



Blount County Schools

# RESEARCH Research Guide



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**Part 1. Selecting and Limiting the Topic**

To avoid frustration, be sure to limit your topic before beginning. The following example demonstrates the process that you should use.

GENERAL- Musicians

LIMITED- Jimi Hendrix

NARROWED- Jimi Hendrix's performance in the 1969 Woodstock Festival.

## **Part 2. Preparing a Working Bibliography**

A **bibliography** is a list of sources (books, journals, websites, periodicals, etc.) used for researching a topic. Bibliographies are sometimes called "references" or "works cited" depending on the style format you are using. A bibliography usually just includes the bibliographic information (i.e., the author, title, publisher, etc.)

Three types of information sources are usually available:

- 1) Print sources found in the library's online card catalog
- 2) Online library databases that contain valid and authentic information
- 3) Other Internet sources—may be pertinent, but be sure to check the source for the following criteria:
  - Currency of the source—is the information still current and reliable?
  - Authority of the source—who is the author or creator of the site and what are the credentials for posting this information?
  - Accuracy of the material—is the information accurate and relevant?
  - Domain name—does it end in .edu, .gov, or .org? Does it end in .com?  
--Library databases may end in .com, but they are approved for use. Check with your teacher or librarian if you have questions concerning the reliability of a source.

### **GUIDELINES FOR THE WORKING BIBLIOGRAPHY**

1. Bibliographic information can be recorded in a number of different formats.
2. Record all bibliographic information—author, title, publishing information, date, and website information. To find this information, look at:
  - The online card catalog entry
  - The title and copyright pages of the book
  - The first page and/or homepage of the website
3. Provide the call number or location of a print source and add the word "Print" (for the medium). If the source is non-print or electronic, indicate the type of medium (Web, CD-Rom, DVD, etc.).

*AWESOME TIP:* There are now several online tools to help you formulate citations for your sources. Here are two you might want to try:

<http://citationmachine.net/>

[www.ottobib.com](http://www.ottobib.com)

## **Part 3. Formulating a Thesis**

A **thesis** contains a single idea, clearly focused and specifically stated, which grows out of your exploration of a subject. A good thesis statement must have the following characteristics:

1. is one concise, focused, sentence that then directs the body of the paper
2. is an assertion of an idea—not a statement of fact
3. takes a position and point of view on the topic
4. appears at the top of the outline
5. is usually the last sentence of the introductory paragraph (Your teacher may have specific requirements about thesis statement.)

## **Part 4. Preparing Tentative Outline**

Next you are ready to develop a **working outline/plan**. Taking the information from your arrangement of note cards, you can then cluster, list, map or create a formal outline. This working outline will allow you to evaluate the obtained information to determine if there are gaps and if more information is needed. You will now be able to decide on a thesis and decide if the thesis should be refined.

Construct a tentative outline of the three or four major points to be included in the paper. This outline, of course, will not be complete. No doubt you will need to make many changes as you learn more about your subjects. You must have some plan for your paper, however, before you can undertake the next step.

The format and an example for a topic outline are given below.

### OUTLINE FORMAT

Thesis: One sentence  
Introduction  
I. Major idea  
    A. Supporting idea  
        1. Example for supporting idea  
        2. Example for supporting idea  
            a. Detail for example  
            b. Detail for example  
    B. Supporting idea  
II. Major idea  
    A. Supporting idea  
    B. Supporting idea  
Conclusion

## OUTLINE EXAMPLE: Waves in Nature

Thesis: There are many kinds of waves in nature.

Introduction

I. Seismic waves

A. Characteristics

1. P wave- strongest type of body wave
2. Longitudinal
3. Travel through either liquid or solid matter

B. Effects

1. Results in liquid or solid vibrating uncontrollably
2. Vibrations-compression or expansion of rocks

II. Sound waves

A. Characteristics

1. Pure tone-the simplest sound wave
2. Characterized by frequency

B. Behavior

1. Light waves and sound waves-same actions
2. Reflect and scatter

Conclusion

## **Part 5. Reading and Taking Notes**

Effective note taking is an important step in writing a research paper. Your notes form the basis of the thesis you develop and the outline. They are critical to the research paper's success. Notes may be taken in a traditional note card format, on a note sheet, or in an electronic file on the computer. As you take notes, think of two basic questions:

*What is the idea I am going to prove about this topic?*

*What information do I need to develop and prove this idea about my topic?*

### **HOW TO MAKE NOTE CARDS**

Seldom will a whole book, or even a whole article, be of use as subject matter for any given research paper. To find the information you need for your paper, you must turn to many books and articles, rejecting most of them altogether and using from others a section here and there. You cannot take the time to read each book carefully. You must use the table of contents and the index, and you must learn to scan the pages rapidly until you spot the passages that you need.

The universally approved system for the taking of notes employs 3x5 cards. Each card contains a single note with a subject heading to indicate just where the note will fit into the outline. Each card must also show the source of the note and the exact page or pages of the source. Never continue a note from one card to the next or write on the back of a card. While the bibliography cards are used to show where you found your information,

you will use quotation, paraphrase, and summary note cards to record information that will form the basis of your research paper.

### **What are the differences among quoting, paraphrasing, and summarizing?**

These three ways of incorporating other writers' work into your own writing differ according to the closeness of your writing to the source writing.

**Quotations** must be identical to the original, using a narrow segment of the source. They must match the source document **word for word** and must be attributed to the original author.

**Paraphrasing** involves putting a passage from source material into your own words. A paraphrase must also be attributed to the original source. Paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly.

**Summarizing** involves putting the main idea(s) into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summaries are significantly shorter than the original and take a broad overview of the source material.

### **Examples of Original Text and Types of Note Cards**

#### **Original Text Example**

In some respects, the increasing frequency of mountain lion encounters in California has as much to do with a growing *human* population as it does with rising mountain lion numbers. The scenic solitude of the western ranges is prime cougar habitat, and it is falling swiftly to the developer's spade. Meanwhile, with their ideal habitat already at its carrying capacity, mountain lions are forcing younger cats into less suitable terrain, including residential areas. Add that cougars have generally grown bolder under a lengthy ban on their being hunted, and an unsettling scenario begins to emerge.

--Ray Rychnovksy, "Clawing into Controversy," p. 40

#### **Making Note Cards**

Use bibliography cards to keep track of the sources you use for your research. Examples of sources might include books, websites, videos, personal interviews, etc... For each type of source you use, there is a specific format for how to make the bibliography card. Here are one student's note cards that go with the above text excerpt.

#### **Sample Bibliography Note Card**

Rychnovsky, Ray. "Clawing into Controversy."  
Outdoor Life Jan. 1995: 38-42. Print.  
\_\_\_\_\_  
\_\_\_\_\_

**Sample Quotation Note Card**

Cougars Rychnovsky  
40 "Add that cougars have generally grown bolder  
under a lengthy ban on their being hunted, and an  
unsettling scenario begins to emerge."  
\_\_\_\_\_

**Sample Summary Note Card**

Cougars Rychnovsky  
40 As the human population in California is  
growing, mountain lions are increasingly seen in  
residential areas.  
\_\_\_\_\_

Your research paper is a collaboration between you and your sources. To be fair and honest, you must indicate when you borrow another writer's ideas or words. You do this by documenting, or citing, your sources. "Citing your sources" means nothing more than telling your reader *whose* ideas or words you have used and *where* you found them. To use someone else's words or ideas without giving them credit is dishonest. It is called *plagiarism*.

Two different acts are considered plagiarism: (1) borrowing someone's ideas, information, or words without citing the source and (2) citing the source, but



paraphrasing the source too closely, without using quotation marks to indicate that words and phrases have been borrowed.

You must, of course, document all direct quotations. You must also document any ideas borrowed from a source: paraphrases of sentences, summaries of paragraphs or chapters, statistics or little-known facts, and tables, graphs, or diagrams.

The only exception is common knowledge or information that your readers could find in any number of general sources because it is commonly known. For example, everyone knows that Frankfort is the capital of Kentucky. It is common knowledge and would not have to be cited.

In summary: Do not plagiarize. Document all quotations and borrowed ideas. Avoid paraphrases that closely resemble your sources.

#### **WHAT TO CITE FROM A SOURCE**

- all information directly quoted (in quotation marks)
- any original ideas from a source—your summary or paraphrase of another’s idea
- visuals such as cartoons, graphs, diagrams, pictures—print or electronic found in a source
- sounds that you found in a source
- statistics and other borrowed specific facts that are controversial or may be disputed.

### **Part 6. Writing a Detailed, Revised Outline**

Skim through all your note cards and organize them into groups of like topics according to your subject headings and the points in your tentative outline. Look at the tentative thesis and outline that you formulated earlier. Does the information you have on your note cards support your main points? You will now need to refine your thesis (central idea) and develop the subtopics in your outline to accurately reflect the research that you have uncovered. You may even decide at this point that you need to take additional notes.

### **Part 7. Writing the First Draft**

Using your note cards/note sheets and your formal outline, begin writing your first draft. It is necessary to give credit to a source in order to avoid plagiarism and to provide the correct type of parenthetical or in-text citation.

In order to make the paper flow smoothly and coherently, incorporate direct quotes, summaries and paraphrases into the text in a way that does not surprise or confuse the

reader. **Avoid dropping quotations into the paper!** One of the best ways to do this is to use a signal phrase that alerts the reader that a quotation or information from a source is to follow.

**INTEGRATE QUOTATIONS, SUMMARIES AND PARAPHRASES INTO THE PAPER WITH SIGNAL PHRASES, LEAD-IN PHRASES OR TAGS THAT:**

- give background or context of the information
- provide the author’s name and the author’s credentials or authority
- use an action verb that explains or describes the type of information to follow.

The examples below show a quote and summary introduced with a signal phrase.

Examples of quotation thrown into the paper with no signal phrase:

“Cheerleading is an experience that you will not soon forget” (Smiddy 4).

Quotation introduced with signal phrase: (Notice that because the author is named in the text, only the page number is cited parenthetically).

As Nancy Kemp explains in her book on coaching cheerleading, “Nothing you can ever do will stop me from coaching cheerleading” (24).

Summary introduced with signal phrase:

According to Senator Sullivan’s investigation, no one warned the cheerleaders that the school where they would be visiting was very dangerous (Smith 38).

**VARY SIGNAL PHRASES:** Use a variety of verbs as signal phrases so that the style is not monotonous or repetitious. Choose verbs that accurately convey what is found in the source—making a claim, refuting an argument, stating a fact, comparing similarities, conceding a point, etc.

In the words of historian Paula Umberger, “.....” (20).

In writing about *Of Mice and Men*, Wallace’s analysis finds, “.....” (50).

As the paragraph continues, if you continue to use material from the same source, indicate this by using effective signal phrases or transitions:

Parry continues this thought by confirming, “.....” (30).

The report also points out that “.....” (70).

**Possible Verbs to Use in Signal Phrases**

acknowledges	argues	compares	debunks	disputes	explores	insists
accepts	asserts	concedes	declares	emphasizes	follows	justifies
adds	believes	confirms	defends	elucidates	grants	juxtaposes
admits	claims	contends	demonstrates	endorses	illustrates	notes
agrees	comments	critiques	denies	evaluates	implies	offers

refutes                rejects                reports                responds                states                suggests                thinks

## **Part 8. Revising the Content, Structure, and Mechanics**

- Thorough revision is the key to producing a polished, well-documented paper.
- First of all, examine the content of the paper. Make sure that each point supports your central idea.
- Check to see that all ideas and opinions are supported and clarified with specific examples.
- Next, look at the structure of the paper. Make sure that your three or four main points stand out as units and contribute to the purpose of the paper. Transitions should link your paragraphs together and lead your reader from point to point.
- Last of all, examine the sentence structure and mechanics of the paper. Strive for effective word choice and sentence variety, and carefully edit for accurate spelling and punctuation.

## **Part 9. Writing the Revised and Edited Final Draft**

Now that you have researched all relevant information for your subject, it is time to share your discoveries in an organized way. Writing your paper not only clarifies the topic or issue to yourself, but it also stimulates the interest of others. For your own convenience later as you begin to revise your first draft, write on one side of the page only and double space to leave room for insertions and corrections.

### **Introduction**

The reader first becomes acquainted with your subject in this section of the paper. Because first impressions are important, choose each word carefully. Your reader may know little about your subject, so logical arrangement of your background information is important. Lead the reader to the thesis (central idea) statement, which should be the last sentence in your introduction.

### **Body**

The bulk of your research will be presented and examined in this section. Through logical presentation and accurate use of sources, you will prove that your thesis (central idea) is valid. Each major point will consist of at least one paragraph.

### **Conclusion**

The conclusion is your last opportunity to speak to your reader. Therefore, it needs to strongly reinforce the point of your paper as well as the importance of your research. Leave the reader with the feeling that he/she has learned something significant because of your research and careful presentation.

The following items are generally considered in the conclusion:

- 1) a restatement of your thesis (central idea);
- 2) a review of the major points discussed in your paper;
- 3) summary remarks to clarify and tie together your research.

## **Part 10. Creating a Works Consulted or Works Cited Page**

### **Guidelines for Writing Works Cited**

1. Italicize all complete work titles—no underlining.
2. Include the medium type for all entries—Print, Web, CD, DVD, etc.
3. Use correct abbreviations as listed in MLA:
 

CD—compact disc	n.p.—no publisher or place of pub
DV—digital videodisc	n. pag.—no pagination
ed.—editor, edition, edited by	par.—paragraph
narr.—narrator, narrated by	qtd.—quoted
n.d.—no date of publication	et al.—and others
4. For publishers:
  - Use shortened forms of publishers' names (Hawthorne for Hawthorne Books).
  - Omit articles and business abbreviations (Co., Corp., Inc. and terms like Press, Books).
  - Use surnames for publishers with one name (Scribners for Charles Scribners). If more than one surname, use first surname (McGraw for McGraw Hill).
  - University Publications: Penn State University Press=Penn State UP or if the university publishes separately from its press—Penn State U.
5. End with a period.

## Formatting Styles

The two most common styles for formatting research papers in middle and high school are known as APA and MLA.

**APA (American Psychological Association)** is most commonly used to cite sources within the social sciences.

**MLA (Modern Language Association)** style is most commonly used to write papers and cite sources within the liberal arts and humanities.

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## Formatting Bibliography Entries

### APA Style

#### APA STYLE FOR IN-TEXT CITATIONS

This section provides guidelines on how to use parenthetical citations to cite original sources in the text of your paper. These guidelines will help you learn the essential information needed in parenthetical citations, and teach you how to format them correctly.

Parenthetical citations are citations to original sources that appear in the text of your paper. This allows the reader to see immediately where your information comes from, and it saves you the trouble of having to make footnotes or endnotes.

The APA style calls for three kinds of information to be included in in-text citations. The **author's last name** and the work's **date of publication** must always appear, and these items must match exactly the corresponding entry in the references list. The third kind of information, **the page number**, appears only in a citation to a direct quotation.

#### Where to place parenthetical citations within paper:

You have three options for placing citations in relation to your text:

1. **Idea-focused:** Place the author(s) and date(s) in parentheses at an appropriate place in or at the end of a sentence.

*Researchers have studied how students solve equations (Phillips, 2009).*

2. **Researcher-focused:** Place only the date in parentheses.

*Phillips (2009) studied how students solve equations.*

3. **Chronology-focused:** Integrate both the author and date into your sentence.

*In 2009 Phillips studied how students solve equations.*

**Cite source with two authors:**

*Researchers have studied how students solve equations (Phillips and Jones, 2009).*

*Phillips and Jones (2009) administered to a questionnaire to students.*

*Jones (2009) and Findley (2008) looked at the effects of sunlight on housing materials.*

**Cite source with three or more authors:**

*Researchers have studied how students solve equations (Phillips, Jones, and Hill, 2010).*

Subsequent citations: *Researchers have studied how students solve equations (Phillips et al., 2010).*

**Cite source with no author:**

*Researchers have studied how students solve equations (Math Guidelines, 2010).*

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**APA STYLE FOR REFERENCE LIST:**

List authors' last names first, and use only initials for first and middle names.

**Basic format for a book:**

Phillips, J.A. (2009). *English in today's world*. Maryville, TN: Harcourt.

**Editor:**

Phillips, J.A. (Ed.). (2009). *English in today's world*. Maryville, TN: Harcourt.

**Article in a reference book:**

Dean, C. (2010). Solving equations. In *The Cambridge book of math* (pp. 56-57). Cambridge: Cambridge University Press.

**Article in a journal:**

Brown, D.C. & Kowen, S. (2009). Math: A half century of equations. *The American Journal of Psychology*, 112, 191-202.

**Articles in a magazine:**

Hall, R.E. (2009, December 3). English as a vehicle to fortune. *The English Journal*, 22, 46.

**Articles in a newspaper:**

Monroe, B. (2010, June 18). Serving society through equations. *The New York Times*, p. C6.

**Electronic Sources:**

Barringer, G. (2008, February 7). It's not easy using equations. *The New York Times*. Retrieved from <http://www.nytimes.com>

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## **Formatting Bibliography Entries**

### **MLA Style**

#### **IN-TEXT DOCUMENTATION**

In-text documentation means putting information about one of your sources WITHIN your paper instead of at the end (on a Works Cited page).

When do you use in-text documentation?

--if you use an original idea from a source (whether quoted or paraphrased)

--if you summarize someone else's ideas

--if you quote directly

What does an in-text citation look like?

Put the author's last name and the page number within parentheses and usually at the end of a sentence.

Example: The Romans called the German tribes barbarians (Hinds 19).

#### **EXAMPLES OF IN-TEXT DOCUMENTATION**

Author's name or book title identified in text:

Critic Carlos Baker contends that Hemingway's heroes are idealists (41).

**One author**

(Brown 25)

**Two authors**

(Jones and Smith 117)

**Three authors**

(Williams, Harris, and Burns 438)

**More than three authors**

(Simon et al. 502)

**Corporate author**

(Chamber of Commerce 34)

**No author**

(*World Almanac* 66)

**Unsigned article**

("Crisis" 98)

**More than one book by the same author** (Note the shortened version of the titles).

(Nash, *Bloodletters* 76)

(Nash, *Crime Chronology* 102)

**No page numbers given**

(Jones n. pag.)

**Internet source with no page number given**

(Devitt) (Author's last name)

("Media Giants") (Title of web page)

**Reference to an appendix**

(see Appendix C)

## **Books**

**Basic Format**

The basic form for a book citation is:

Lastname, Firstname. *Title of Book*. Place of Publication: Publisher, Year of Publication.  
Medium of Publication.

**Book with One Author**

Gleick, James. *Chaos: Making a New Science*. New York: Penguin, 1987. Print.

Henley, Patricia. *The Hummingbird House*. Denver: MacMurray, 1999. Print.

**Book with More Than One Author**

The first given name appears in last name, first name format; subsequent author names appear in first name last name format.

Gillespie, Paula, and Neal Lerner. *The Allyn and Bacon Guide to Peer Tutoring*. Boston: Allyn, 2000. Print.

If there are more than three authors, you may choose to list only the first author followed by the phrase et al. (Latin for "and others") in place of the subsequent authors' names, or you may list all the authors in the order in which their names appear on the title page.

(Note that there is a period after "al" in "et al." Also note that there is never a period after the "et" in "et al.").



Wysocki, Anne Frances, et al. *Writing New Media: Theory and Applications for Expanding the Teaching of Composition*. Logan, UT: Utah State UP, 2004. Print.

Another way to write it is as follows:

Wysocki, Anne Frances, Johndan Johnson-Eilola, Cynthia L. Selfe, and Geoffrey Sirc. *Writing New Media: Theory and Applications for Expanding the Teaching of Composition*. Logan, UT: Utah State UP, 2004. Print.

### **Two or More Books by the Same Author**

List works alphabetically by title. (Remember to ignore articles like A, An, and The.) Provide the author's name in last name, first name format for the first entry only. For each subsequent entry by the same author, use three hyphens and a period.

Palmer, William J. *Dickens and New Historicism*. New York: St. Martin's, 1997. Print.

---. *The Films of the Eighties: A Social History*. Carbondale: Southern Illinois UP, 1993. Print.

### **Book by a Corporate Author or Organization**

A corporate author may include a commission, a committee, or a group that does not identify individual members on the title page. List the names of corporate authors in the place where an author's name typically appears at the beginning of the entry.

American Allergy Association. *Allergies in Children*. New York: Random, 1998. Print.

### **Book with No Author**

List by title of the book. Incorporate these entries alphabetically just as you would with works that include an author name. For example, the following entry might appear between entries of works written by Dean, Shaun and Forsythe, Jonathan.

*Encyclopedia of Indiana*. New York: Somerset, 1993. Print.

Remember that for an in-text (parenthetical) citation of a book with no author, provide the name of the work in the signal phrase and the page number in parentheses. You may also use a shortened version of the title of the book accompanied by the page number.

### **A Translated Book**

Cite as you would any other book. Add "Trans."—the abbreviation for translated by—and follow with the name(s) of the translator(s).

Foucault, Michel. *Madness and Civilization: A History of Insanity in the Age of Reason*. Trans. Richard Howard. New York: Vintage-Random House, 1988. Print.

### **Republished Book**

Books may be republished due to popularity without becoming a new edition. New editions are typically revisions of the original work. For books that originally appeared at an earlier date and that have been republished at a later one, insert the original publication date before the publication information. For books that are new editions (i.e. different from the first or other editions of the book), see An Edition of a Book below.

Butler, Judith. *Gender Trouble*. 1990. New York: Routledge, 1999. Print.

Erdrich, Louise. *Love Medicine*. 1984. New York: Perennial-Harper, 1993. Print.

### **An Edition of a Book**

There are two types of editions in book publishing: a book that has been published more than once in different editions and a book that is prepared by someone other than the author (typically an editor).

### **A Subsequent Edition**

Cite the book as you normally would, but add the number of the edition after the title.

Crowley, Sharon, and Debra Hawhee. *Ancient Rhetorics for Contemporary Students*. 3rd ed. New York: Pearson/Longman, 2004. Print.

### **A Work Prepared by an Editor**

Cite the book as you normally would, but add the editor after the title.

Bronte, Charlotte. *Jane Eyre*. Ed. Margaret Smith. Oxford: Oxford UP, 1998. Print.

### **Anthology or Collection (e.g. Collection of Essays)**

To cite the entire anthology or collection, list by editor(s) followed by a comma and "ed." or, for multiple editors, "eds." (for edited by). This sort of entry is somewhat rare. If you are citing a particular piece within an anthology or collection (more common), see A Work in an Anthology, Reference, or Collection below.

Hill, Charles A., and Marguerite Helmers, eds. *Defining Visual Rhetorics*. Mahwah, NJ: Lawrence Erlbaum Associates, 2004. Print.

Peterson, Nancy J., ed. *Toni Morrison: Critical and Theoretical Approaches*. Baltimore: Johns Hopkins UP, 1997. Print.

### **A Work in an Anthology, Reference, or Collection**

Works may include an essay in an edited collection or anthology, or a chapter of a book. The basic form for this sort of citation is as follows:

Lastname, First name. "Title of Essay." *Title of Collection*. Ed. Editor's Name(s). Place of Publication: Publisher, Year. Page range of entry. Medium of Publication.

Some examples:

Harris, Muriel. "Talk to Me: Engaging Reluctant Writers." *A Tutor's Guide: Helping Writers One to One*. Ed. Ben Rafoth. Portsmouth, NH: Heinemann, 2000. 24-34. Print.

Swanson, Gunnar. "Graphic Design Education as a Liberal Art: Design and Knowledge in the University and The 'Real World.'" *The Education of a Graphic Designer*. Ed. Steven Heller. New York: Allworth Press, 1998. 13-24. Print.

### **Poem or Short Story Examples:**

Burns, Robert. "Red, Red Rose." *100 Best-Loved Poems*. Ed. Philip Smith. New York: Dover, 1995. 26. Print.

Kincaid, Jamaica. "Girl." *The Vintage Book of Contemporary American Short Stories*. Ed. Tobias Wolff. New York: Vintage, 1994. 306-07. Print.

If the specific literary work is part of the an author's own collection (all of the works have the same author), then there will be no editor to reference:

Whitman, Walt. "I Sing the Body Electric." *Selected Poems*. New York: Dover, 1991. 12-19. Print.

Carter, Angela. "The Tiger's Bride." *Burning Your Boats: The Collected Stories*. New York: Penguin, 1995. 154-69. Print.

### **Article in a Reference Book (e.g. Encyclopedias, Dictionaries)**

For entries in encyclopedias, dictionaries, and other reference works, cite the piece as you would any other work in a collection but do not include the publisher information. Also, if the reference book is organized alphabetically, as most are, do not list the volume or the page number of the article or item.

"Ideology." *The American Heritage Dictionary*. 3rd ed. 1997. Print.

### **A Multivolume Work**

When citing only one volume of a multivolume work, include the volume number after the work's title, or after the work's editor or translator.

Quintilian. *Institutio Oratoria*. Trans. H. E. Butler. Vol. 2. Cambridge: Loeb-Harvard UP, 1980. Print.

When citing more than one volume of a multivolume work, cite the total number of volumes in the work. Also, be sure in your in-text citation to provide both the volume number and page number(s).

Quintilian. *Institutio Oratoria*. Trans. H. E. Butler. 4 vols. Cambridge: Loeb-Harvard UP, 1980. Print.

If the volume you are using has its own title, cite the book without referring to the other volumes as if it were an independent publication.

Churchill, Winston S. *The Age of Revolution*. New York: Dodd, 1957. Print.

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

When citing an introduction, a preface, a forward, or an afterword, write the name of the author(s) of the piece you are citing. Then give the name of the part being cited, which should not be italicized or enclosed in quotation marks.

Farrell, Thomas B. Introduction. *Norms of Rhetorical Culture*. By Farrell. New Haven: Yale UP, 1993. 1-13. Print.

*If the writer of the piece is different from the author of the complete work, then write the full name of the principal work's author after the word "By."* For example, if you were to cite Hugh Dalziel Duncan's introduction of Kenneth Burke's book *Permanence and Change*, you would write the entry as follows:

Duncan, Hugh Dalziel. Introduction. *Permanence and Change: An Anatomy of Purpose*. By Kenneth Burke. 1935. 3rd ed. Berkeley: U of California P, 1984. xiii-xliv. Print.

## **Other Print/Book Sources**

Certain book sources are handled in a special way by MLA style.

### **The Bible**

Give the name of the specific edition you are using, any editor(s) associated with it, followed by the publication information. Remember that your in-text (parenthetical citation) should include the name of the specific edition of the Bible, followed by an abbreviation of the book, the chapter and verse(s).

*The New Jerusalem Bible*. Ed. Susan Jones. New York: Doubleday, 1985. Print.

### **A Government Publication**

Cite the author of the publication if the author is identified. Otherwise, start with the name of the national government, followed by the agency (including any subdivisions or agencies) that serves as the organizational author. For congressional documents, be sure to include the number of the Congress and the session when the hearing was held or resolution passed. US government documents are typically published by the Government Printing Office, which MLA abbreviates as GPO.

United States. Cong. Senate. Committee on Energy and Natural Resources. *Hearing on the Geopolitics of Oil*. 110th Cong., 1st sess. Washington: GPO, 2007. Print.

United States. Government Accountability Office. *Climate Change: EPA and DOE Should Do More to Encourage Progress Under Two Voluntary Programs*. Washington: GPO, 2006. Print.

### **A Pamphlet**

Cite the title and publication information for the pamphlet just as you would a book without an author. Pamphlets and promotional materials commonly feature corporate authors (commissions, committees, or other groups that do not provide individual group member names). If the pamphlet you are citing has no author, cite as directed below. If your pamphlet has an author or a corporate author, put the name of the author (last name, first name format) or corporate author in the place where the author name typically appears at the beginning of the entry.

*Women's Health: Problems of the Digestive System*. Washington: American College of Obstetricians and Gynecologists, 2006. Print.

*Your Rights Under California Welfare Programs*. Sacramento, CA: California Dept. of Social Services, 2007. Print.

### **Magazines and Newspaper Articles**

#### **Signed Article**

Kinney, D.J. "Every American Owes Much to a Man Named King." *Life* Spring 1988: 26-7. Print.

Kantor, Seth. "Oswald Charged in Assassination." *The Knoxville News-Sentinel* 23 Nov. 1963: A1. Print.

#### **Unsigned Article**

"Observances Nationwide Honor Martin Luther King." *Jet* 18 Jan. 1988: 22-25. Print.

#### **Scholarly Journal Article**

Sparks, Christie. "Frederick Douglass and the Black Experience." *Rhetoric Society* 21 (1995): 22-34. Print.

## **Non-Print Sources**

### **Sound Recordings**

Underwood, Carrie. *Some Hearts*. Arista, 2005. CD.

The Beatles. "Her Comes the Sun." *Abbey Road*. Tower Records, 1969. CD.

### **Film, VHS, DVD**

*Martin Luther King, Jr.: A Personal Portrait*. Prod. Arnold Michaelis. The Michaelis Tapes, 1987.

*102 Minutes that Changed America*. Prod. Nicole Rittenmeyer. The History Channel. 2008. DVD.

### **Lecture/Class Notes**

Smiddy, Amanda. "The Transcendentalists." English. Heritage High School, Maryville, TN 13 Jan. 2011. Lecture.

### **Interviews—Personal and Published or Broadcasted**

Burr, Stephanie. Personal interview. 24 Jan. 2010.

Nixon, Richard. Interview by David Frost. PBS. Washington, 19 May 1977. Television.

### **Television or Radio Program**

"Recession Survivors Capture Competitors' Business." Narr. Kathy Lohr. *Morning Edition*. National Public Radio. WUOT. Knoxville, 16 Apr. 2009. Radio.

## **A Painting, Sculpture or Photograph**

### **A Painting**

Botticelli, Sandro. *Annunciation*. 1489-1490. Tempura on Panel. Uffizi Museum. Florence, Italy.

### **A Printed Reproduction**

Head of Sesostri III. *Dynasty XII*. 1878-1843 B.C. Egyptian Museum, Cairo. Ed. Carlo Ragghianti. New York: Newsweek, 1969. 72-73. Print.

### **A Sculpture**

Michelangelo. *David*. 1501-1504. Web. 24 July 2009.

## Websites

Use, in this order, as many of these items as are relevant and useful for clearly identifying the source document. The list is long not so that you will include all of it in every reference, but because Web page content and format vary so widely.

1. Author or editor's last name, then first name.
2. Title of the article in quotation marks.
3. Website name, italicized. (Underlining is no longer used.)
4. Edition or version number.
5. Website owner or sponsor if available.
6. Date of publication (DD MM YYYY as in 15 June 2009). If a publication date is not available, use n.d. for "no date."
7. The word *Web* and a period to indicate the publication medium.
8. The date you accessed the site and a period.
9. [If required by your instructor or if it's necessary to find the article, include the URL (uniform resource locator--that is, Web address) of the document <in angle brackets> followed by a period.]

Note that often you will not have all of these items. The site name will be available, but the Website owner or sponsor will be the same or not known. Similarly, there may not be a version or edition number.

Note also that the two frustrations of Web article dating are (1) articles or pages with no dates at all and (2) autodatting pages that automatically display today's date regardless of when the article was actually written. In the first instance, where no date is visible, be careful with the information because you don't really know when it was created. Cite it as shown below, using n.d. and the date of access. In the second case, where the page is autodated, be equally careful because you also don't know when the information was created. (To check for autodatting, come back to the page the next day or so and see if the current date shows up again.) The MLA does not give specific instructions for autodated pages. However, style handbooks suggest to add a bracketed question mark if you are uncertain about the accuracy of supplied information such as a date of publication. The same rule should apply to autodates. See the last example under Article with autodate below.

### Examples of Typical Web Sites

#### General Website Format

Lastname, Firstname. "Article Title." *Site Name*. Organization Name. Article date. Web.  
Date of access.

#### With author:

Schuster, Alan. "Spa and Hot Tub Chemical Questions." *Ask Alan*. Aqua-Clear Industries. 18 Aug. 2008. Web. 10 Oct. 2008.

**With no author and no date:**

"Newborn Feeding." Welcome to Gerber. Gerber Corporation. n.d. Web. Oct. 2008.

**With the Web site name the same as that of the organization (no organization name is specified):**

Harris, Robert. "Evaluating Internet Research Sources." VirtualSalt. 15 June 2007. Web. 17 Oct. 2008.

**Article with no title:**

Doax, Joseph. Online Posting. The Rock Hunter. 22 Feb. 2009. Web. 12 April 2009.

**Article with autodate [unofficial MLA style]:**

Doe, John. "On the Contents of Ping Pong Balls." The Airful Truth. [15 Dec. 2009?]. Web. 15 Dec. 2009.

### **Website Databases**

When the article comes from an online database such as SIRS Researcher or InfoTrac, the publication data of the print article is also included.

Note: If the database service has several sub-databases, list the exact database as well as the service (For example, EBSCO Host MasterFILE Premier, EBSCO Host Academic Search Elite, EBSCO Host Business Source Premier.) The database name is italicized.

**General Website Format**

Lastname, Firstname. "Article Title." Periodical Name. Periodical Date: Page numbers.  
*Database Name*. Web. Date of access.

**Database with Author**

Rossmann, Parker. "The Theology of Imagination: Science, Science Fiction, and Religion." *Witness* Oct. 1989: 12+. SIRS Researcher. Web. 9 Nov. 2008.

**Database with No Author:**

"Monkeying with Fetal Alcohol Syndrome." Science News 14 Sept. 1996: 170. *InfoTrac Expanded Academic ASAP*. Web. 4 Nov. 2008.



## Works Cited (sample)

Aaron, Jane. *Little, Brown Essential Handbook, MLA Update Edition*. New York: Longman, 2009.

*Alcoa High School Research Guide*. 2010. Print.

Hacker, Diana. *The Bedford Handbook for Writers*. Boston: Bedford Books of St. Martin's Press, 1991.

Lunsford, Andrea, and Franklin Horowitz. *The Everyday Writer*. New York: Knopf Books for Young Readers, 2004.

*Maryville High School Research Guide*. 2010. Print.

"MLA Citation Help." *Andy Spinks*. 2009. Web. 23 Feb. 2010. [www.andyspinks.com](http://www.andyspinks.com).

"MLA Formatting and Style Guide." *The Purdue Online Writing Lab (OWL)*. 2009. Web. 23 Feb. 2010. <http://owl.english.purdue.edu/owl/resource/563/1/>.

*The Purdue OWL*. Purdue U Writing Lab, 2008. Web. 27 Dec. 2008.

# Acknowledgements

We also gratefully acknowledge the following for sharing their time and talent to make this research guide a reality.

Terri Bradshaw  
Pat Effler  
Missy Myers  
Cindy Price  
Lelia Rogers  
Amanda Smiddy  
Cindy Van Pelt  
Kae Wrinkle  
Rebecca Wolfenbarger

We appreciate Teresa Sterchi at Alcoa High School and Penny Ferguson at Maryville High School for allowing us to use their school research guides in the development of Blount County's Research Guide.



# Appendix

Student Name:

Source: 1 2 3 4 5 6

## RESEARCH NOTE SHEET

### Bibliographic Information

**TITLE:**

Website

Book

Magazine/Newspaper/Pamphlet

AC Journal

Author(s):

Publisher (Company, or Home site):

Copyright:

Date Accessed:

URL(web only):

Place of publication (book only):

Page Numbers:

Volume/Issue #:

Journal/Magazine only

**RESEARCH NOTES:** Write down any information you think is important in the source (point form only). If it is a direct quote or statement, do not change anything and put in quotation marks. Put the **page number in brackets** in regards to what page the information can be found, **after every single point made.**

## Samples of the Most Common Source Cards

Book

1

Smith, John. Cats as Pets. New York: Oxford Press, 1998. Print.

SMI 3213

Website:

2

Manners, Kate. "Most Popular Cat Breeds." CatFancy.com. 12 October 2007. Web. 3 March 2009.

Magazine or Newspaper Article:

5

Sanders, Timothy. "Cat Hoarder Arrested." Knoxville News-Sentinel 26 Jan. 2005, sec A:4. Print.

Encyclopedia:

3

Lee, Edwin. "Siamese Cat" Encyclopedia Americana. 1993 ed. Print.

EA-SIA 18

## The Components of the Final Research Paper

Title

Name  
English I  
Mrs. Rogers  
May 10, 2011

Name  
English I  
Mrs. Rogers  
May 10, 2010

Outline

See example from before

Surname 1

Name  
English I  
Mrs. Rogers  
May 10, 2010

Title

Your writing goes here.

Surname 2

Works Cited

Sources in ABC order. If it takes  
more than one line, indent.

Source...

Source...

## Certification of Authorship Page

Use the following as your title page for each paper. Make copies of this page and submit a new copy (with the correct date) each time you submit an essay.

Name of School: \_\_\_\_\_

Course Number and Title: \_\_\_\_\_

Submitted to: \_\_\_\_\_

Submitted by: \_\_\_\_\_

Date of Submission: \_\_\_\_\_

**CERTIFICATION OF AUTHORSHIP:** I certify that I am the author of this paper and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course.

Student's Signature: \_\_\_\_\_