

This manual is based on the requirements of the James B. Conant High School English Department. Some academic courses may require a different style of documentation. Always check with your teacher about the appropriate form of documentation when you are asked to write a research paper.

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The following sources were referenced in developing Write Right:

Graff, Gerald, and Cathy Berkenstein. *They Say, I Say: The Moves that Matter in Academic Writing*, 2nd ed., W.W. Norton, 2009.

MLA Handbook, 8th ed. Modern Language Association of America, 2016.

The Purdue Online Writing Lab, Purdue University, 2016, www.owl.english.purdue.edu/owl/.

“Thesis Statements.” *The Writing Center at UNC-Chapel Hill*, UNC College of Arts and Sciences, 2014, www.writingcenter.unc.edu/handouts/thesis-statements/.

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WHAT IS THE PURPOSE OF RESEARCH?

Academic research is a process of reviewing scholarly and credible writing/information on a topic, creating a thesis, and using other existing research to support your own argument/thesis.

All academic research starts with a question or hypothesis that you want to explore or answer. At that point, you should review existing research on a topic, looking for a variety of sources and viewpoints. Once the preliminary research is completed, the purpose of research is not just to present others' opinions and ideas on a topic. The purpose is to use that research on the subject to support your *own* view or argument.

FREQUENTLY ASKED QUESTIONS

Q: Won't my research paper be a long series of quotations from other sources? How can I include my own ideas?

A: By examining the information you have gathered and the opinions of experts, you then draw your own conclusions. Within your paper, use the information to support your own ideas (thesis). The thesis statement, assertions, commentary, and concluding sentences will be your own interpretation and presentation of the topic and evidence.

Q: What is the difference between a primary source and a secondary source?

A: For a literary paper, a primary source is the work (or works) that is the subject of your paper. For example, if you are writing a paper analyzing *The Adventures of Huckleberry Finn*, your primary source is that novel. A secondary source is a book or article about the work. For example, a book entitled *The Mind of Mark Twain* would be a secondary source in which you may find a discussion of imagery in *The Adventures of Huckleberry Finn*.

In a historical context, a primary source is an original document of the time period, such as a journal, a tax bill, or a political cartoon.

Q: How do I know what and when to cite?

A: Cite your source in the following situations:

- Direct quotations (word for word)
- Ideas, examples, arguments or opinions of a source that you put into your own words (paraphrasing)
- Statistics
- Factual information that is *not* common knowledge

Q: How do I know whether factual information is common knowledge (and therefore does not need to be documented)?

A: Factual information is common knowledge when it is undisputed information.

Some examples are:

- Abraham Lincoln wrote "The Emancipation Proclamation."
- The Nile is a major river in Egypt.
- Pearl Harbor was bombed on December 7, 1941.

HOW CAN I ENSURE THAT THE INFORMATION I'M GATHERING FOR MY RESEARCH IS USEFUL AND SCHOLARLY?

It is important to know that the credibility of your research and your essay, overall, is closely linked to the sources that you will cite on your Works Cited page.

First, for online sources, researchers need to know the difference between conducting a **web search** (such as Google) and a **database query** (such as EBSCO).

A **web search** returns results on web pages for the searched words. Frequently, these are .com sites, which tend to be biased because they are profit-driven and therefore should typically not be considered academic sources. An exception to that would be Google Scholar, which automatically filters for academic sources.

A benefit to using web searches is that the information is the most timely.

Occasionally, web research can be helpful, but the researcher needs to carefully evaluate the credibility of these sources. The following two websites will help you with evaluating the credibility of a source:

- Evaluating Sources: Overview
- Evaluating Sources During Reading

A **database** is a collection of scholarly resources that an institution, school, or library subscribes to. The searchable content is vetted for accuracy and scholarly nature and therefore considered more reliable. The main problem with using databases is that there may be a delay between when articles are printed and when they appear searchable in the database.

We recommend that you always start with a database for your research. If you cannot find anything on the databases, you should then consider a web search using Google Scholar. If you still cannot find any sources, you should use a general Google search, but be very careful about which sources you choose to use.

Conant's **Media Center** also has useful **print sources** (nonfiction books, reference volumes) that you should consider reliable for your research. Many items located through the card catalogue (link below) can be checked out and taken home, while some reference materials can be accessed throughout the day but must remain in the Media Center.

Where to find the most credible sources:

- Media Center scholarly databases: <http://chs.d211.org/academics/library-databases/>
- Google Scholar: <https://scholar.google.com/>
- Media Center card catalogue: http://hsdhoff.ent.sirsi.net/client/en_US/conant/

WHAT ARE SOME TIPS TO HELP ME FIND USEFUL INFORMATION ONLINE?

Search Terms: Based on your research questions/topics from the book you read, brainstorm a list of the most important concepts for your research questions/topics.

Try **synonyms** and use **academic language**:

Examples: adolescents vs. teenagers
digital vs. electronic
poverty vs. economically disadvantaged

Use **trial and error** to figure out which of your topics provides valuable information that you are interested in pursuing further.

Use **advanced searches** to combine more specific search terms, narrow your focus, and get more specific info.

Look for **full texts!** (Be very careful of using information out of context.)

Skim parts of the source before determining if it's relevant or worthwhile:

Skim **titles** of your search results, **opening** and **concluding paragraphs**, and also **beginnings** and **ends of other paragraphs**.

These areas are where writers often present their main ideas or draw their conclusions. If it seems like there is value in the article, save it to read more closely later on. Be wise about your use of time—don't spend a lot of time reading entire essays that have little value.

HOW SHOULD I READ A SOURCE WHEN I'VE FOUND IT?

Once you've determined that a source will be useful, as you read consider these **questions to help you approach and understand scholarly essays**:

- What is its argument?
- What does it assume about its audience and their abilities?
- How is it organized? (Are there sub-heads? Are they numbered?)
- How much "sign-posting" does it do? (Sign-posting = phrases like "In this section I shall argue," "Now we turn to the problem of ____.")
- How often does it refer to and/or quote other scholars?

Then **reflect** and **connect back to your own assignment's** task/argument/thesis:

- How does this source fit into your research?
- What aspects of this source are helpful to you?
- How does it help you shape your argument?
- What can you use from this source in your own project?
- How has it changed what you think about your topic?

WHAT TYPES OF INFORMATION SHOULD I BE GATHERING TO FORMULATE MY THESIS AND PROVE MY ARGUMENT?

When completing your preliminary research, you should review as many sources on the topic as possible. Reviewing multiple scholarly sources will give you a variety of viewpoints as well as a direction towards your eventual thesis.

Information in your sources can be broken down into the following four categories:

FACT:

The same information can be found in five or more sources: Dates, places, times, people

Example: Extreme fighting first gained national attention in 1993, when the first UFC event was held.

STATISTIC:

Unique information/data based on a study, and unique to a source

Example: Many companies complied, and the number of customers nationwide who could get access to UFC events shrank to about 7.5 million from around 35 million (Smith 1).

QUOTE:

Someone's opinion that is lifted directly off the source page; must be in quotation marks

Example: "The potential for death is there," said George Lundberg, then-editor of the *Journal of the American Medical Association (JAMA)*. "When there is strange human behavior that produces a substantial hazard to individuals' health, the response of the medical profession in general is to try to get rid of it" (Smith 2).

PARAPHRASE:

Takes a long section of information from a source and puts it into different wording. You must cite it because you are still using someone else's information!

Example: Senator John McCain, who feels that Ultimate Fighting puts the participants at a great risk for serious injury, is against the widespread popularity of the sport (Smith 2).

WHAT IS A THESIS STATEMENT AND WHY IS IT IMPORTANT?

Click here for information on thesis statements and how to craft them.

Check with your teacher for more specifics about the thesis statement for your assignment.

HOW DO I ORGANIZE MY PAPER? HERE'S A SAMPLE OUTLINE:

If you go over one line, make sure to align the second line with the first.

<p>New P.E.: It's Time For a Change</p> <p>Thesis: Without a doubt, Titusville has made the right decision in changing from the traditional competitive P.E. to the New P.E. system.</p> <p>I. Comparison of traditional and New P.E.</p> <p>A. Situations involving problems with traditional Physical Education</p> <p>1. Jason Gregg</p> <p>2. Lamont Pratt</p> <p>3. Milwaukee athletes</p> <p>B. Example of school that switched</p> <p>C. Thesis: need for change to New P.E.</p> <p>II. Drawbacks of traditional P.E.</p> <p>A. No lifetime conditioning</p> <p>B. Varying student abilities</p> <p>C. Unfair selection process</p> <p>III. Advantages of New P.E.</p> <p>A. Safe learning environment</p> <p>B. Fun atmosphere</p>
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Guidelines:

1. Double space the entire outline.
2. Center the title of the paper (same as on title page) at the top of the outline.
3. Include the thesis statement between the title and the outline.
4. Do not use the words "introduction" or "conclusion" in your outline.
5. Stay consistent: Develop a phrase outline or sentence outline (depending on assignment), but not both.
6. Topics need to be divided into at least two subheadings (Dividing anything into fewer than two parts is impossible). I requires II, A requires B, 1 requires 2, etc.
7. Spacing is important. Indent each level consistently so that periods are aligned.
8. The size of text on this page should be the same font size as the rest of the paper.
9. The first word after each heading and subheading needs to be capitalized.

HOW DO I INTEGRATE INFORMATION FROM SOURCES INTO MY WRITING?

Facts, statistics, quotes, and paraphrases should be used to give additional information or prove your claims. Consider some of the following sentence starters from scholars Gerald Graff and Cathy Berkenstein when transitioning between your own claims and evidence from sources:

Transitioning to expert opinions/viewpoints

- X demonstrates that _____.
- X emphasizes, “Quote” (64).
- X stresses, “_____” (354).
- As X notes, “Quote” (15).
- An article entitled “_____” proposes, “_____” (45).
- In the book _____, X criticizes that (76).
- X points out that _____ (238).

Disagreeing with opposing views

- X’s claim is mistaken because he/she overlooks _____.
- X’s claim that _____ rests upon the questionable assumption that _____.
- X’s view that _____ is incorrect because, as recent research has shown, _____.
- By focusing on _____, X overlooks the deeper problem of _____.

Agreeing with other sources

- X is right about _____ because, recent studies have shown _____.
- X’s theory of _____ is extremely useful because it sheds insight on the difficult problem of _____.

Here are some examples of verbs you can use to integrate sources. Pick the correct one to fit the writer’s tone and position.

acknowledges	calls	counterattacks	explores	objects	reports
adds	cautions	criticizes	finds	observes	responds
admits	celebrates	declares	grants	points out	retorts
affirms	claims	defines	illustrates	praises	reveals
agrees	comments	demonstrates	implies	predicts	speculates
answers	compares	denies	insinuates	proposes	stresses
analyzes	concedes	disputes	insists	proves	suggests
argues	concludes	echoes	labels	reasons	surmises
asks	condemns	emphasizes	laments	recognizes	tells
asserts	confirms	endorses	maintains	recommends	thinks
attacks	contends	estimates	mentions	refutes	warns
believes	counters	explains	notes	rejects	writes

HOW DO I CITE THE LIST OF SOURCES I USED?

A **Bibliography** is a comprehensive list of all works related to a subject. When teachers refer to “bibliographic information,” they mean the information about the sources you use: author names, article titles, dates of publication, and more. While you likely won’t be completing a bibliography as part of your research assignment, you will need to know the bibliographic information in order to complete one of the two source lists below:

A **References** page is a list of all the sources you looked at or read, even if you didn’t directly refer to all of them in your paper.

A **Works Cited** page includes only the sources you actually use/refer to/cite in your paper. Your list of sources on a Works Cited page should correspond to the internal citations in your paper.

The information you present in a bibliographic entry depends on the information available from the type of source you use (a book, a web page, or an article from a database, for example). While the information available will determine what your final bibliographic entries will look like, they should have the following general appearance with the hanging indent:

"About Walter J. Ong, SJ." <i>The Walter J. Ong</i>
<i>Collection</i> . 22 Dec. 2006. Saint Louis
University. www.slu.edu/the-ong-center/
walter-j-ong-sj-biography-and-remem
brances .

HOW DO I KNOW WHAT BELONGS IN A BIBLIOGRAPHIC ENTRY?

You do not need to memorize the proper order and format of bibliographic entries, but you do need to make sure the information is complete and accurate.

The following core elements should be included in each bibliographic entry in a Works Cited:

1. AUTHOR.
2. TITLE OF SOURCE.
3. TITLE OF CONTAINER,
4. OTHER CONTRIBUTORS,
5. VERSION,
6. NUMBER,
7. PUBLISHER,
8. PUBLICATION DATE,
9. LOCATION.

All available information should be included in this order with this punctuation, unless 4-8 is the final element, in which case, use a period.

An element should be omitted (left out) if it is not available or relevant to the type of source being documented.

Look on the following pages for specific explanations of each of these nine core elements with step-by-step instruction and examples.

Two strong sources to help you with bibliographic entries are:

Purdue OWL: <https://owl.english.purdue.edu/owl/resource/747/12/>

*Use the menu on the left-hand side of the site to find the correct source information.
To reach this site from Google, search "OWL MLA Works Cited."

EasyBib: <http://www.easybib.com/>

*EasyBib can be very useful, but you should always review every citation this site provides, as it does not produce perfect entries. Make sure you choose MLA 8. Double check the citation against the Purdue OWL resource to ensure your entries are both complete and accurate.

ELEMENT 1: AUTHOR.

Source with one author:

Last Name, First Name.

O'Brien, Tim.

Source with two authors:

Last Name, First Name, and First Last.

Gottfredson, Michael R., and Travis Hirschi.

Source with three or more authors:

Last Name, First Name, et al.

Smagorinsky, Peter, et al.

If your focus for essay is on the translator, creator, performer, etc:

Last Name, First Name, role. *Title*. of Source By Author's Name,

Anderson, Wes, creator. *The Fantastic Mr. Fox*.

Graham, Lauren, performer. "Double Date." *Gilmore Girls*,

Rabassa, Gregory, translator. *One Hundred Years of Solitude*. By Gabriel Garcia Marquez,

*If you are not focusing on the person, then list title first and include the relevant individual's name as contributor, such as:

The Fantastic Mr. Fox. Created by Wes Anderson.

Pseudonym (such as online username or handle):

Use name in place of author.

Banksy.

@electrolemon.

Corporate Author:

Use in place of author, unless the corporate author is the same as publisher, in which case, start without author.

Red Cross.

ELEMENT 2: TITLE OF SOURCE.

Title is in *italics* if it is self-contained, such as title of book, periodical, website, TV Show, album, collection of essays:

Author. *Title.*

O'Brien, Tim. *The Things They Carried.*

Subtitles are also in *italics* after a colon:

Author. *Title: Subtitle.*

Kittle, Penny. *Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers.*

Title is in "quotation marks" if it's not self-contained but part of a larger whole, such as an essay, a story, a poem, an episode (Container, which is explained on next page):

Author. "Title." *Title of Container,*

Beyoncé. "Sorry." *Lemonade,*

"Double Date." *Gilmore Girls,*

Silverman, Robert A. "Crime Rates." *Encyclopedia of Sociology,*

When a source is untitled:

Provide a generic description without italicizing or using quotation marks, but capitalize the first word of the description and any proper nouns

Gilray, James. Political cartoon of the world being carved by Napoleon and Pitt,

Madza. Advertisement with Mazda 3 on curvy hill. *The Atlantic,*

Short untitled message, such as tweet:

Reproduce the full text in quotation marks, without changes, in place of title

@POTUS. "Happy Fourth of July, everybody! And to our brave men and women in uniform: On this day and every day, we thank you." *Twitter,*

E-mail:

Use the subject of the email in quotation marks

Gwizdala, David. "Re: Write Right Revision." Received by Asra Syed. 28 July 2016.

ELEMENT 3: TITLE OF CONTAINER,

When the source you are documenting is a part of a larger whole, the larger whole can be thought of as a *container* that holds the source. The container is usually in *italics*.

A book that is a collection of essays, stories, poems, or other works:

Author. "Title of Source." *Title of Book*,
Silverman, Robert A. "Crime Rates." *Encyclopedia of Sociology*,

A periodical such as a journal, magazine, or newspaper:

Author. "Title of Source." *Title of Periodical*,
Kamin, Blair. "Honoring the Arts, but for Whose Sake?" *Chicago Tribune*,

A website:

Author. "Title of Source." *Title of Website*,
Nix, Elizabeth. "The Black Tom Explosion." *History Channel*,

If you have two containers, such as an article located from a database or TV show you viewed on a secondary media source:

Include any/all of the nine core elements (explained further on next pages) and then list the second container and any further elements of that container, including a stable URL.

Clots-Figueras, Irma. "Are Female Leaders Good for Education? Evidence from India."
American Economic Journal: Applied Economics, vol. 4, no. 1, Jan. 2012, pp. 212-
44. *JSTOR*, www.jstor.org/stable/41419430.

"While I Was Sleeping." *The Mindy Project*, season 4, episode 1. *Hulu*. [www.hulu.com/
watch/843378](http://www.hulu.com/watch/843378).

ELEMENT 4: OTHER CONTRIBUTORS,

In addition to the author(s) whose name appears at the beginning of the entry, your source may have other contributors.

You need to include those contributors if they are significant to identifying your source (such as translators or editors) or if they are relevant to your research (such as if you mention specific actors of a movie within your paper).

Here are common descriptors you'd use:

Edited by

Translated by

Directed by

Illustrated by

Performed by

Directed by

Introduction by

Here are some samples:

Saint-Exupéry, Antoine de. *The Little Prince*. Translated by Katherine Woods, Harcourt, Brace & World, 1943.

The Royal Tenenbaums. Directed by Wes Anderson, narrated by Alec Baldwin, Criterion, 2001.

Warren, French. *John Steinbeck*. Edited by Sylvia E. Bowman, College and University Press, 1961.

ELEMENT 5: VERSION,

This element is not as common as the first three core elements, but it should be included in the instances where your source indicates that there was more than one version.

Here are some samples of what your source may indicate, which you should include:

expanded edition,
authorized King James Version,
3rd edition,
updated edition,
unabridged version,
director's cut,
version 3.2,

ELEMENT 6: NUMBER,

This element should be included if your source is numbered or part of a sequence/series. For example, some specialized encyclopedias are published in multiple volumes; periodicals or journals often have issue numbers; and TV shows have episode numbers and season numbers.

Here are examples of how your source may be numbered, which you should include:

vol. 3,
vol. 4, no. 143,
no. 16,
season 3, episode 13,
issue 12,

ELEMENT 7: PUBLISHER,

The publisher is the organization responsible for producing your source or making it available.

For example, publishers of books, companies/organizations responsible for a TV show, movie, museums, or libraries.

Omit business words like Company (Co.), Corporation (Corp.), Incorporated (Inc.), and Limited (Ltd.)

If there are two or more organizations named, separate them with a slash /.

Here are examples of types of publishers:

Penguin Press,
Anchor Books,
Twentieth Century Fox,
Art Institute of Chicago,
Folger Shakespeare Library,

ELEMENT 8: PUBLICATION DATE

Publication date is especially relevant for online sources.

If a source has more than one publication date (such as an article originally from a periodical that was republished online or in a compilation), cite the date that is most relevant or meaningful for your source/your research paper.

Write full information that is provided, but abbreviate longer months.

If the date is provided, put the date before the month and year. (7 Aug. 2016)

If it is a comment on the web, it may even include time when the work was posted.

If the date is the last element of your source, put a period after it; otherwise, use a comma.

Here are some examples:

"Break the Age Barrier." *Prevention*, Aug. 1992, p. 57.

Butler, Octavia E. *Kindred*, Beacon Press, 1979.

Edwards, Henry. "Freak Rock Takes Over?" *New York Times*, 17 Dec. 1972, pp. 34-35.

Goldberg, Jeffrey. "The Obama Doctrine: The President Explains His Hardest Decisions about America's Role in the World." *The Atlantic*, March-April 2016, pp. 70-90.

@POTUS. "Happy Fourth of July, everybody! And to our brave men and women in uniform: On this day and every day, we thank you." *Twitter*, 4 July 2016, 7:00 a.m., twitter.com/POTUS/status/749966042135293952.

ELEMENT 9: LOCATION.

The source's location depends on the medium/type of source.

If you have a print source within a container, such as an article in a periodical or book, likely the location will be page numbers.

If it is a single page, use p. before the number; for multiple pages, use pp. before the page number.

"Break the Age Barrier." *Prevention*, Aug. 1992, p. 57.

Edwards, Henry. "Freak Rock Takes Over?" *New York Times*, 17 Dec. 1972, pp. 34-35.

Goldberg, Jeffrey. "The Obama Doctrine: The President Explains His Hardest Decisions about America's Role in the World." *The Atlantic*, March-April 2016, pp. 70-90.

If you have an online source, the location is commonly indicated by the URL or Web address. Skip the http:// or https:// before the URL.

Clots-Figueras, Irma. "Are Female Leaders Good for Education? Evidence from India." *American Economic Journal: Applied Economics*, vol. 4, no 1, Jan. 2012, pp. 212-44. *JSTOR*, www.jstor.org/stable/41419430.

Nix, Elizabeth. "The Black Tom Explosion." *History Channel*, 29 July 2016, www.history.com/news/the-black-tom-explosion.

* Online sources may also have page numbers, but use them only if they are permanent, and put them before the URL.

* Some publishers assign a DOI (digital object identification), in which case, use that.

The location may also be something more physical.

The location of a television episode in a DVD set may be indicated by disc number.

"Double Date." *Gilmore Girls: The Complete First Season*, created by Amy Sherman-Palladino, performances by Lauren Graham and Alexis Bledel, episode 12, WB Television Network, 2001, disc 1.

The location of a piece of art work may be at an actual museum.

Hopper, Edward. *Nighthawks*. 1942, Art Institute, Chicago.

For further information on how to format a Works Cited page, see Purdue Owl:

<https://owl.english.purdue.edu/owl/resource/747/05/>

HOW DO I CITE IN THE TEXT OF MY ESSAY USING MLA FORMAT?

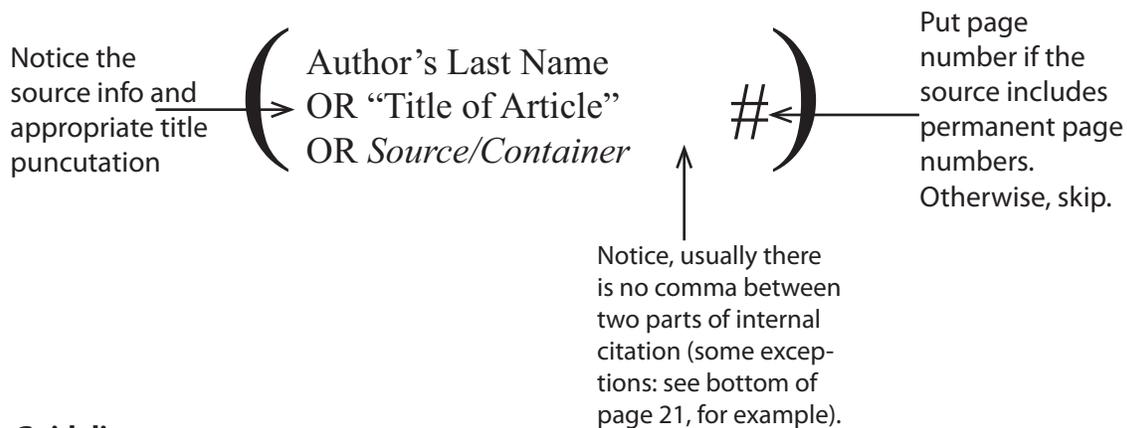
Look at the sample papers on the following pages for examples of correct usage of direct quotes, paraphrasing, and block quotes.

You must use **internal citations** in your paper to reference all the sources.

In MLA format, there are two sides to every citation: the right side and the left side. These are joined WITHOUT a comma.

On the left side, you have the source. Right away, you need to look for an author for your source. Most books have authors, but many online or references sources do not. If you do not have an author, you look for a title of the article. This title will be put in quotation marks, the same way it is on the Works Cited page. If you do not have a title, look for the source, or container. This will always be in italics in your citation, the same way it is on the Works Cited page.

On the right side, you cite the page number(s), which are frequently left out of online sources.



Guidelines:

You are required to put a citation in your essay EVERY time you are influenced by a source's material. That includes statistics, percentages, quotes, and paraphrases. If you do not, you are running the risk of plagiarism, which is either the intentional or unintentional use of someone else's research or ideas as your own. In short, you are stealing someone else's ideas or work.

The only time you do NOT need to cite is if you are dealing with factual information. If you could find the exact same information in five or more sources, you do not need to cite it. Dates, places, people, and occurrences are good examples of facts. Percentages or statistics--because they are unique to specific research studies--must be cited.

SAMPLES OF BIBLIOGRAPHIC INFORMATION AND CORRESPONDING INTERNAL CITATIONS

BIBLIOGRAPHIC INFO: PRINT SOURCE WITH AUTHOR AND PAGE NUMBERS

Emerson, Steve. "When Earth Takes the Hit."
<i>International Wildlife</i> July/Aug. 1991.
38-41.

The author's last name indicates which source you used. The last name will be the first part of your internal citation.

The page number(s) on your bibliographic entry should correspond with the page number(s) you use in your internal citation(s).

CORRESPONDING INTERNAL CITATION

"In Columbia, for example, terrorists have dynamited a state-owned oil pipeline more than 140 times in the past four years" (Emerson 40).

BIBLIOGRAPHIC INFO: ONLINE SOURCE WITH AUTHOR

Lavanture, Douglas. "Fear as Governance: Arthur Miller's <i>The Crucible</i> as Contemporary Reflection." <i>Steppenwolf Home Page</i> . 2008. www.steppenwolf.org/articles/fear-as-governance-arthur-millers-the-crucible-as-contemporary-reflection/ .

CORRESPONDING INTERNAL CITATION

"McCarthy began to rule America's conscious with an iron fist, weeding out accused communists with his extensive use of the House Un-American Activities Committee, originally established in 1938 to condemn Nazi sympathizers in World War II" (Lavanture).

For online sources without permanent page numbers (such as a website), your internal citation should not include a page number or any other information after the author's name. If an online PDF does have permanent page numbers, use them.

MORE SAMPLES OF BIBLIOGRAPHIC INFORMATION AND CORRESPONDING INTERNAL CITATIONS

BIBLIOGRAPHIC INFO: ONLINE SOURCE WITH NO AUTHOR

If no author is listed, use the title of the article.

"About Walter J. Ong, SJ." <i>The Walter J. Ong</i>
<i>Collection</i> . 22 Dec. 2006. Saint Louis
University. www.slu.edu/the-ong-center/walter-j-ong-sj-biography-and-remem
brances .

CORRESPONDING INTERNAL CITATION

"Walter J. Ong, SJ, University Professor Emeritus, William E. Haren Professor Emeritus of English, and Professor Emeritus of Humanities in Psychiatry at Saint Louis University, is known for his work in Renaissance literary and intellectual history" ("About Walter...").

Your internal citation should include enough words from the article's title so that a reader can find the source on your Works Cited page. And, for online sources without permanent page numbers (such as a website), your internal citation should not include a page number or any other information after the author's name. If an online PDF does have permanent page numbers, use them.

TWO SOURCES BY THE SAME AUTHOR

If you have two sources by the same author, use the author's last name but also unique word(s) from the title to distinguish between sources.

For example, Stephen King's books:
Internal citations should read:

Cujo
(King, *Cujo* 43)

Carrie
(King, *Carrie* 108)

WHAT IS PLAGIARISM?

Plagiarism is presenting someone else's ideas, phrasing, facts, explanations, statistics, research, examples, ideas, opinions, or arguments as one's own.

Plagiarism also occurs when someone's ideas, phrasing, facts, explanations, statistics, research, examples, ideas, opinions, or arguments of someone else are paraphrased without citing the source of the information or crediting the author. (Paraphrasing means rewriting someone else's words into one's own words.)

What if only a paragraph, a sentence, or a phrase is copied or paraphrased?

It's still plagiarism if the source is not cited or the author not credited.

To Avoid Plagiarism

You must carefully record all sources utilized in the research process, identify all notes taken by source and page number, and indicate direct quotes or partial quotes with quotation marks in your notes and in the research paper itself.

Additional Information

Faulty or sloppy documentation can result in *unintentional plagiarism*, which is still a major academic error.

Sources that should be documented include any written information, online information, or oral interviews and media presentations.

You do not have to document general factual knowledge such as the dates of the Civil War, the location of Monticello, or the birthplace of an author.

Even when using a few words from a source, you must use quotation marks if the phrasing or word choice is unique to the original writer.

What's the Big Deal About Plagiarizing, and What Are the Consequences?

Plagiarism is an intellectual and academic offense. By claiming someone else's work as one's own, the student is faking the learning process, and no educational community can succeed if its students are not actually learning. Plagiarizing compromises one's integrity and can result in serious consequences. Students who plagiarize are subject to disciplinary action, which may result in loss of credit for a project or test, or, in the case of repeated incidents of plagiarism, loss of class or course credit. Students may jeopardize admission into organizations such as the National Honor Society. Plagiarism at the collegiate level can result in expulsion.

IMPROPER CITATION EXAMPLES THAT SHOW PLAGIARISM

ORIGINAL TEXT FROM PRIMARY SOURCE

“En all you wuz thinkin’ ‘bout was how you could make a fool uv ole Jim wid a lie. Dat truck dah is trash” (Twain 86).
--

ORIGINAL TEXT FROM SECONDARY SOURCE

“The crux of the controversy is whether or not the novel presents an indictment of racism or simply reflects the generally accepted racist attitudes of the time period in which it was written. For most critics, the issue boils down to the depiction of Jim. For some, Jim is nothing more than a minstrel stereotype... ‘who lacks self-respect, dignity, and a sense of self separate from the one whites want him to have,’ in the words of Julius Lester... But to others, a subtle satire on slavery and racism emerges from the text and takes precedence over any stereotypical depiction of African Americans” (“Huck, Jim, and the Race Question” 14).

NO CITATION = PLAGIARISM

It is not fair to argue that the book condones racism or perpetuates its existence. Some could argue that Jim lacks self-respect, dignity, and a sense of self separate from the ones whites want him to have. Others might be able to say that a subtle satire on slavery and racism emerges from the text and takes precedence over any stereotypical depiction of African Americans. The novel does present an indictment of racism. After all, Jim is effective in making Huck feel guilty for the practical joke he played on him in the early stages of the novel. Jim responds by telling Huck, “En all you wuz thinkin’ ‘bout was how you could make a fool uv ole Jim wid a lie. Dat truck dah is trash” (Twain 86). In this scene, while Jim does speak in an uneducated dialect, Twain also shows his very human elements and exposes Huck’s ignorance.

SLOPPY CITATION = PLAGIARISM

(WEAK PARAPHRASING OR ONLY CITED AT END)

It is not fair to argue that the book condones racism or perpetuates its existence. While there are some critics who believe that Jim lacks self-respect, dignity, and a sense of self separate from the ones whites want him to have, the more subtle details of the text suggest otherwise. After all, Jim is effective in making Huck feel guilty for the practical joke he played on him in the early stages of the novel. Jim responds by telling Huck, “En all you wuz thinkin’ ‘bout was how you could make a fool uv ole Jim wid a lie. Dat truck dah is trash” (Twain 86). In this scene, while Jim does speak in an uneducated dialect, Twain also shows his very human elements and exposes Huck’s ignorance (“Huck, Jim, and the Race Question” 14).

PROPER CITATION EXAMPLES THAT AVOID PLAGIARISM

CORRECT QUOTATION FORMAT

It is not fair to argue that the book condones racism or perpetuates its existence. An article entitled “Huck, Jim, and the Race Question” states, “For most critics, the issue boils down to the depiction of Jim. For some, Jim is nothing more than a minstrel stereotype...but to others, a subtle satire on slavery and racism emerges from the text” (14). The more subtle aspects of Jim’s character prove this second idea. After all, Jim is effective in making Huck feel guilty for the practical joke he played on him in the early stages of the novel. Jim responds by telling Huck, “En all you wuz thinkin’ ‘bout was how you could make a fool uv ole Jim wid a lie. Dat truck dah is trash” (Twain 86). In this scene, while Jim does speak in an uneducated dialect, Twain also shows his very human elements and exposes Huck’s ignorance.

CORRECT PARTIAL QUOTATION FORMAT

It is not fair to argue that the book condones racism or perpetuates its existence. While some critics, like Julius Lester, believe that Jim “lacks self-respect, dignity, and a sense of self separate from the ones whites want him to have” (qtd. in “Huck, Jim, and the Race Question” 14), the more subtle details of the text suggest otherwise. After all, Jim is effective in making Huck feel guilty for the practical joke he played on him in the early stages of the novel. Jim responds by telling Huck, “En all you wuz thinkin’ ‘bout was how you could make a fool uv ole Jim wid a lie. Dat truck dah is trash” (Twain 86). In this scene, while Jim does speak in an uneducated dialect, he also maintains both his self-respect and his dignity by exposing his vulnerabilities and Huck’s ignorance. Mark Twain clearly makes “a subtle satire on slavery and racism” (“Huck, Jim, and the Race Question” 14) by including these very human elements of Jim and ridiculing Huck.

CORRECT PARAPHRASE FORMAT

It is not fair to argue that the book condones racism or perpetuates its existence. While some critics, like Julius Lester, believe that Jim can’t recognize his own identity apart from what whites want him to be (qtd. in “Huck, Jim, and the Race Question” 14), the more subtle details of the text suggest otherwise. After all, Jim is effective in making Huck feel guilty for the practical joke he played on him in the early stages of the novel. Jim responds by telling Huck, “En all you wuz thinkin’ ‘bout was how you could make a fool uv ole Jim wid a lie. Dat truck dah is trash” (Twain 86). In this scene, while Jim does speak in an uneducated dialect, Twain also shows his very human elements and exposes Huck’s ignorance.

ADDITIONAL RESOURCES

For more information on effective paraphrasing, visit this page from Purdue OWL.

For more information on proper citations and avoiding plagiarism, visit this page from Purdue OWL.

HOW DO I FORMAT MY PAPER? SAMPLE TITLE PAGE

This is not merely the title of primary source; it's the title of your paper.

Title of Paper

First and Last Name

English 302: 01
Ms. Teacher
January 4, 2016

These three lines are single-spaced.

Guidelines:

1. For titles of more than one line, double space and center each line.
2. Use capitals for the first letter of each word in the title (except for articles “the”, “an”, and “a” unless they come first).
3. Do not underline or use quotation marks for your own words. However, correctly punctuate any title which you may include within your title.
4. Center all the text on the title page.
5. The size of text on this page should be the same font size as the rest of the paper.

SAMPLE PAPER: NON-LITERARY TOPIC

The first half of a paper by John Atchinson is included below.

Paper outline

New P.E.: It's Time For a Change

Citation details

Attention-getting opening

Jason Gregg was “a popular three-sport athlete at Malcolm High School in Lincoln, Nebraska. He was a punter and varsity basketball player with no known history of health problems. But two days before Christmas, Gregg collapsed following basketball practice, dead of a heart attack at 17” (McCord). At the time of Gregg’s death, physical education at Malcolm High School consisted of what most people are used to: competitive games like soccer, basketball, football, and baseball. No one at the high school ever thought to check Jason Gregg’s actual fitness level. Jason is not alone. An article by Tom McCord explains two other situations in which young students died of unexpected medical problems. Lamont Pratt, another outstanding athlete in Omaha, died of a heart attack; he too, did not realize the seriousness of his condition. Also, in Milwaukee, Wisconsin, seven teenage athletes suffered from sudden cardiac arrest (McCord). In order to change this sad situation, Titusville, Pennsylvania, switched to New P.E., even though this small town has little money. New P.E. is a type of physical education which focuses on life-long physical skills to help a person stay healthy to prolong his or her life. Some people have questioned this move. They think that physical education is not that big of a deal, and it is not worth spending the money on the new equipment. Those who think it is a bad idea are completely wrong. Without a doubt, Titusville has made the right decision in changing from the traditional competitive P.E. to the New P.E. system.

Background on topic

The first time you **cite** the name of an **expert** in the paper use first and last name. Every time after, use only last name.

Paraphrase of information from **secondary source**; this should still include internal citation.

Thesis statement at end of introduction paragraph

Assertion/first main point

Old-fashioned “just throw the ball out” physical education has many drawbacks. For example, it does not necessarily work on lifetime conditioning. In a traditional gym class, there is

SAMPLE PAPER: NON-LITERARY TOPIC CONT'D

Paper outline

Citation details

Evidence:
Details and
examples

Atchison 2

little emphasis placed on learning about one's physical condition. There are not heart monitors to check pulse rates. All these classes do is pick teams for the particular sport being studied and throw out a ball to start playing, which in the long run is not the way to teach students about their physical health. This is the current state of physical fitness in America:

Evidence:
Quotation from
a source

“We have a health crisis coming down the road because we have a whole generation of kids who have not been active,” said Jim Baugh, president of Wilson Sporting Goods Co., who started P.E. 4Life. “They are not getting it at home, and they are not getting it at school.” Obesity-related diseases cost the United States more than 300,000 lives and \$100 billion a year, according to P.E. for Life. And an inactive lifestyle can almost double the risk of coronary heart disease. (“New P.E.’ Aims”)

Commentary

All of these health problems show the need for an alternative to the traditional version of P.E.

Assertion fur-
ther supporting
first main point

In addition, some students cannot keep up with other students in a regular P.E. class because many of them are inactive or overweight. They can't keep up with the students that are very athletic. The Center for Disease Control reports the following statistics:

Evidence: Facts
and statistics

The CDC grew more worried about the sedentary state of the union after a 1996 surgeon general's report that showed the percentage of overweight students roughly doubled between 1980 and 1994—to 14% for ages 6 to 11, and to 11% for ages 12 to 17. Meanwhile, only 25% of

Whenever a quote is more than four lines long, special **block quote rules** apply:

- Begin a new line, indenting one inch (10 spaces).
- Place the end punctuation before the parenthetical documentation.
- Usually, omit quotation marks (as in the example below).

*Here, however, the student is quoting an expert within the citation, so quotation marks are necessary.

Another quote that is longer than four lines is used. Follow the same **block quote rules** as above. Notice that the quotation marks are omitted here.

SAMPLE PAPER: NON-LITERARY TOPIC CONT'D

Paper outline

Citation details

	Atchison 3	
	high-school kids took a daily gym class in 1995, down from 42% in 1991. (“Phys Ed Isn’t”)	At the end of this citation, the punctuation is before the parenthetical documentation because it is in block quote format .
Commentary: Writer interprets statistics and draws conclusions	As one can see, the average number of overweight students is increasing. It is imperative for school officials to start getting kids off the couch and into New P.E. classes.	
Assertion: Further supports first main point	When a P.E. class consists of team picking, the slow or overweight students usually get picked last. The teams are frequently chosen that way because the more competitive guys or girls typically are the ones picking the teams. They tend to select the teams based on kids who are most agile. When they pick teams like that, it leaves the least athletic kids on the side, so these kids feel left out.	
Example used as evidence		
Commentary	Sometimes they just pick their best friends. This makes many people dread competitive physical education. According to A. Virshop, a writer for <i>Women’s Sports and Fitness</i> magazine, “Ask any group of 10 adults for their memories of gym class...and seven of them will launch into litanies of frustration and humiliation: the groans when they came up to bat, the failure to do a single pull-up on the annual fitness test...P.E. seemed less a class than some tribal ritual for jocks to enjoy and the rest of us to endure” (qtd. in Moser). It seems then that many years later, there are people still resentful about their traditional P.E. class.	For quotes, be sure to identify the writer or speaker. Note, occasionally the writer or speaker may be different from the author of the source. Distinguish this by adding “ qtd. in ” to the parenthetical documentation.
Quote used to support example		
Commentary		
Example used as evidence	Also, with the multicultural diversity in classrooms today, children who are not natural born citizens may not be in tune with American sports. “Futbol” in most other countries means soccer; basketball is not a major sport in Asia or India. It does not seem fair to expect the minority students to know how to play and to excel at these American sports in a U.S. classroom.	

SAMPLE PAPER: NON-LITERARY TOPIC CONT'D

Paper outline

Citation details

Transition to second assertion

On the other hand, the New P.E. system is a very positive idea, for in the end it produces no losers. It is mainly a team-building experience in a safe learning environment. In a New P.E. class, students will learn about their pulse rate by using heart rate monitors, which will let them know how hard they are working and what their target workout rate actually is. According to Donald Mahoney, a high school principal in California:

This is the first mention of Donald Mahoney. After this, only refer to him as Mahoney.

Evidence

The heart rate monitors—in moderate use in other school districts such as Ocean View in Huntington Beach—are used once a week by each student during workouts. The results are transferred into a health and fitness computer program and made available to students and their parents. The school doesn't have any increased liability for the heart-rate monitors because they are not being used for diagnostic purposes. (qtd. in Vardon)

Another example of the **block quote format**.

Commentary: Writer interprets facts and draws conclusions

But Greg Howit, a 29-year veteran of teaching physical education, notified parents when he saw "heart-rate irregularities in their children. One couple sent him a thank-you note, saying they would take their daughter to a cardiologist" (Vardon). The New P.E. system is a way to learn about all the different methods one can use to stay healthy. A person will also find out how to get the best exercise he or she can, without all the name-calling and abuse that the competitive sports often offer.

Use of **partial quote** from **secondary source**: make sure both your words and those in quotes flow smoothly to form a complete sentence.

Assertion: Transition to third main point

Staying healthy is key to a person's life, but that is not the only thing a physical education class should offer. Physical Education should be fun, too. There are many different, fun, and non-competitive activities that the New P.E. system has to offer. The article

SAMPLE PAPER: NON-LITERARY TOPIC CONT'D

Paper outline

Quote used as evidence

Commentary

Atchison 5

“‘New P.E.’ Aims to Inspire All Kids” says, “Walk into Madison Junior High School’s gym in Naperville, Illinois, and you could easily mistake it for a health club—stocked with weight machines, treadmills, stationary bikes, stair steppers, a rock climbing course and heart rate monitors. Exercisers display T-shirts that say, ‘Getting Fit for Life at Madison Health Club.’” This approach is more able to get students’ minds off competition and onto how cool it would be to belong to a health club. If a teen gets involved with a healthy lifestyle early, then he or she might want to stay healthy for life. . .

...Paper continues...

Citation details

When the **source information** (in this case, the title, since the author’s name is not given) **is used in paper**, only the page number is listed in the parenthetical citation. Do not include page numbers for online sources unless those page numbers are permanent.

This paper sample includes all online citations. See the next example, the literary topic paper, for examples of print sources.

SAMPLE WORK CITED: ALL ONLINE SOURCES

Atchison 11

Works Cited

- McCord, Tim. "In Pennsylvania, a School Wellness Center Promotes Life-long Fitness over Athletic Success." *In the News*, 2002, www.inthenews.org/doc/3Q2-284952.html.
- Moser, Bob. "Personal Fitness." *Teaching Tolerance Magazine*, Fall 2002, www.tolerance.org/magazine/number-22-fall-2002/feature/personal-best.
- "New P.E. Aims to Inspire All Kids." *In the News*, 2002, www.inthenews.org/doc/1P2-431816.html.
- "Phy Ed Isn't What It Used To Be; Now We Have 'New P.E.'" *In the News*, 28 Sept. 1998, www.inthenews.org/doc/1P2-431816.html.
- Vardon, Susan Gill. "Teaching Gym Clash." *Freedom Communication*, 15 Nov. 2002, www.freedomcommunication.com/teaching-gym-clash/-353316.

Note: This sample only uses online sources. See the Works Cited on **page 36** for other types of sources.

Guidelines:

1. The Works Cited should include only the sources that you actually end up using in the paper, either as direct quotes or paraphrases.
2. The Works Cited should be the last page(s) of your paper and numbered as such at the top right.
3. Double space the entire Works Cited.
4. Do not put extra spaces between individual entries.
5. Use a hanging indent for each entry (the first line needs to be all the way to the left, and every additional line within the same entry needs to be indented.)
6. Alphabetize entries by the first real word (not articles like "The", "A", or "An").
7. Follow the punctuation and format from pages 11-18.

For further information on how to format a Works Cited page, see Purdue Owl:

<https://owl.english.purdue.edu/owl/resource/747/05/>

SAMPLE PAPER: LITERARY TOPIC

Excerpts from a paper by Lisa Mackowski are included below.

Here is the writer’s thesis: John Steinbeck’s The Pearl is an allegorical novel displaying the faults and struggles of man due to forces within man as well as forces of society.

Paper outline

Assertion: A main point is the first sentence in the paragraph.

Evidence: Supporting details from primary source

Evidence: Supporting quote from primary source

Commentary

Assertion supporting the main point

Evidence

Commentary

Evidence

Commentary

Mackowski 3

. . . Throughout the novel, Juana is developed as an allegorical character. At the beginning of the story, Juana displays characteristics of the common housewife. She tends to the fire, prepares breakfast, and tidies the house. Allegorically, however, Juana is the voice of reason throughout the novel. She sees the true evil in the pearl: “Kino, this pearl is evil. Let us destroy it before it destroys us. Let us crush it between two stones. Let us—let us throw it back in the sea where it belongs. Kino, it is evil, it is evil” (Steinbeck 55). Although the pearl could bring prosperity, Juana knows through reasoning that the pearl could potentially harm the family.

Juana also is shown allegorically to have a tremendous sense of strength. The strength in her eyes alone is so great that when Kino “looked in Juana’s eyes, and when he looked away he had renewed strength” (Steinbeck 49). Moreover, Juana’s strength allows her to stay devoted to her husband. Despite her desperate pleas, Kino refuses to throw away the pearl. Thus, when Juana tries to rid her family of the evil, Kino chases her and beats her, but Juana stays strong even when she sees the transformation in Kino from man to animal. She learns to accept this change and agrees to follow Kino wherever the pearl leads him. Juana’s strength is the thread that keeps the family from unraveling, and “sometimes the quality of woman, the reason, the caution, the sense of preservation, could cut through Kino’s manness and save them all” (Steinbeck 59). Juana is the family’s last hope for the peace that they had before. Although she may appear to simply be a housewife, Juana

Citation details

When **summary** or details, not direct quotes, are used from the **primary source**, internal citation is unnecessary.

When a **direct quote** from a **primary source** is used, include internal citation in parentheses.

Use of **partial quote** from **primary source**: make sure both your words and those in quotes flow smoothly to form a complete sentence.

SAMPLE PAPER: LITERARY TOPIC CONT'D

Paper outline

Mackowski 4

Citation details

is used as an allegorical character representing complete strength and reason.

Next main point as assertion for paragraph

Kino is an allegorical character who represents man and man's desires. He is portrayed as a kind, loving, and accepting man in society and in the family before the discovery of the pearl. However, upon finding the pearl, Kino's behavior is transformed.

Evidence

The first effect of the pearl is that it triggers the unconscious desires of Kino. He now dreams of a better life: "We will be married—in the church," and "We will have new clothes" (Steinbeck 30). On the surface, these items seem appropriate; however, on a deeper level, they represent greed. The objects are things that Kino never felt as if

Commentary: Writer interprets secondary source and draws conclusion.

he needed before. The pearl transforms Kino, letting him think that he could become a part of the upper class. What he does not realize is that the upper class is a class that obsesses over worldly possessions, always wanting more than they have. As one critic states,

Evidence

"The civilized world has hatred for the outcast. It is so protective of money and worldly objects that it devours the lesser creature, always wanting more" (Timmerman 147). Kino forgets that the original motivation of the pearl is to save Coyotito's life, but because he is

Commentary

desperate to save the family he dreams of, the power of evil possesses Kino's thoughts and actions which transform him into another character.

Assertion continues support of main idea

Through his hope for a better life, the pearl becomes Kino's soul. After Kino finds the pearl, it becomes Kino's soul in two ways.

Evidence

He identifies his soul with his son, who is an extension of Kino's future, and with Coyotito's education which will make the family free from their position in society (Lisca 69-70). Kino develops a

Paraphrase of secondary source also includes internal citation.

SAMPLE PAPER: LITERARY TOPIC CONT'D

<i>Paper outline</i>	Mackowski 5	<i>Citation details</i>
Evidence	<p>desire and obsession to obtain material possessions and things he has never needed. Kino declares, “This pearl has become my soul,” and he continues, “If I give it up I shall lose my soul...” (Steinbeck 73). At this point Kino has lost sense of all his morals. Kino hides, attacks, and lives only to preserve his family not for the restoration of normalcy, but for his dreams of what the pearl will bring. He kills three men in the course of the novel, and Kino is portrayed as an animal. In “Kino: The Ideal Man,” Sunita Jain argues that “man is struggling to stay man, and is capable of being God, yet man falls to the level of animal, destroying others in order to preserve himself” (140). Because of the pearl, Kino sacrifices much more than he ends up with. Kino is portrayed as an allegorical character because of his transformation from good to evil, and because he represents every man’s dream of a better life for his family.</p>	<p>When the source information (the author’s name and/or any title) already appears in the text of the sentence, only the page number is listed in the parenthetical citation.</p>
Commentary: Writer interprets secondary source and text.		
Evidence		
Commentary: Concluding sentence echoes assertion		
Assertion	<p style="padding-left: 40px;">The pearl is used by Steinbeck to portray many meanings from literal to allegorical. A pearl is a rare and beautiful jewel, either black or white, that is found in oysters. Through the pearl, hope for Kino and his family is symbolized. Kino hopes the pearl will bring many great things for his family: to “be married—in the church...have new clothes...a rifle...” (Steinbeck 24). The pearl also represents hope for Coyotito’s future because the pearl will provide the medical care to save his life and the ability to achieve higher education.</p>	
Evidence		<p>Ellipses (...) are used when words or phrases are omitted. Ellipses (...) are used when a sentence is omitted.</p>
Commentary		
Assertion	<p style="padding-left: 40px;">The pearl also symbolizes the mutation of Kino’s soul. Initially, Kino is content with life; then, after finding the pearl, he displays evil characteristics. The pearl itself is an allegorical symbol of good and evil or light and darkness. The pearl is Kino’s driving force to pursue his dreams, and it holds the meanings of the different</p>	

SAMPLE PAPER: LITERARY TOPIC CONT'D

Paper outline

Mackowski 6

Citation details

Evidence

songs that are playing in Kino’s head like “The Song of the Family,” that is playing in the beginning in the light, while “The Song of Evil” is in darkness. The pearl is shown to be an intermixing

Commentary

of good and evil through the description in the novel. As Michael Meyer notes, “Steinbeck not only uses the gray light that reflects off the pearl to give a negative image ‘to stress the moral ambiguity of the gem by stating that the treasure has a ghostly gleam’”

Evidence

(33). Meyer also explains that Steinbeck does this to portray how “good and evil are inextricably mixed” (30): “[the pearl] captured the light and refined it and gave it back a silver incandescence”

Commentary

(Steinbeck 20). Steinbeck illustrates that people are not just good or evil, but that people are a mixture of these . . .

. . . Here is the conclusion of this paper:

Thesis statement restated

The struggles and defects of man are portrayed through Steinbeck’s allegorical novel The Pearl. Steinbeck’s experiences of travel to various Indian villages as well as his knowledge of Indian mythology combine to create the realism in the novel. His realism is illustrated when he uses allegory through his characters and objects. Steinbeck not only wants his readers to believe his story, but he also wants them to relate it to their lives.

Summary of main points of paper

When first **citing an expert**, include both the first and last name. Any time after, only his last name is used, such as next sentence.

Square brackets [] are used when text from the original source has been replaced to clarify the meaning.

SAMPLE WORKS CITED: PRINT SOURCES

Mackowski 7

Works Cited

- Jain, Sunita. "Kino: The Ideal Man." *Readings on The Pearl*, Edited by Bruno Leone, Greenhaven Press, 1999, pp. 134-40.
- Lisca, Peter. "The Allegory of *The Pearl*." *Readings on The Pearl*, Edited by Bruno Leone, Greenhaven Press, 1999, pp. 68-73.
- Meyer, Michael J. "The Nature of Good and Evil in *The Pearl*." *Readings on The Pearl*, Edited by Bruno Leone, Greenhaven Press, 1999, pp. 29-40.
- Steinbeck, John. *The Pearl*. Penguin Books, 1992.
- Timmerman, John H. "The Shadow and the Pearl: Jungian Patterns in *The Pearl*." *Discussion of The Pearl*, Edited by Jackson J. Benson. Duke University Press, 1990, pp. 143-61.

Note: This sample only uses print sources. See sample on **page 31** for online sources.

Guidelines:

1. The Works Cited should include only the sources that you actually end up using in the paper, either as direct quotes or paraphrases.
2. The Works Cited should be the last page(s) of your paper and numbered as such at the top right.
3. Double space the entire Works Cited.
4. Do not put extra spaces between individual entries.
5. Use a hanging indent for each entry (the first line needs to be all the way to the left, and every additional line within the same entry needs to be indented.)
6. Alphabetize entries by the first real word (not articles like "The", "A", or "An").
7. Follow the punctuation and format from pages 11-18.

For further information on how to format a Works Cited page, see Purdue Owl:

<https://owl.english.purdue.edu/owl/resource/747/05/>

A-E-C (C-E-C) FORMAT: PARAGRAPH ORGANIZATION

ASSERTION (CLAIM)

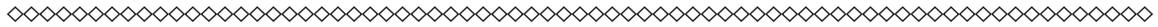
Statement of opinion, interpretation, or judgment that supports the thesis (the controlling idea, tying together all other elements in the paper: assertions, evidence, and commentary).

EVIDENCE

Statistics, examples, paraphrased information, facts, details, and/or direct quotes that provide specific support for the assertion.

COMMENTARY

Explain and/or interpret evidence. Make the connection between evidence and assertion and/or thesis statement. Use your own words. (This is the most important part of the paragraph! It demonstrates your critical thinking.)



EXAMPLE: LITERARY (BODY PARAGRAPH)

Assertion (Claim)	Although in <u>To Kill a Mockingbird</u> Atticus Finch repeatedly emphasizes the importance of always being honest, ultimately he concedes that compassion for others may sometimes be more important than honesty. <i>After Bob Ewell is found stabbed to death, Atticus tells Heck Tate, “Nobody’s hushing this up. I don’t live that way” (273). However, when Tate insists that they “hush up” what happened,</i>
Evidence	<i>because “draggin’ [Boo Radley] with his shy ways into the limelight” (276) would be a sin, Atticus finally agrees. He tells Scout, “Mr. Ewell fell on his knife. Can you possibly understand?” (276). He has decided to go along with Tate and cover up the truth about what really happened that night. He is grateful to</i>
Commentary	Arthur Radley for saving his children and agrees with Tate that the kind of attention he would receive from the townspeople would make him embarrassed and uncomfortable. Atticus’s compassion for Arthur overrules his belief that one should always be honest and open.

A-E-C (C-E-C) FORMAT: PARAGRAPH ORGANIZATION CONT'D

EXAMPLE: NON LITERARY (BODY PARAGRAPH)

Assertion (Claim)	<p>The New P.E. system is a very positive idea, for in the end it produces no losers. <i>It is mainly a team-building experience in a safe learning environment. In a New P.E. class, students will learn about their pulse rate by using heart rate monitors, which will let them know how hard they are working and what their target workout rate actually is. According to Donald Mahoney, a high school principal in California:</i></p>
Evidence	<p><i>The heart rate monitors—in moderate use in other school districts such as Ocean View in Huntington Beach—are used once a week by each student during workouts. The results are transferred into a health and fitness computer program and made available to students and their parents. The school doesn't have any increased liability for the heart-rate monitors because they are not being used for diagnostic purposes (Vardon).</i></p> <p><i>But Greg Howit, a 29-year veteran of teaching physical education, has notified parents when he saw "heart-rate irregularities in their children. One couple sent him a thank-you note, saying they would take their daughter to a cardiologist" (Vardon).</i></p>
Commentary	<p>The New P.E. system is a way to learn about all the different methods one can use to stay healthy. A person will also find out how to get the best exercise he or she can, without all the name-calling and abuse that the competitive sports often offer.</p>



STYLE RULES: HEADING AND TITLE

Heading	<p>In the upper left hand corner of the first page, write your name, the course title and period, the teacher's name, and the date.</p> <p>Each succeeding page must have your last name and page number in upper right hand corner.</p> <p>John Smith English 102:06 Ms. Teacher 10 September 2016</p>
Title	<p>Center the title on the first line. Leave one line blank between the title and first line of text. No punctuation is needed at the end of the title, nor is there any need for quotation marks (unless you include a quotation or title of a short literary work) or underlining (unless you include the title of a larger literary work, such as a book).</p>

COMMON ABBREVIATIONS

Common Abbreviations:

qtd. in = quoted in
(Use this if the writer or speaker is different from the author of the source.)

rpt. in = reprinted in
(Use this if the source you found was originally published in a different place.)

p. = single page

pp. = multiple pages

vol. = volume

no. = number

Names of months are often abbreviated:

Jan. = January

Feb. = February

Mar. = March

Apr. = April

Aug. = August

Sept. = September

Oct. = October

Nov. = November

Dec. = December

* May, June, and July are not abbreviated.



RULES FOR PUNCTUATING TITLES

Italicize Titles of:

- Newspapers
- Magazines/Periodicals
- Books
- Plays
- Movies
- T.V. Series
- CD/Albums
- Long Musicals/Compositions
- Works of Art

Use Quotation Marks for Titles of:

- Newspaper Articles
- Magazine or Periodical Articles
- Book Chapters
- Short Stories
- Movie Chapters
- T.V. Episodes
- Songs
- Comic Strips or Cartoons