steps: prove that a problem exists (and, by extension, address the problem's negative consequences), offer a solution (in appropriate detail), and address the benefits of adopting that solution.

Examples: *Writers should familiarize themselves with the conventions that govern hyphen use.

*Voters should not re-elect the current president because s/he is leading the country into economic ruin.

My best advice about thesis statements:

"[A thesis] is a debatable point, one about which reasonable persons can agree or disagree. It is not merely a fact [...]. Nor is it a statement of belief [or faith] [...]. Neither facts nor beliefs can be substantiated by reasons, so they cannot serve as a thesis for an argument" (Hacker 574).

Know that your thesis statement serves as the crux of the argument that is your paper; it is your **informed opinion** about your paper's subject.

Simply stated:

1. A thesis statement should make the main point of your report clear to the reader.
2. A thesis statement should be broad enough to include the main points of your paper listed in your outline.
3. A thesis statement zeros in on that which is significant or meaningful about your paper.

The Formal Outline

The formal outline is an expansion of the working outline. Make sure to adhere to the following rules concerning the writing of formal outlines.

1. Give the outline a title (in Title Case).
2. Paginate by using your last name and lower case Roman numerals. (e.g., i, ii, iii, iv, v)
3. Begin the outline with a revised thesis statement.
4. Make items at the same level of equal weight or significance.
5. Always supply at least two subdivisions for a category, since nothing can be divided into fewer than two parts. For every A, there must be a B; for every 1, there must be a 2.
6. Capital letters support Roman numerals, numbers support capital letters, small letters support numbers, numbers in parentheses support small letters, and small letters in parentheses support numbers in parentheses.

Last name i

Title

Thesis statement:

I. First main idea

A. First subdivision of main idea

1. First reason or example
2. Second reason or example
 - a. First supporting detail
 - b. Second supporting detail
 - (1)
 - (2)
 - (a)
 - (b)

B. Second subdivision of the main idea

II. Second main idea

6. Use no more than six numbers or letters in succession.
7. Capitalize only the first word of every phrase unless other rules of capitalization apply.
8. Keep the outline in parallel structure whether using the topic or sentence outline format. The first word of each section should be the same part of speech.
9. Indent consistently two spaces from Roman numerals to capital letters to numbers, etc. Periods should be lined up as the outline breaks down.
10. Use either a topic or sentence outline. DO NOT MIX THE FORMS.

Sample Topic Outline

Smithson i

Russian-U.S. Crisis in the Ukraine

Thesis statement: Despite on-going efforts to improve political relationships, Russia's international policies continue to escalate the crisis in the Ukraine.

I. Russian-Ukrainian relationship

A. History

B. Leaders

II. Current U.S.-Russian tensions

A. Provinces

B. Diplomacy

III. Problems in the Ukraine

A. Resources

B. Government

IV. U.S. response

A. Policies

B. Embargo

C. War

Sample Sentence Outline

Smithson i

The Advantages of Single-Sex Classes

Thesis statement: Even though students often disagree, research supports the notion that single-sex classes are better for girls and, therefore, should be encouraged.

- I. During the first 200 years in America, women were not allowed in schools.
 - A. Initially, education was only for men.
 - B. Throughout the nineteenth century, the number of coed schools increased.
 - C. In 1972, Congress passed Title IX, a law prohibiting sex-discrimination in educational institutions.
- II. One significant advantage of single-sex classes is the elimination of gender bias that often occurs in coed classes.
 - A. Teachers pay more attention to boys.
 - 1. Girls are not called on as often as boys in coed classes.
 - 2. Many times teachers tolerate disruptive behavior in boys but discourage the same behavior in girls.
 - B. Favoritism is also an issue in coed classes.
 - 1. Teachers “get a thrill from involving a boy who’s going to be disruptive” (“Coed”).
 - 2. Teachers have higher expectations for boys than girls.

- III. Girls benefit from being free from the gender bias of coed classes.
 - A. They perform better academically.
 - 1. Textbooks “show an inherent and often inadvertent bias against females in textbooks” (Johnston).
 - 2. This bias also betrays itself in teaching techniques.
 - B. Techniques that are disadvantageous to girls are more apparent in certain subject areas.
 - 1. Girls exhibit more interest in math when taught in single-sex classes.
 - 2. This phenomenon is also the case in science courses.
- IV. Not only do single-sex classes offer academic advantages but also personal benefits.
 - A. Distractions are eliminated when the sexes are separated.
 - B. All-girl schools offer a nurturing environment.
 - 1. The single-sex environment makes girls feel more comfortable in class.
 - 2. In all-girl schools, one is respected for doing well in class instead of being mocked by other students.
 - C. Girls have lower self-esteem than adolescent boys.
 - 1. Single-sex education compensates for this disparity.
 - 2. All positions of power are held by girls.

The Rough Draft

Using Parenthetical/In-Text Citations

Attempt to follow your rough draft outline. Adjustments can be made in the final outline.

When preparing your rough draft, you must use parenthetical/in-text citations. They serve to tell the reader from where information was taken.

In general, the following should be cited in the paper:

1. Paraphrased information
2. Summarized information
3. Direct quotes
4. Little known facts
5. Statistics and other data

Despite these rules, some students find it difficult to decide what should be cited. The basic rule is:

Cite everything that cannot be considered **common knowledge**.

What is common knowledge?

Information that most educated people know but might need to remind themselves by looking up the fact.

Example: The U.S. space programs including moon landings.

While one might have to search a reference book to find that Neil Armstrong was the first person to set foot on the moon on July 20, 1969, this information is common knowledge and would not have to be cited.

If you were to find less familiar details such as how long the flight was, the weight of the space ship, etc., those would have to be documented.

In addition, do not cite **your own thinking**.

What is your own thinking?

As you gather information, you will build up your prior knowledge of the subject. As you think about this new material, you will begin to combine bits and pieces of this material into whole ideas. This is your own thinking.

However, when in doubt, CITE IT.

Incorporating Citations into the Paper

In-text (parenthetical) citations are required for your paper to be considered an acceptable research paper. Providing these citations shows the sources that you have used to support your argument. By not providing them, you are committing plagiarism. If you do not understand how and what to do, ask your teacher. Don't skip this step!

For most in-text citations, wherever you use ideas or information you have found in a source, you give a name or a title (whichever is the first information in the source's entry in the Works Cited list) to identify the source. You also give page numbers to show the exact location in the source of the material you are using. In your sentences that set the context for your use of source material, try to include author names and, when relevant, credentials of authors who are authorities. In such cases, the only part of a citation to put in parentheses is the page number. If you cannot incorporate author names into your sentences, give them as part of the parenthetical citation. In a parenthetical citation, use one space between an author name (or title) and page number; do not use a comma or other punctuation between name and page number.

MLA FORMAT ALERT: Position a parenthetical citation at the end of the material it refers to, preferably at the end of a sentence, if that is not too far away from the material. At the end of a sentence, place a parenthetical reference before the sentence's end punctuation.

Example: (Broeg 572).

If neither the author nor editor's name is provided, such as in an unsigned encyclopedia article or web site, substitute a shortened title of the article for the author or editor's last name. (Shorten the title as much as possible, making sure that the shortened version refers clearly to the correct source. Also, always make the first word the one by which you alphabetize it on the Works Cited page.)

Example: ("Man" 141).

*Note: The period always comes **after** the parentheses.*

On the next few pages you will find other ways of incorporating citations into the paper based on source type.

Basic In-text Citation Rules

In MLA style, referring to the works of others in your text is done by using what is known as a **parenthetical citation**. This method involves placing relevant source information in parentheses after a quote or a paraphrase.

General Guidelines

- The source information required in a parenthetical citation depends (1.) upon the source medium (e.g. Print, Web, DVD) and (2.) upon the source's entry on the Works Cited (bibliography) page.
- Any source information that you provide in-text must correspond to the source information on the Works Cited page. More specifically, whatever signal word or phrase you provide to your readers in the text, must be the first thing that appears on the left-hand margin of the corresponding entry in the Works Cited List.

In-text citations: Author-page style

MLA format follows the author-page method of in-text citation. This means that the author's last name and the page number(s) from which the quotation or paraphrase is taken must appear in the text, and a complete reference should appear on your Works Cited page. The author's name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of your sentence. For example:

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

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

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

Both citations in the examples above, (263) and (Wordsworth 263), tell readers that the information in the sentence can be located on page 263 of a work by an author named Wordsworth. If readers want more information about this source, they can turn to the Works Cited page, where, under the name of Wordsworth, they would find the following information:

Wordsworth, William. *Lyrical Ballads*. Oxford UP, 1967.

Citing sources with a known author

For Print sources like books, magazines, scholarly journal articles, and newspapers, provide a signal word or phrase (usually the author's last name) and a page number. If you provide the signal word/phrase in the sentence, you do not need to include it in the parenthetical citation.

Human beings have been described by author Kenneth Burke as "symbol-using animals" (3).

Human beings have been described as "symbol-using animals" (Burke 3).

These examples must correspond to an entry that begins with Burke, which will be the first thing that appears on the left-hand margin of an entry in the Works Cited:

Burke, Kenneth. *Language as Symbolic Action: Essays on Life, Literature, and Method*. U of California P, 1966.

Citing sources by a corporate author

When a source has a corporate author, it is acceptable to use the name of the corporation followed by the page number for the in-text citation.

Citing print sources with no known author

When a source has no known author, use a shortened title of the work instead of an author name. Place the title in quotation marks if it's a short work (such as an article) or italicize it if it's a longer work (e.g. plays, books, television shows, entire Web sites) and provide a page number.

We see so many global warming hotspots in North America likely because this region has "more readily accessible climatic data and more comprehensive programs to monitor and study environmental change" ("Impact" 6).

In this example, since the reader does not know the author of the article, an abbreviated title of the article appears in the parenthetical citation which corresponds to the full name of the article which appears first at the left-hand margin of its respective entry in the Works Cited. Thus, the writer includes the title in quotation marks as the signal phrase in the parenthetical citation in order to lead the reader directly to the source on the Works Cited page. The Works Cited entry appears as follows:

"The Impact of Global Warming in North America." *Global Warming: Early Signs*. The Nature Conservancy, 1999, www.nature.org. Accessed 12 January 2017.

Citing authors with same last names

Sometimes more information is necessary to identify the source from which a quotation is taken. For instance, if two or more authors have the same last name, provide both authors' first initials (or even the authors' full name if different authors share initials) in your citation. For example:

Although some medical ethicists claim that cloning will lead to designer children (R. Miller 12), others note that the advantages for medical research outweigh this consideration (A. Miller 46).

Citing a work by multiple authors

For a source with two authors, list the authors' last names in the text or in the parenthetical citation:

Best and Marcus argue that one should read a text for what it says on its surface, rather than looking for some hidden meaning (9).

The authors claim that surface reading looks at what is “evident, perceptible, apprehensible in texts” (Best and Marcus 9).

Corresponding Works Cited entry:

Best, David, and Sharon Marcus. “Surface Reading: An Introduction.” *Representations*, vol. 108, no. 1, Fall 2009, pp. 1-21. *JSTOR*, doi:10.1525/rep.2009.108.1.1

For a source with three or more authors, list only the first author's last name, and replace the additional names with et al.

According to Franck et al, “Current agricultural policies in the U.S. are contributing to the poor health of Americans” (327).

The authors claim that one cause of obesity in the United States is government-funded farm subsidies (Franck et al. 327).

Corresponding Works Cited entry:

Franck, Caroline, et al. “Agricultural Subsidies and the American Obesity Epidemic.” *American Journal of Preventative Medicine*, vol. 45, no. 3, Sept. 2013, pp. 327-333.

Citing multiple works by the same author

If you cite more than one work by a particular author, include a shortened title for the particular work from which you are quoting to distinguish it from the others. Put short titles of books in italics and short titles of articles in quotation marks.

Citing two articles by the same author:

Lightenor has argued that computers are not useful tools for small children ("Too Soon" 38), though he has acknowledged elsewhere that early exposure to computer games does lead to better small motor skill development in a child's second and third year ("Hand-Eye Development" 17).

Citing two books by the same author:

Murray states that writing is "a process" that "varies with our thinking style" (*Write to Learn* 6). Additionally, Murray argues that the purpose of writing is to "carry ideas and information from the mind of one person into the mind of another" (*A Writer Teaches Writing* 3).

Additionally, if the author's name is not mentioned in the sentence, you would format your citation with the author's name followed by a comma, followed by a shortened title of the work, followed, when appropriate, by page numbers:

Visual studies, because it is such a new discipline, may be "too easy" (Elkins, "Visual Studies" 63).

Citing the Bible

In your first parenthetical citation, you want to make clear which Bible you're using (and underline or italicize the title), as each version varies in its translation, followed by book (do not italicize or underline), chapter, and verse. For example:

Ezekiel saw "what seemed to be four living creatures," each with faces of a man, a lion, an ox, and an eagle (*New Jerusalem Bible*, Ezek. 1.5-10).

If future references employ the same edition of the Bible you're using, list only the book, chapter, and verse in the parenthetical citation.

Citing a government publication

For government publications appearing in print:

Personal Author or (if no personal author given) Government Issuing the Document. Agency or Department.

Title of Document, Publication Office, Date of Publication.

United States. Dept. of Health and Human Services. *Healthy People 2010: Understanding and Improving Health*, GPO, 2000.

For government publications appearing on the Web:

Personal Author or (if no personal author given) Government Issuing the Document. Agency or Department.

Title of Document. Publication Office, Date of Publication, URL.

Harlow, Caroline Wolf. *Hate Crime Reported by Victims and Police*. U.S. Dept. of Justice, Office of Justice Programs, Bureau of Justice Statistics, Nov. 2005, www.ojp.usdoj.gov/bjs/pub/pdf/hcrvp.pdf.

or

United States. Dept. of Justice. Office of Justice Programs. Bureau of Justice Statistics. *Hate Crime Reported by Victims and Police*. By Caroline Wolf Harlow. U.S. Dept. of Justice, Office of Justice Programs, Bureau of Justice Statistics, Nov. 2005. www.ojp.usdoj.gov/bjs/pub/pdf/hcrvp.pdf.

United States. National Science and Technology Council. Committee on Environment and Natural Resources. *Scientific Assessment of the Effects of Global Change on the United States*. National Science and Technology Council, May 2008.

Citing non-print or sources from the Internet

When creating in-text citations for electronic, film, or Internet sources, remember that your citation must reference the source in your Works Cited.

Sometimes writers are confused with how to craft parenthetical citations for electronic sources because of the absence of page numbers, but often, these sorts of entries do not require any sort of parenthetical citation at all. For electronic and Internet sources, follow these guidelines:

- Include in the text the first item that appears in the Work Cited entry that corresponds to the citation (e.g. author name, article name, website name, film name).
- You do not need to give paragraph numbers or page numbers based on your Web browser's print preview function.
- Unless you must list the Web site name in the signal phrase in order to get the reader to the appropriate entry, do not include URLs in-text. Only provide partial URLs such as when the name of the site includes, for example, a domain name, like *CNN.com* or *Forbes.com* as opposed to writing out <http://www.cnn.com> or <http://www.forbes.com>.

Citing Electronic sources

One online film critic stated that *Fitzcarraldo* "has become notorious for its near-failure and many obstacles" (Taylor, "Fitzcarraldo").

The *Purdue OWL* is accessed by millions of users every year. Its "MLA Formatting and Style Guide" is one of the most popular resources (Russell et al.).

In the first example, the writer has chosen not to include the author name in-text; however, two entries from the same author appear in the Works Cited. Thus, the writer includes both the author's last name and the article title in the parenthetical citation in order to lead the reader to the appropriate entry on the Works Cited page (see below). In the second example, "Russell et al." in the parenthetical citation gives the reader an author name followed by the abbreviation "et al.," meaning, "and others," for the article "MLA Formatting and Style Guide." Both corresponding Works Cited entries are as follows:

Taylor, Rumsey. "Fitzcarraldo." *Slant*, 13 Jun. 2003,
www.slantmagazine.com/film/review/fitzcarraldo/.

Russell, Tony, et al. "MLA Formatting and Style Guide." *The Purdue OWL*, 2 Aug. 2016,
owl.english.purdue.edu/owl/resource/747/01/.

Time-based media sources

When creating in-text citations for media that has a runtime, such as a movie or podcast, include the range of hours, minutes and seconds you plan to reference, like so (00:02:15-00:02:35).

Citing Database articles

When citing database articles, you should include the author(s) last names and the page number of the source. If you use a PDF, the actual article will show up, so you will have the actual page numbers. However, if you open the article as a web page, there will be no page numbers listed. Therefore, when you cite, you should use the entire page range given for the article.

PDF example: According to Jonesy and Smith, the causes of the Cold War were largely due to the United States' spying on Soviet leaders (13).

Web page example: The causes of the Cold War were largely due to the United States' spying on Soviet leaders (Jonesy and Smith 13-39).

Citing an Electronic Source without Page or Paragraph Numbers

Many online sources do not number pages or paragraphs. Therefore, use the author or editor's last name for parenthetical/in-text citations. Here are two examples referring to "The Naturalist Intelligence," by Thomas Hoerr, a web site without page numbers or paragraph numbers.

Meriwether Lewis, the legendary explorer of the United States' Northwest Territory, certainly possessed the naturalist intelligence (Hoerr).

Thomas Hoerr mentions Meriwether Lewis, the legendary explorer of the United States' Northwest Territory, as someone who possessed the naturalist intelligence.

Citing a Work in an Anthology or Other Collection

You may want to cite a work you have read in a book that contains many works by various authors and that was compiled or edited by someone other than the person you are citing. For example, suppose you want to cite "When in Rome," by Mari Evans, which you have read in a literature text by Pamela Annas and Robert Rosen. Use Evans's name and the title of her work in the in-text citation and as the first block of information for the entry in the Works Cited list.

In "When in Rome," Mari Evans uses parentheses to enclose lines expressing the houseworker's thoughts as her employer offers lunch, as in the first stanza's "(an egg / or soup / ... there ain't no meat)" (688–89).

Do I *Italicize* or "Use Quotations"?

Long pieces of work should be *italicized*. In your writing, you should use *italics when using*:

- Book titles
- Movies
- Plays
- Long poems (epics)
- Magazines titles
- Newspaper names
- CDs/ DVDs/ Album names
- Names of ships and aircraft
- Names of television shows

Shorter works should appear in "quotation marks":

- Short stories
- Article titles in encyclopedias, newspapers, magazines
- Songs/Poems
- Book chapters
- Episodes of television shows

Citing the Source of Short and Long Quotations

A short quote consists of 1, 2, 3, or 4 typed or handwritten lines.

Examples:

If it is true that “thoughts, emotions, imagination and predispositions occur concurrently ... [and] interact with other brain processes” (Caine and Caine 66), it is easy to understand why “whatever [intelligence] might be, paper and pencil tests aren’t the tenth of it” (Staples 293).

Coles asks, “What binds together a Mormon banker in Utah with his brother or other coreligionists in Illinois or Massachusetts?” (2).

For Charles Dickens the eighteenth century was both “the best of times” and “the worst of times” (35).

For quotations that are more than four lines of prose or three lines of verse, place quotations in a free-standing block of text and omit quotation marks. Start the quotation on a new line, with the entire quote indented ½ **inch** from the left margin; maintain double-spacing. Only indent the first line of the quotation by an additional quarter inch if you are citing multiple paragraphs. Your parenthetical citation should come **after** the closing punctuation mark. When quoting verse, maintain original line breaks. (You should maintain double-spacing throughout your essay.)

Example:

Nelly Dean treats Heathcliff poorly and dehumanizes him throughout her narration:

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)

General Guidelines for Formatting the Final Paper

1. Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper.
2. Double-space the text of your paper, and use Times New Roman font.
3. Use the font size 12 pt.
4. Leave only one space after periods or other punctuation marks (unless otherwise instructed by your instructor).
5. Set the margins of your document to 1 inch on all sides (usually the default setting).
6. Indent the first line of paragraphs one half-inch from the left margin. MLA recommends that you use the Tab key as opposed to pushing the Space Bar five times.
7. Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin.
8. Use italics throughout your essay for the titles of longer works and, only when absolutely necessary, providing emphasis.

Formatting the First Page of Your Paper

- Do not make a title page for your paper unless specifically requested.
- In the upper left-hand corner of the first page, list your name, your instructor's name, the course, and the date. Again, be sure to use double-spaced text.
- Double space again and center the title. Do not underline, italicize, or place your title in quotation marks; write the title in Title Case, not in all capital letters.
- Use quotation marks and/or italics when referring to other works in your title: *Fear and Loathing in Las Vegas* as Morality Play; Human Weariness in "After Apple Picking"
- Double space between the title and the first line of the text.
- Create a header in the upper right-hand corner that includes your last name, followed by a space with a page number; number all pages consecutively with Arabic numerals (1, 2, 3, 4, etc.), one-half inch from the top and flush with the right margin.

Sample first page of a Research Paper:

<p style="margin-top: 100px;">Laura N. Josephson</p> <p style="margin-top: 20px;">Mr. Bennett</p> <p style="margin-top: 20px;">World Literature</p> <p style="margin-top: 20px;">30 March 2017</p> <p style="text-align: center; margin-top: 40px;">Duke Ellington's Adventures in Music and Geography</p>	<p style="margin-top: 100px;">Josephson 1</p>
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The Works Cited Page

This page is a list of actual sources used in the paper (your parenthetical citations include signal words to help the reader find the entire citation on this page). The sources from your Working Bibliography that you used and cited in the paper are typed on this page in alphabetical order

1. Begin your Works Cited page on a separate page at the end of your research paper. It should have the same one-inch margins and last name, page number header as the rest of your paper.
2. Label the page Works Cited (do not italicize the words Works Cited or put them in quotation marks) and center the words Works Cited at the top of the page.
3. Double space throughout.
4. Indent the second and subsequent lines of citations by 0.5 inches to create a hanging indent.
5. Alphabetize the list by the last names of the authors. If a work has neither an author nor editor, alphabetize according to the first word of the title other than A, An, or The.
6. If you refer to a journal article that appeared on pages 225 through 250, list the page numbers on your Works Cited page as 225-50. MLA uses a hyphen in a span of pages.
7. If you're citing an article or a publication that you retrieved from an online database, you should type the online database name in italics. You do not need to provide subscription information in addition to the database name.
8. For online sources, you should include a location to show readers where you found the source. Many scholarly databases use a DOI (digital object identifier). Use a DOI in your citation if you can; otherwise use a URL. Delete "http://" from URLs. Do not insert a hyphen when dividing a web address or URL at the end of a line. Break the URL only after a slash. Turn off hot links. The DOI or URL is usually the last element in a citation and should be followed by a period.
9. All works cited entries end with a period.
10. Capitalize each word in the titles of articles, books, etc., but do not capitalize articles (the, an), prepositions, or conjunctions unless one is the first word of the title or subtitle: *Gone with the Wind*, *The Art of War*, *There Is Nothing Left to Lose*.

Special note: To cite two or more books by the same author, type the name for the first entry only. After the first entry, instead of the name, type three hyphens, followed by a period (---.) and the title. These hyphens stand for exactly the same name as in the preceding entry. If the person edited, translated, or compiled the book, place a comma (not a period) after the three hyphens, and write the appropriate abbreviation (ed., trans., or comp.) before writing the title:

Boroff, Marie. *Language and the Past: Verbal Artistry in Frost, Stevens, and Moore*. U of Chicago Press, 1979, pp. 103-29.

---, trans. *Sir Gawain and the Green Knight*. Norton, 1967, pp. 250-65.

Works Cited

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The Final Paper

The final paper must contain parenthetical citations, or it will not be accepted. Again, all of the following components must also be completed in order to receive credit for the Research Paper graduation requirement. Students who have plagiarized the Research Paper will be required to resubmit with proper documentation or may be subject to disciplinary consequences. If you turn in a plagiarized paper or fail to turn in all of the components, you will receive a failing grade for that semester.

What must I turn in?

1. Working Outline and Thesis Statement
2. All source information, including copies of online articles and online material. Books are not required to be submitted.
3. Evidence of a note-taking strategy
4. Rough draft with citations and a Works Cited page
5. Formal outline with final thesis statement
6. Final paper with citations and a Works Cited page completed in proper paper form.

Proper Paper Format

- Appropriate heading and header
- 1 inch margins
- Size 12 font
- Times New Roman
- Double spaced
- Title

