

Bishop Garcia Diego
High School

Student Guide to Research and Writing

A how-to manual for research papers

Step 1: Identify the topic and develop a thesis

- **What is expected in the paper?** Underline different components of the prompt to ensure complete understanding. This will help clarify what you are to do. Speak with the teacher if you are unclear about the expectations.
- **How can the topic be made more specific?** Writers of essays often struggle when their topic is too broad. One of the biggest problems in essay writing is the tendency to skim the surface of a topic rather than explore it in depth. Be as specific and detailed in your exploration of the topic as possible.
- **What style of essay should be chosen to best address the prompt?** Before you create a thesis statement, you must consider the following: will you be persuading the reader? Proposing a solution to a problem? Comparing and contrasting to draw a conclusion? It is important to keep the purpose of the paper in mind throughout the research and writing process. ***See examples of different styles of papers in Appendix A.***
- **Writing a thesis statement.** A thesis statement is the central idea around which the entire paper is organized. It helps provide direction in your research and writing. It is an assertion, not a statement of fact and is often expressed in a sentence or two. A good thesis statement typically features these four attributes:
 1. It addresses a subject about which reasonable people could disagree.
 2. It deals with a subject that can be researched and described.
 3. It expresses one main idea.
 4. It asserts your conclusions about the subject.
 - Before beginning the research process, create a working thesis.

Examples of various types of thesis statements can be found in Appendix B.

Step 2: Research using diverse resources

Students often make the mistake of spending too little time researching their topic. In order to find enough good information, you need to be persistent, patient, creative and resourceful. Ask for help if you get stuck. Research means reading. Reading takes time. A strong paper cannot be written based on little knowledge and understanding of the topic. You must become an expert on the subject you're researching.

Resources

- **Books** go through a rigorous editorial process before being published and generally have more in-depth coverage and accuracy than electronic sources.
 - Make use of the Index and Table of Contents in books to expedite research. Consider keywords related to those you are using.
- **Periodicals** consist of any publication that comes out on an ongoing basis. This includes newspapers, popular magazines and scholarly journals. Back issues of most periodicals are available on microfilm in public and academic libraries.

- **Scholarly journals** are written by experts in a specific field of study, usually associated with a university. The articles in journals are peer reviewed which means that other experts in the field must deem them worthy of publication.
- **Popular magazines** are those found on newsstands and are intended for a general audience. The articles in these magazines are usually not peer reviewed by experts in the field of study about which the articles are written.
- **Newspapers** are excellent for primary source information. They are especially useful for historical research.
- **The Internet** is a connection of computers worldwide. It provides access to personal, non-profit, corporate, educational, government, and other web pages. It also provides access to subscription research databases and many other quality resources.
 - **Web sites** are not reviewed for quality or reliability. There is no guarantee of accuracy. When using web sites for research it is imperative that you determine if the publisher/author is reliable. What are their credentials? How often is the information updated? Is the author/publisher objective? Does the information have a bias?
 - **Electronic research databases** provide access to magazines, books, newspapers and journal articles. Electronic databases cannot be accessed without a subscription. Most articles available through databases were originally published in print format providing for a greater level of quality assurance than web pages.
- **Other sources** include videos, CDs, DVDs, CDRoms, audiotapes, interviews, etc.

Step 3: Evaluating information

Doing research is not just about finding information; it then must be evaluated to determine if it's useful. With so much information available in print and electronically, it is even more important to be discerning in the selection of sources.

- **Four ways to evaluate any source** are by looking at who wrote it, the content, accuracy and currency.
 - **Authority:** What are the author's credentials? What is their education and experience? This can be difficult to locate for web sites. It may require going back several layers or even doing a search for information about the publisher of the site. Look for bias or a slant to information. Authors often have a particular agenda that influences the information they share.
 - **Content:** Does the information adequately address the topic? Don't select a source for the sake of having more items to add to the Works Cited page. The quality of the information is more important than the quantity. The best information is often not the easiest to locate and will require lots of reading.
 - **Accuracy:** The validity of the information located is important to determine and is related to the previous two steps in evaluation. Generally, print sources are more reliable due to the editorial process they undergo prior to publication. Web sites are likely to be less accurate due to the absence of quality control. The presence of factual errors and misspellings are signs of unreliable sources.
 - **Currency:** When was the source written? Based on your topic, it may be important for information to be very current or it may be better to have information from fifty years ago. You can save time by limiting your search for materials to the date range relevant to your information needs.

- **Primary and Secondary Sources**

- **Primary sources** are materials on a topic upon which other research is based. This includes poems, diaries, court records, interviews, experiments, surveys, etc. Primary sources are records of events as they are first described, without interpretation or commentary.
- **Secondary sources** offer analysis of primary sources. They often attempt to describe or explain primary sources. Examples include: dictionaries, encyclopedias, textbooks, and books and articles that interpret or review primary sources.

Primary	Secondary
Original art work	Article that critiques the art
Diary of a holocaust survivor	Book about the concentration camps
Novel	Book of critical essays

Step 4: Recording information

Taking accurate and concise notes during the research process is essential and can save time when writing the first draft of your paper. **Examples of notecards are found in Appendix C.**

- **Types of notes**

- **Personal notes** express your own ideas or record field research/observations.
- **Quotations notes** preserve the original format of the author.
- **Paraphrase notes** interpret and restate what the author said.
- **Summary notes** extract factual information.
- **Precise notes** reflect in a condensed form an author's ideas.

- **Writing effective notes**

- Using notecards, write one item per card to facilitate shuffling information during the stages of organization.
- List the complete bibliographic information in the correct format to be ready for parenthetical citations (more on this later).
- Label each notecard at the top with a specific reference or subject to facilitate organization.
- Write a full note in well-developed sentences to speed the writing of your first draft.
- Label your personal notes with "my idea" or "personal note" to distinguish them from the sources.

- **Avoiding Plagiarism**

Plagiarism offers the words or ideas of another's as your own. Failure to use quotation marks, include too much of the original text, or leave out parenthetical citations can leave one vulnerable to charges of plagiarism.

Steps to prevent plagiarism:

1. Rather than copying sources directly into your research, synthesize or process the information and paraphrase it.
2. **Paraphrased notes** should be used to restate in your own words the thoughts, meaning, and attitude of someone else. Use paraphrase to maintain your voice in the paper and avoid overuse of direct quotes.
 - When paraphrasing you must provide a parenthetical citation to the source (the author and page number in MLA style).
 - Retain words or phrases that stand out by using quotation marks.
 - Put the original aside to avoid copying word for word.
 - Compare your version to the original to ensure you communicate the same thing.

3. When recording **direct quotations** follow these recommendations:
 - Select important information that is well-phrased, avoiding common knowledge.
 - Use quotation marks around the quoted material in your notes. Do not copy the words of a source into your paper in a way that the reader will think you wrote it.
 - Use the exact words of the source.
 - Provide an appropriate in-text citation using MLA format.
 - Quote key passages and sentences, not entire paragraphs.
4. **Secondary source quotations** should not be overused. Too many secondary source quotations indicate:
 - you don't have a clear understanding of the topic and copied everything you read.
 - you have too little evidence and used surplus quotations to lengthen the paper.
5. **Citing resources** gives credit to the information sources you use to write your research paper. Academic disciplines use certain styles or formats for citing sources. **The style for citing sources used at Bishop is that of the Modern Language Association (MLA).** The styles stipulate how to cite references within the text of the paper (parenthetical references) as well as how to cite them at the end of the paper in a works cited page. **See instructions on MLA citations in Appendix D.**

**Common knowledge exceptions:* information that you know your audience will share does not need a citation. For example, as a student of Bishop Diego, you need not cite the fact that it is the only Catholic High School in Santa Barbara if your reader is also a student at Bishop.

Step 5: Organizing information

One of the most important components of writing a strong research paper is organizing the information in a logical way and creating an outline of the paper. Below is the most common process and is recommended though you will find your own ways of adjusting it to fit your personal style. **See Appendix E for an example of an outline.**

1. **Sort your notecards** into piles by subject or purpose. These piles should all support your thesis and will form the body paragraphs of your paper.
2. Before you begin writing, **create an outline** putting these subjects in the order you want them in the paper. Now that you're an expert on your topic, you should have a good idea of how you'll organize your paper.
 - *During the outline process, it is imperative to keep in mind the type of paper you're writing. A persuasive paper will be designed differently than one in which you're comparing and contrasting, or a paper that traces cause and effect.*
3. As the outline is created, you should look for opportunities to **relocate or remove information** that doesn't fully support your topic as well as find more information if needed.
4. Begin with a very **basic outline** to work out the structure of the paper and build on this with complete sentences using your notecards. A well-constructed **detailed outline** can result in a paper that practically writes itself.

Step 6: Writing the paper

Writing seems to cause a lot of anxiety in most people. Rather than approaching a paper with the idea that you should reach perfection in the first draft, it's necessary to understand writing as a process, involving multiple revisions. You don't become a good musician or athlete without practice, nor can you become a good writer without writing and re-writing. Here are some suggestions:

- Using your outline, write as much as possible without consideration for spelling, punctuation or grammar.

- Begin with the body paragraphs if you're having trouble getting an introduction written.
- Return to the introduction after you know what you're really writing.
- Let some time pass before going back for revisions.
- Have someone qualified proofread your paper using the revision checklist below.

When revising, check for the following:

- Does the paper flow logically and support the thesis? Is the thesis and related issues introduced early?
- Do the individual paragraphs have cohesiveness with one main idea that relates to the thesis?
- Are the sources introduced, usually with the name of the author, and cited within the paper? Is it clear when a paraphrase begins and ends?
- Are quotations used effectively without looking like fluff or filler?
- Are there sentences that do not advance the main ideas or repeat what has already been said?
- Does the conclusion provide a resolution to the topic?
- Does the title clearly describe what is in the body of the paper?
- Are there grammatical errors, problems with sentence structure, spelling and punctuation mistakes? Has the presence of the first person (I, me, you, we...) been removed?
- Have you changed passive "to be" verbs (is, are, was walking) to active verbs (walks, walked)? Is the present tense used predominantly throughout?
- Is the language formal and academic without being contrived?
- Are there transitions that move the reader from one paragraph to the next?
- Are the parenthetical references present and correct and are the citations correct in the Works Cited?
- Is the format correct – title page, margins, spacing – using MLA style?

Step 7: Evaluating the research and writing process

The only way to improve research and writing is to consider what you can do better the next time. Think about the entire process. What can you do differently to facilitate the process? Below are a few questions to ask yourself.

- Did you need a more specific thesis before beginning your research?
- Do you need better research skills (searching catalogs and databases)?
- Did you have too little or too much information?
- Did you remember to cite your sources as you went?
- Were your notes comprehensive enough?
- Did you use the outline and notecards in a way that was useful?
- Do you do enough revisions?
- Could you have asked for more help along the way?
- Are your basic writing skills sufficient for the expected outcome?
- Did you give yourself enough time for the various stages of the assignment?

Appendices

Appendix A: Styles of Papers*

The specific style and format of your paper depends on the nature of the assignment and the discipline for which you are writing. Several forms are described below.

Interpretation of Literature or other Creative Work

If you are going to interpret a musical, artistic or literary work, adjust the following outline to your subject and purpose.

Introductory Paragraph

- Identify the work.
- Give a brief summary in one sentence.
- Provide background information that relates to the thesis.
- Offer biographical facts about the artist that relate to the specific issues.
- Quote and paraphrase authorities to establish the scholarly traditions.
- Write a thesis sentence that establishes your particular views of the literary work.

Body Paragraphs

- Provide evaluative analysis based on imagery, theme, design, use of color, character development, structure, symbolism, narration, language, musical themes, etc.

Concluding Paragraph

- Keep a focus on the artist of the work, not just the elements of analysis as explained in the body.
- Offer a conclusion that explores the contributions of the artist in accordance with your thesis statement.

Analysis of History

If you will be writing about events and their causes and consequences, adjust the following outline to your subject and purpose.

Introductory Paragraph

- Identify the event.
- Provide the background leading up to the event.
- Offer quotations and paraphrases from experts.
- Give the thesis statement.

Body Paragraphs

- Analyze the background leading up to the event.
- Trace events from one historic episode to another.
- Offer a chronological sequence that explains how one event relates to the next.
- Cite authorities who have also investigated this event.

Concluding Paragraph

- Reaffirm the thesis.
- Discuss the consequences of this event.

Advancing Philosophical and Religious Ideas

If the assignment is to defend or analyze a topic from the history of ideas, use the following outline, but adjust it accordingly.

Introductory Paragraph

- Establish the idea or question.

- Trace its history.
- Discuss its significance.
- Introduce experts who have addressed the idea.
- Provide a thesis that presents your approach to the issues, from a new perspective if possible.

Body Paragraphs

- Evaluate the issues surrounding the concept.
- Develop a past-to-present examination of theories.
- Compare and analyze the details and minor issues.
- Cite experts who have addressed this idea.

Concluding Paragraph

- Advance and defend your thesis as it grows out of evidence about the idea.
- Close with an effective quotation from a noted person.

Advancing Your Ideas or Theories

If you plan to propose your own social, political or legal theory, follow the outline below, making necessary adjustments.

Introductory Paragraph

- Establish the theory, problem, or question.
- Discuss its significance.
- Provide the necessary background information.
- Introduce experts who have addressed the problem.
- Provide a thesis that relates the problem to a different perspective.

Body Paragraphs

- Evaluate the issues involved in the problem.
- Develop a chronological examination.
- Compare and analyze the details and minor issues.
- Cite experts who have addressed the same problem.

Concluding Paragraph

- Advance and defend your theory.
- Discuss the implications of your findings.
- Offer directives or a plan of action.
- Suggest additional research that might be appropriate.

Making an Argument or Persuading

If you will be persuading the reader or taking a position on an issue, your paper should conform to general outline below, making the necessary adjustments.

Introductory Paragraph

- Clearly establish the problem or controversy that your paper will examine.
- Summarize the key issues.
- Define key terminology.
- Make concessions on some points of the argument.
- Use quotations and paraphrases to explore the controversy.
- Provide background information.
- Write a thesis to establish your position.

Body Paragraphs

- Develop arguments to defend one side of the subject

- Analyze the issues, both pro and con.
- Give evidence from the sources, including quotations as appropriate.

Concluding Paragraph

- Expand your thesis into a conclusion to demonstrate that your position has been formulated logically through careful analysis and discussion of the issues.

Comparative Paper

This requires that you examine two issues, works or the position taken by two people. It explores similarities and differences, generally using one of three arrangements for the body paragraphs.

Introductory Paragraph

- Establish issue A.
- Establish issue B.
- Briefly compare the two.
- Introduce the central issues.
- Cite source materials on the subjects.
- Present your thesis.

Body Paragraphs

Arrangement 1	Arrangement 2	Arrangement 3
Examine A	Compare A & B	Discuss issues 1A & 1B
Examine B	Contrast A & B	Discuss issues 2A & 2B
Compare & contrast A & B	Discuss central issues	Discuss issues 3A & 3B

Concluding Paragraph

- Discuss the significant issues.
- Write a conclusion that ranks one over the other or that rates respective elements of each side.

Laboratory Investigation or Field Report

Introductory Paragraph

- Provide the title, the experiment number, and the date.
- Describe the experiment.
- List any literature consulted.
- Objectively describe what it is that you hope to accomplish.

Method

- Explain the procedures used to reproduce an experiment.
- Explain the design of the test.
- Identify any tools or apparatus used.
- Identify any variables that affected your research (weather conditions, etc.).

Results

- Give your findings, including statistical data.

Discussion

- Provide your interpretation of the data.
- Discuss any implications to be drawn from the research.
- Comment on what you learned by the experiment (optional).

Scientific Analysis

Introductory Paragraph

- Identify the scientific issue, problem, and state your hypothesis.
- Explore the history of the topic.
- Cite the literature that pertains to the topic.
- Explain the purpose of the examination and its possible implications.

Body Paragraphs

- Classify the issues.
- Analyze, define, and compare each aspect of the topic.
- Offer cause-effect explanations.
- Make a detailed inquiry into all relevant issues.

Concluding Paragraph

- Explain the current findings of scientific studies related to the topic.
- Advance your reasons for continued research.
- Suggest possible findings.
- Discuss the implications of your analysis.

***The above formats for styles of papers were taken from:**

Lester, James D. and James D. Lester Jr. 2nd ed. The Essential Guide: research writing across the disciplines. New York: Addison Wesley Educational Publishers, 2002.

Appendix B: Thesis Statements

A central idea around which the entire paper is organized. It helps provide direction in your research and writing. It is an assertion, not a statement of fact and is often expressed in a sentence or two.

Example 1: Making and assertion

Each of Canada's ten provinces and three territories faces a unique set of regional challenges. (Does not make an assertion.)

Canada would be better governed if there were fewer provinces and territories. (Makes an assertion.)

Example 2: One controlling idea

Brian Mulroney introduced some of the boldest economic policies in Canadian history, but his failure to bring Quebec into the Constitution led to his downfall. (Lacks a controlling idea by dividing the emphasis between his success and downfall.)

Although Brian Mulroney was widely applauded for his efforts to bring Quebec into the Constitution, his eventual failure to do so was the cause for his political downfall. (Places the emphasis on the cause of his downfall and less on his prior successes.)

Example 3: Being specific

Helmut Schmidt was Germany's most interesting chancellor. (What does interesting mean? Effective? Daring?)

Helmut Schmidt was Germany's most effective chancellor in garnering public support.

Sheila Watson's use of symbols is an important feature of her writing. (What symbols? Traditional symbols of Christian and Indian mythology?)

Sheila Watson's use of both traditional Christian symbols as well as those of Indian Mythology is an important feature of her writing.

Appendix C: Notecards

Following a prescribed method for creating notecards will help with organization and ensure proper citation of sources.

1. For every source of information, create a notecard with complete bibliographic information necessary for MLA citations. Number each source card successively. You will label each notecard associated with this source with this number so that bibliographic information doesn't need to be re-written.

Example: The book, The Victorians, is written on a notecard with all pertinent bibliographic information. It is assigned a unique source number (#1). All notecards associated with this book will have "Source #1" written on them so you know where you got the information.

Source #1
Title: The Victorians Author: Cruttenden, Aidan Publisher: Facts on File, Inc. Publisher Location: New York, NY Date: 2003 Bishop Diego Library call number: 820.9 CRU

2. Record isolated pieces of information on separate cards. Label each one with the specific topic, source number, and type of notecard.

Example:

Workhouses	Source #1
Established to provide help to the poor but often treated the people who came very poorly to deter reliance on the institution. Dickens is famous for critiquing this system in his novel, <u>Oliver Twist</u> .	
Page 9 (Paraphrased note)	

Personal Note
Look up information on orphanages during the Victorian era to make connection to Dickens' <u>Oliver Twist</u> .

Disease

Source #1

Improvements to the sanitation system were only made once the upper middle class raised concern over the spread of diseases to their neighborhoods from those of the poor. Despite a report spelling out the dangers of unsanitary living conditions made in 1842, "it was not until a second cholera outbreak killed about 53,000 people in 1848 that the government finally took action."

p. 34 (paraphrase and direct quote)

Personal Note

It would seem that as the disparity between the rich and poor grew, so did awareness and activism on the part of some people like Charles Dickens. It may be the case that things had to get very bad before they could get better. Informed, concerned, upper middle class citizens had to fight for the underprivileged. Is that what's going to happen today in our country?

Appendix D: Modern Language Association Style Guide (MLA)

The style used by disciplines in the humanities to uniformly publish papers and cite sources.

General Format Guidelines:

- A paper in MLA format does not require a separate title page unless you include other introductory matter like an outline. Place identification information (Name, course and date) in the upper left corner of the first page of the paper. Enter the title on the first page below your personal information.
- Every page must have your last name followed by the page number in the upper right hand corner (this can be placed in the margin by using the "superscript" feature in Microsoft Word).
- Double-space throughout the paper. Use continuous paragraphing without subdivisions or subtitles. One inch margins are used throughout.
- The Works Cited page is to begin on a new page, not directly following the conclusion.
- An appendix, if needed, precedes the Works Cited page and is the location for tables, charts, illustrations, etc.
- Center the "Works Cited" heading one inch from the top of the page. It too requires a page number in the upper right hand corner after your last name.

Example of a first page and introduction:

Smith 1

John Smith
History 101
January 5, 2008

A Comparison of the Use of Christian Symbols
and Motifs in Steinbeck's *East of Eden* and Morrison's *Song of Solomon*

A familiarity with or willingness to research religious symbols is necessary in the study and understanding of much great literature. Titles alone can offer insight to the themes of the works without the reader even lifting the cover. John Steinbeck's, East of Eden and Toni Morrison's, Song of Solomon, both epic stories of family history and relationships, use Christian symbols and motifs in their titles and throughout the work to draw attention to the eternal theme of fate versus free will.

Works Cited Page:

Smith 10

Works Cited

Blackston, Bernard. The Consecrated Urn. London: Longman, Green and Co.
1966.

Gillfillian, Geove. "Gillfillian on Keats." Keats: The Critical Heritage. Ed. G.M.
Matthews. New York: Barnes and Noble, 1971: 302-307.

How to Cite Different Types of Sources:

Citations are composed of *elements*. These are: author, title, publication information, and Internet access information. Each element is followed by a period. MLA style follows these rules:

- **Authors.** The *Works Cited* are organized alphabetically by author. For works with multiple authors, the lead author's name should be typed with last name first. All other authors of the work follow with first name then last name. Example: Smith, John and William Thomson.
- **Titles (Parts).** Articles and chapters are parts of works or volumes. Titles of parts of works are capitalized and placed in quotes. Example: "Setting the World Ablaze."

- **Titles (Volumes).** Titles of books or the names of journals are capitalized and underlined or placed in italics. Example: The Adventures of Tom Sawyer. OR *The Adventures of Tom Sawyer*.
- **Publication Information (Books).** MLA style introduces the publisher of a stand alone volume (but not a journal) by first giving the place of publication, then the name of the publisher, followed by the year. Example: Twain, Mark. The Adventures of Tom Sawyer. New York: Artless Press, 2002.
- **Publication Information (Periodicals).** No publisher is given for journals and other periodicals; the title or name of the journal is sufficient. This is followed by the publication information in the form: volume (date): page. Example: Ladouceur, Robert, et al. "A Comparison of OCD Patients." *JAMA* 54 (2000): 356-367.
- **Internet access.** The elements listed above apply to electronically accessed information. In addition, the date a source is accessed is followed by the URL (uniform resource locator, or web address) enclosed in angle brackets. Example: Dawe, James. Jane Austen Page. 1999-2007. 17 Apr. 2006 <<http://www.,jamesdawe.com>>.

Examples

The basic elements are found in a reference to a chapter in an anthology.

Watts, Alan. "The Art of Contemplation." Cloud-Hidden, Whereabouts Unknown: A Mountain Journal. New York: Vintage Books, 1974. 179-96.

An article in an online journal illustrates the elements in a reference to a periodical.

Barry, John M. "The Site of Origin of the 1918 Influenza Pandemic and Its Public Health Implications." Commentary. Journal of Translational Medicine 2.3 (20 Jan. 2004): 1-4. 18 Nov. 2005 <<http://www.translational-medicine.com/content/2/1/3>>.

MLA Rules:

- **Full Dates.** Use international format---day month year. Abbreviate the month (Jan., Feb., Mar., Apr., May, June, July, Aug., Sept., Oct., Nov., Dec.).
- **Heading Caps.** Each word in a title is capitalized, except for articles (a, an, the), prepositions (against, between, in, of, to), conjunctions (and, but, for, nor, or, so, yet), and the infinitive to.
- **Punctuation.** Elements are followed by periods.
- **Underline or Italics?** Book titles and journal names can be written in italics **or** be underlined but *be consistent*.
- **Volume.Number.** Journals are published in volumes. Most journals number pages consecutively through the volume, each new issue picking up where the last left off. But some do not. References to these journals note the number in the volume in the form: volume.number.

Example: Bartley, William. "Imagining the Future in The Awakening." *College English* 18.3 (Spring 2003): 719-46.

Citing Sources within the Paper:

Ideas and direct quotes are cited within the paper using parenthetical citations in the form: (Author page).

- The first time an author is cited, use the full name but only the last name thereafter.
- There is no comma before the page number.
- MLA style uses a special or traditional citation for literary works.
 - The following passage is from the Merchant of Venice (MV).

"I'll have my bond; speak not against my bond; I have sworn an oath that I will have my bond. . . ." MLA cites this (MV 3.3). Conventional notation might cite this (Merchant of Venice, act III, sc. iii).
- Be consistent.

Example: Notice how the author and page number are used in different ways.

Smith 4

The power of the executive mansion began in November 1801 when John Adams, accompanied by a single secretary and servant, entered "the unfinished White House that smelled of plaster and paint" (Olson 23). One of his first tasks was to write a letter to his wife Abigail. (According to Richard Striker), voters must always consider the words that Adams used on that first day in the White House: "May none but honest and wise men ever rule under this roof: (78). At no other time are these simple words more compelling than when the nation considers

Citing Other Types of Sources

Not all sources will have every element usually included in an MLA citation and the variety of types of sources makes providing a complete MLA citation guide impractical for this research packet.

For more information on citing sources in MLA format, refer to the following sources:

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. Modern Language Association, (any recent edition.)

MLA Citation Maker: <http://www.oslis.org/MLACitations/secondary/> Helps you to create a citation by filling in the fields of required information. Very cool.

MLA Style Overview: <http://www.liu.edu/cwis/cwp/library/workshop/citmla.htm> Provides examples of properly formatted citations for a variety of sources.

Appendix E: Outlines

The level of detail in an outline is dependant upon the paper and the writer. Regardless of the specificity, an outline always helps in categorizing information in a logical way. You may find that brief phrases or keywords are enough for you to get organized prior to writing, or it may be the case that creating an outline using complete sentences is better.

All outlines should follow the same format using Roman numerals, capital letters and numbers to establish order.

Example:

<p>Paper Outline</p> <ul style="list-style-type: none">I. Introduction—Patriot Act defined<ul style="list-style-type: none">A. Briefly establish the controversy<ul style="list-style-type: none">1. What are the objections2. What are the benefitsB. Briefly establish my position<ul style="list-style-type: none">1. Discredit those in support2. Support my position with a quoteII. Body Paragraph 1—Provide background to the Act<ul style="list-style-type: none">A. Historical precedence<ul style="list-style-type: none">1. Other laws that are similar2. Why they did or didn't workB. Why the Patriot Act?<ul style="list-style-type: none">1. Causes for its creation2. Predicted outcomes (briefly—will continue this in detail in next BP)3. Actual outcomes (briefly-- will continue this in detail in next BP)III. Body Paragraph 2—Dispute the position that the Patriot Act is necessary and beneficial<ul style="list-style-type: none">A. Provide those opinions that are pro<ul style="list-style-type: none">1. Compare these opinions to those of the past2. Make connection to negative historical outcomes <p>And so on....</p>
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It is easy to see how this basic outline could grow into complete sentences and then converted into the finished paper.