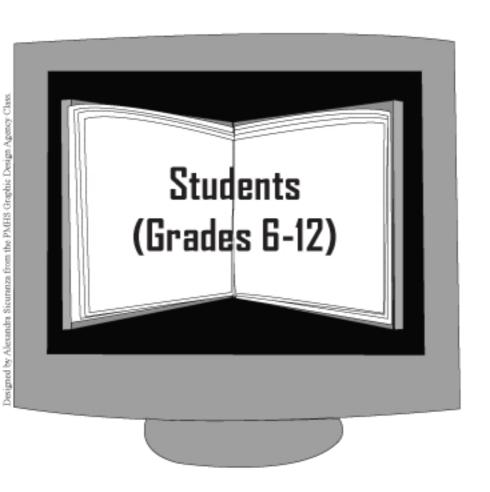# Research Paper Guide

Students
(Grades 6-12)

Pelham Union Free School District
18 Franklin Place
Pelham, NY 10803

AN INTERDISCIPLINARY GUIDE TO RESEARCH

FOR PELHAM STUDENTS GRADES 6 - 12

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Revised August 2009

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The Research Paper: An Introduction

Writing a research paper is an adventure. Once you know your topic, your job is to navigate the vast realms of information that are available to you, gather what is relevant, and then organize it all into an eloquent, well-organized, and often thought-provoking paper. Definitely a challenge!

Sometimes, you are writing to "prove a point" or demonstrate a thesis; other times, you are writing to deliver focused information about a particular (often assigned) topic. However, all research papers depend upon carefully cited sources (primary and/or secondary) that provide you with the "evidence" that you need to support your arguments and/or information.

Writing a research paper is one of the most important college-preparatory skills that you will learn in secondary school. It is an assignment that many find daunting. However, if you keep in mind that engaging in research and writing a paper involves a series of steps, you will find it to be a very manageable, as well as interesting and stimulating writing activity. The following Guide provides you with detailed information about each of these very important steps, information that is useful when writing a research paper in *any* discipline.

The Steps of Research

Step One:　 **Choosing a Topic and a Thesis**
Step Two:　 **Gathering Information**
Step Three: **Taking Notes/Using Note Cards**
Step Four:　 **Organizing Information**
Step Five:　 **Writing the Paper**
Step Six:　　 **Citing Sources**

Note: The following *Interdisciplinary Guide to Research* was developed by a team of Pelham Middle School and High School English and Social Studies teachers and the two secondary school librarians (names listed on cover sheet). Additional and invaluable information was contributed by English teacher Grace Azrak, Social Studies Chair Maria Thompson, and English Chair Bob Serafin. Technical assistance was provided by Elaine Manone, Eddie Ganbaum and Lydia Panton.

Step One: Choosing a Topic and a Thesis

Choosing the topic and the thesis for the research project is the first step in the process. The **topic** is the general theme or area of study you wish to research (such as "The Transcontinental Railroad," or "Descriptive Language in *Romeo and Juliet*"). Often, the topic is assigned by the teacher. The **thesis** is a much more specific idea or statement relating to the topic - often posed as a question - that the writer is attempting to prove using research (for example: What was the role of Chinese immigrant labor on the Transcontinental Railroad? Or Did Romeo truly love Juliet?). A "working thesis" is created after some cursory research. The following information will assist you in choosing a topic and developing a thesis.

Choosing Your Topic. When choosing your topic, it's important to consider the following:

Relevancy
- The topic should be relevant to the theme or overall subject being studied in class or given by the teacher.

Interest/Importance
- The topic should be thought-provoking to you and the reader.

Appropriateness
- The topic should conform to the academic expectations of your class and the decorum demanded of the school.

Cursory Research. Next, you need to engage in some preliminary research. The following techniques are useful:

Brainstorming
- Think of words or phrases that relate to your topic, perhaps using free writing or a graphic organizer like a web diagram.
- Generate questions that might help focus your topic: who, what, where, when, why, how.

Examining broad themes
- Engage in some reflective thinking on your topic. Think of some of the broad themes in your discipline such as: Cause and Effect; Compare and Contrast; Role and Function; Diversity; Motion and Movement; Gender; Class; Change; Exploration and Discovery; Religion and Beliefs.

Introductory searches
- Using the words and phrases generated in your brainstorming, look through reference works in the library, such as encyclopedias, atlases, periodical indexes, data bases, book reviews, etc.
- Find a few books on your topic. Read the introductions; skim the table of contents and the index.
- Go online and search for keywords related to the topic.

Creating a Working Thesis. After selecting a topic, your next challenge is to develop a "working thesis." When doing so, be sure to consider the following:

Clarity

- While engaging in cursory research you may come upon an idea or question within your topic that might be interesting to research further. This is the basis for a working thesis. *A thesis is a convincing, scholarly argument that takes a clear stand on an issue. The research paper attempts to prove that stand using verifiable information*. In a thesis-driven paper, the thesis is the whole reason for the research project; therefore, it is usually found in the introduction. Information that does not advance or prove the thesis might be extraneous. A research paper might contain some narrative, but it is not a story or a reaction paper.
- The thesis should be clear, both to you and the reader. An unclear idea of what you are trying to prove can lead to unfocused research.
- At this stage *the thesis is a working model only*; continued research may alter your original thesis. If a great deal of evidence is found that disproves your thesis, do not ignore it. Restate or rethink your thesis.

Specificity

- The thesis should be fairly specific. The actual specificity is dependent upon your class and grade level.

Provability

- Can your thesis be proven using the materials and resources at your disposal? Can it be proven before the due date? Can it be proven at all? Recognize the limitations on research.

Bias

- Avoid a thesis that rests heavily upon your personal or political beliefs. Avoid making moral or ethical judgments. Let the evidence speak for itself.

Step Two: Gathering Information

Research will help you create a direction for your assignment and build support for your thesis. In order to research effectively, you need to learn the resources available to you, when to use which source, how to evaluate the validity of a source, and how to cite a source properly to avoid plagiarizing. You should access several different sources, starting with a general source such as an encyclopedia or subject dictionary, then move on to specific database articles, books, and primary sources to find the bulk of your evidence.

Know where to find information. Use multiple sources of information, such as:

Library Resources
- Catalog
- Pathfinder (list of sources given by a librarian or subject-area teacher)
- Books on Reserve
- Databases

Online Resources
- School district teacher websites
- Free Internet Sources

Non-district Library Resources
- Inter-Library Loan
- Public Libraries
- Academic Libraries

Know the difference between search strategies for different types of sources:

Print
- Index
- Table of contents
- Source notes
- Keywords/Subject Headings

Electronic
- Basic search (one or two words)
- Keyword search (specific terms for a particular database)
- Advanced search (limiting the search with parameters).

Choose which type of source is best for the information needed:

      Basic Research - Who, What, Where, When?
- Almanac
- Encyclopedia
- Historical Atlas
- Biographical Dictionary
- Subject Specific Dictionary

      Specific Research
- Primary sources (letters, interviews, quotations, diary or journal entries)
- Secondary sources (monographs, subject-specific books, biographies)
- Subscription Databases (*Biography Resource Center, JSTOR, Today's Science*)

Evaluate the quality of a source, including author bias, by asking yourself the following questions:

      What are the writer's professional qualifications?
- Is he or she associated with a university and/or widely published?
- Is he or she considered an authority in his/her field?

      Does the source have citations?
- Is there a bibliography?
- Are there footnotes or other sources cited throughout?

      Where did you find the information?

      What is the publication date?
- Do you need a recent document?
- Is the subject affected by current discoveries or events?

      Is it a general magazine or a scholarly journal)?
      e.g., *Time* (magazine) or *JSTOR* (scholarly journal)

Avoid plagiarism!
- Always cite sources - for facts, direct quotes, paraphrases and summaries! (For details, see "Citing Sources" section.)
- Write down all citation elements for a particular source.
- Include page number for a print source.
- Record date for an online source.
- Your teacher may ask you to submit your paper to www.turnitin.com to check for originality.

Step Three: Taking Notes/Using Note Cards

Once you have decided on a topic/working thesis for research, you need to ask yourself "What information about this topic/thesis do I need to find to further explore or develop it?" Creating research questions not only gives research a focus, it also helps to organize the information as you find it. Note cards are useful for gathering and organizing information.

Develop research questions related to topic/working thesis.
- Think of three to five questions about the topic/thesis to further explore it.
- Identify the subtopic in each question.

Determine relevance to topic.
- Use the subtopics to determine what is important as you read.
- Ask yourself if the information answers one of the research questions.

Classify and categorize information.
- Use the subtopics (also called "slugs") to label note cards.
- As information is found, write it on the appropriate labeled note card.
- Recognize the difference between the main idea (subtopic) and details that support it (the information included on the note card).
- If you have more than one card of information on a subtopic, number the cards.

Paraphrase information.
- Use direct quotations sparingly. Most of the time you need to translate information gathered in your own words (i.e., paraphrase).
- If text is photocopied and highlighted, rewrite information in your own words as soon as possible to avoid plagiarism later on.
- If an idea is noteworthy, take notes on it in your own words, but write down the source of the idea, or quote the idea exactly using quotation marks and note the source.
- As you research, write down any original ideas you develop about your topic or thesis on note cards. It is helpful to distinguish these cards with a symbol or a different color pen.

Create different kinds of note cards.
- Information Card–used to record factual information about a topic/thesis.
- Summary Card—used to sum up the main points of a text, i.e., author's point of view.
- Quote Card—used to note a quotation that will help to support a topic/thesis.
- Bibliography Card—created to identify each source used in your research that includes author, title, place of publication, and year published.

Document sources of information.
- Write on the note card the author of the source and number of the page(s) on which the information was found.
- Be consistent as to where you write the author and source on the card.
- Only one source should be cited on a note card. Information about the subtopic from other sources should be on another note card. All cards should be numbered.

- Check with your teacher or see "Citing Sources" section of *Handbook* to see how you should document the sources you have used (parenthetical citations, footnotes, bibliography, etc.)

Format note cards.
- There are a variety of ways to format note cards, so check first with your teacher before you begin to research. However, no matter what the format you choose to use, the information on each card is the same. A note card should include the topic/subtopic, information (in bullet points or full sentences), author of source and page number (if applicable).

Sample Format

TOPIC	Subtopic/Slug
	(**Author pages**)

Information Card (sample)

NEILS BOHR	Scientific Work

- investigated surface tension in oscillating fluid jets
- explored radioactivity
- experimented with absorption of alpha rays
- contributed to the understanding of the structure of atoms (Nobel Prize work)
- applied quantum theory to solve problems in physics

(Smith 239-240)

Summary Card (sample)

STEINBECK'S FEMALE CHARACTERS	Importance

Critics pay attention to Steinbeck's female characters because they play a significant role in his works. For example, Curley's wife is the "deciding factor" in how the story ends as well as a reinforcement of many themes of the novel.

(Beatty 361-362)

Quote Card (sample)

LINCOLN'S LEADERSHIP	Qualities

"Lincoln's abhorrence of hurting another was born of more than simple compassion. He possessed extraordinary empathy—the gift or curse of putting himself in the place of another, to experience what they were feeling, to understand their motives and desires."

(Goodwin 104)

Paraphrase Card (sample based on quote above)

LINCOLN'S LEADERSHIP	Qualities
Lincoln hated hurting people's feelings because he had a great ability to really understand what a person believed, wanted, and needed**.**	
	(Goodwin 104)

Bibliography Cards (samples)

For a book:

Bibliography	1
Author's last name, first name. Title of Book. City of Publication: Publisher, Year of Publication.	
Goodwin, Doris Kearns. <u>Team of Rivals: The Political Genius of Abraham Lincoln</u>. New York: Simon & Schuster, 2005.	

For an article from a CLC and Novels for Students:

Bibliography	2

Author's last name, first name. "Title of article." <u>Title of Book.</u> Year of
   publication: pages. Rpt. In Name of the Collection. Editor's first and last
   name. Vol. Number. City of Publication: Publisher, Year of Publication.
   Page numbers.

Beatty, Sandra. "Steinbeck's Women." <u>Essays in Criticism</u>. 979: 7-16. Rpt. In
   <u>Contemporary Literary Criticism</u>.   Ed. Thomas Votteler. Vol. 75. Detroit:
   Gale, 1993. 361-362.

For an article from Proquest:

Bibliography	3

Author's last name, first name. "Title of Article." <u>Name of Journal</u> volume
   (Year of Publication): pages. <u>Research Library</u>. ProQuest. PMHS, Pelham,
   NY. Date of search <http://www.proquest.com>.

Gondolf, Edward. "Outcomes of Case Management for African-American Men
   in Batterer Counseling." <u>Journal of Family Violence</u> 23.3 (2008): 173-181.
   Research Library. ProQuest. PMHS, Pelham, NY. 22 Jan. 2008
   <http://www.proquest.com>.

For a periodical database for journals online at PMHS:

Bibliography	4

Author's last name, first name. "Title of Article." <u>Name of Journal</u> Volume
    Number. Issue (Year of Publication): pages. Name of Database. Name of
    Service. Name of Library. Date You View It <URL>.

Smith, James. "Feminism in The Color Purple." <u>The New Yorker</u> 55 (2006):
    435-445. Literature Resource Center. Gale. PMHS Library, NY. 10 Dec.
    2007 <http://infotrac.galegroup.com/itweb/?db=HRCA>.

For an article from an anthology/book of collected essays:

Bibliography	5

Author's last name, first name. "Title of essay." <u>Title of Anthology.</u>
    Editor's first and last name. City of publication: Publisher, Year of
    Publication. Pages.

More, Hannah. "The Black Slave Trade: A Poem." <u>British Women Poets of</u>
    <u>the Romantic Era.</u> Ed. Paula Feldman. Baltimore: Johns Hopkins
    University Press, 1197. 472-482.

Step Four: Getting Organized

Taking the time to organize your information before you write will actually **save you valuable time**; therefore, organization is an important skill to learn and master. You have already collected and compiled a large body of information; organizing it will allow you to visualize more clearly what you will do with it all. You already have note cards; so the hardest part is already done. Now you need to categorize and organize the information that you found to help you produce a coherent paper. These are the skills you need and the steps you need to follow.

Reflect on what you have learned.
- Look over your notes and determine what is valuable and why.
- Evaluate your information in relation to your topic/thesis and consider narrowing your topic or revising your thesis.
- Consider the information you have found and ask yourself if you still need to do a little more research. If you have too much information, this would be a good time to put the excess aside (but don't throw it out!).

Categorize your information.
- Once you are satisfied with your information, organize your note cards by subject, *not source*. These subjects will be subtopics, or slugs. Read your cards and consider how many slugs you have. Slugs should be short and simple, a word or two. (Slugs eventually become sections of your paper.)
- Organize your facts/opinions based on how they support or relate to your thesis.

Try Outlining and Mapping.
- There are many kinds of outlines, including a formal Harvard Outline that has a specific numbering, lettering system. Basically, an outline makes it easier to see how your paper will be structured before you begin to write it. You can follow a basic form, starting with Roman Numerals, capital letters, Arabic Numerals, and lowercase letters. Look at the template below:

> Title
> I . Introduction
>   A. The Background
>   B. Your Thesis
> II. Section One (based on the first slug)
>   A. Something relevant about it.
>   1. A detail about it.
>   a. Something specific about detail.
>   B. Something else about your first slug.
> III. Section Two (based on second slug)
>   A. Something relevant about it.
>   1. A detail about it.
>   2. Another detail.
> IV. Section Three (based on third slug…)
> V. Conclusion*

Sample Outline

Pablo Picasso's *Guernica*

I. Introduction
  A. *Background information to set up thesis*
  B. Thesis Statement: Pablo Picasso's mural *Guernica* is the quintessential anti-war artistic statement.

II. Use of Color.
  A. Black to Grey and White
  B. Monochromes

III. Use of Shape
  C. Practice Drawings
  D. Cubism

IV. Use of Symbols
  A. People
    1. Sorrow, Pity
V. Conclusion*

- Note: There are many acceptable forms of outlines, but both the template and the sample allow the writer or reader to clearly see the layout of the paper to come.
- If you don't like outlines, your teacher may allow you to consider mapping out your ideas as a method of organizing your findings. Consider the outline above transformed into a map (next page).

```
                    ┌─────────────┐
                    │   Pablo     │
                    │  Picasso's  │
                    │  Guernica   │
                    └─────────────┘
          ┌───────────────┼───────────────┐
    ┌──────────┐    ┌──────────┐    ┌──────────┐
    │  Color   │    │  Shape   │    │ Symbols  │
    └──────────┘    └──────────┘    └──────────┘
      ┌────┴────┐         │               │
┌──────────┐ ┌──────────┐ ┌──────────┐ ┌──────────┐
│Black, Grey│ │Monochromes│ │ Cubism  │ │ People   │
│ to White │ │          │ │          │ │          │
└──────────┘ └──────────┘ └──────────┘ └──────────┘
                                            │
                                      ┌──────────┐
                                      │Sorrow, Pity│
                                      │          │
                                      └──────────┘
```

* In your conclusion, consider the following:
What have you learned from this experience? Sometimes a conclusion is definitive, but sometimes it simply lets your reader know of further questions that may be worthy to explore. Depending on your thesis, the resolution will vary.

Step Five: Writing Your Paper

Now you are ready to write your paper! Remember, putting your ideas into writing requires not only thorough planning, but reflective thinking as well. You will need to incorporate all of the information previously gathered and outlined in a well- organized, sophisticated, and thought-provoking paper. Careful consideration of the writing process and all of its steps (drafting, revising, conferring, editing – sometimes again and again) will enable you to produce an "A" paper. The following guidelines are also essential:

Consider your audience.
- Employ appropriate diction, style, and tone.

Develop thesis/topic through body of the essay with examples, details, and explanations.
- In a thesis-driven paper, clearly state the thesis. For an assigned topic, clearly state the topic. (Usually thesis/topic is presented in paragraph one).
- Follow outline/graphic organizer.
- Use note cards for examples and details and to help you organize your information into paragraphs.
- Use topic sentences in each paragraph.
- Use appropriate transitions.
- Make sure that all paragraphs relate to the thesis/topic.
- Make sure that each paragraph explains its purpose clearly.
- Check to be certain that the information in your paper is accurate.
- Relate all information back to the thesis/topic.
- Integrate original ideas with found research.

Present information.
- Present information objectively, using interesting examples and language and offering thoughtful insights.
- Articulate one or more perspectives, such as one's own and/or those of a special interest group, to summarize arguments on different sides of issues. (usually grades 11-12)
- Develop critiques from more than one perspective, such as historical and cultural. (usually grades 11-12)

Use paraphrase and quotation in order to communicate information most effectively.
- Explain why source material was included.
- Provide proper explanation of quotes.
- Use sources as support rather than main ideas.
- Cite all sources appropriately. (See "Step Six" for details.)

Use a suitable organizational pattern.
- cause/effect
- compare/contrast
- persuasive
- argumentative
- analytical

Provide a conclusion that inspires further thought, but relates back to the thesis/topic.
- Present reader with thought-provoking questions, concerns, or interpretations.
- Allow for further exploration into the thesis/topic.
- Resolve thesis (in a thesis-driven paper).

Use revision and editing strategies.
- Check to see if sentences are clear and complete.
- Make sure you are not repeating large blocks of information.
- Enhance your vocabulary choices.
- Check to see if subjects and verbs agree.
- Make sure verb tenses are consistent.
- Check for correct spelling, capitalization, and punctuation.
- See teacher for specific editing/revision checklist or rubric.

Remember school policy on plagiarism and its consequences!
- Students found guilty of plagiarism receive a grade of zero.
- Parents/Guardians are informed.

Format your document according to the following MLA guidelines:
- Margins – one inch all around
- Font-size – 10 or 12
- Spacing – double space
- Pagination – last name and page number ½ inch from top in right hand corner of every page
- Heading – your name, teacher's name, course, date submitted on left of title page
- Title placement – centered on first page of paper
- See the following "Sample Title Page."

Smith 1

Linda Smith

Ms. Jones

English 12R

2 January 2003

Female Relationships in Alice Walker's <u>The Color Purple</u>

The heroine of <u>The Color Purple</u> by Alice Walker is a young African-American

girl, Celie, who comes to adulthood in the rural, segregated South. Celie faces various hardships

at a young age, and as a result becomes physically and emotionally damaged. However, as a result of

her relationships with a variety of strong female characters in the novel, she grows spiritually and

psychologically. Characters such as blues singer Shug…

(Text of paper continues until bottom of page and resumes on page two with student's last name and page number one-half inch from top in upper right hand corner of every page.)

Step Six: Citing Sources (Documenting Your Evidence)

Purpose of Documentation

Documentation indicates sources of material cited, strengthens the case for or against an issue by citing authorities who support or refute a given opinion, and enables the readers to check the accuracy of material cited.

What should you document?

All direct quotations, all paraphrases or summaries in your own words, and all references to points-of-view that you found during research must be cited. Only information that is common knowledge is not cited, such as, "George Washington was the first president of the United States." Remember: You must give credit to any author whose ideas, opinions, and/or facts you have included in your paper. When in doubt, CITE.

Proper documentation guards against plagiarism, which is sometimes unintentional. Any appropriated material, not cited, leads the reader to believe it is your work and is therefore plagiarism. *Both deliberate and accidental failure to document a source constitutes plagiarism.*

There are two commonly accepted forms of documentation: Parenthetical Documentation (also called internal citation) and Footnotes.

Parenthetical Documentation
(Always used in English classes. Check with your teachers of other subjects.)

Parenthetical documentation acknowledges material borrowed from another source by providing bibliographic information within parentheses. The bibliographic information refers to the Works Cited list at the end of your paper.

- Citations always come directly after a direct quotation or at the end of a paragraph or after a sentence that paraphrases, summarizes, or alludes to a specific source.

- Always skip one space and open the parenthesis. Write the author(s)/or abbreviated form of the title followed by the page number and close the parenthesis. Then add the period. When listing pages, cite only one, or at most two. Do not include a large range such as 45-75 as that would make it difficult for your reader to find the exact page.

- Example of parenthetical documentation:

    Much of what F. Scott Fitzgerald wrote was based upon events that he experienced in his own life. A good number of his stories for *The Saturday Evening Post* drew from his youth at St. Paul and Newman School (Perosa 66). Later his writings reflected his days at Princeton where Fitzgerald in *This Side of Paradise* narrated an atmosphere that was full of "a sense of all the gorgeous youth that had rioted through here in two hundred years" (Mayfield 86).

Note:
Direct Quotations-brief quotes (fewer than four lines) remain in the body of the text, but are always in quotation marks. Author's name and page number follow end of sentence in parentheses (or are listed in footnote, if your teacher prefers footnotes).

Direct Quotations-lengthy quotes (more than four lines) are always preceded with a colon and are indented 10 spaces on the left. Quotation marks are **not** used. A period comes **before** the parenthetical citation (or footnote number.)

- If you use the same source consecutively, you only need to give the page number. Only use the author's name when you are indicating a change in whom you are quoting or paraphrasing.

Footnotes

Footnotes are particularly popular in some academic disciplines, such as history and the performing arts. (Check with your teacher as to what he/she prefers – footnotes or parenthetical documentation.).   When using footnotes you are still documenting, but not using parenthetical documentation. Instead, a superscripted number is placed where a citation is required and the actual citation, containing the full bibliographic information and the page number, is found at the bottom of the page. All subsequent citations of that source use an abbreviated bibliographic form.

Sample Footnote:

Text: The president of South Vietnam, Ngo Dinh Diem, became increasingly unpopular. By 1959, under his leadership, 40,000 people were arrested for political crimes.[4]

_____

Bottom of page on which text appears.

4. Maurice Isserman, *Vietnam War*. (New York: Facts on File, 2003) 26.

<p align="center">**"Works Cited" List**</p>

A "Works Cited" list in correct MLA (Modern Language Assoc.) format concludes your paper. This list contains an accurate, detailed, alphabetical list of all materials used in your paper. The following provides you with examples of correct MLA format. (Note: For h.s. psychology, use APA format. See teacher for model.)

<p align="center">**PRINT SOURCES**</p>

BOOKS
(MLA 5.6)

Author's Last Name, Author's First Name. <u>Title of Book</u>. City: Publisher, Copyright Year.

One Author Only

Angermeyer, Johanna. <u>My Father's Island: A Galapagos Quest</u>. New York: Viking, 1989.

Two or Three Authors

Rabkin, Eric S., Martin H. Greenberg and Joseph D. Olander. <u>No Place Else: Explorations in Utopian and Dystopian Fiction</u>. Carbondale: South Illinois University Press, 1983.

Four or More Authors

Gilman, Sander, et al. <u>Hysteria Beyond Freud</u>. Berkeley: University of California Press, 1993.

A WORK IN AN ANTHOLOGY
(MLA 5.6.7)

Author's Last Name, Author's First Name. "Title of story." <u>Book Title</u>. Editor. City of Publication: Publisher, Copyright Date. Pages.

Fitzgerald, F. Scott. "Babylon Revisited." <u>50 Best American Short Stories 1915-1965</u>. Ed. Martha Foley. New York: Houghton Mifflin, 1965. 98-117.

MULTIVOLUME WORKS
(MLA 5.6.15)

Editor's Last Name. First Name, Ed. <u>Title</u>. Volume Number or Number of Volumes. City: Publisher, Copyright Date.

Using one volume

Pilchak, Angela M., Ed. <u>Contemporary Musicians</u>. Vol. 49. New York: Thomson Gale, 2005.

Using two or more volumes

Pilchak, Angela M., Ed. <u>Contemporary Musicians</u>. 49 vols. New York: Thomson Gale, 2005.

ENCYCLOPEDIAS
(MLA 5.6.8)

Author's Last Name, First Name Middle Name. "Article Title." <u>Title of Encyclopedia</u>. Edition Number. Year of Publication.

Mohatny, Jitendra M. "Indian Philosophy." <u>The New Encyclopaedia Britannica: Macropaedia</u>. 15th ed. 1987.

DICTIONARIES
(MLA 5.6.8)

"Defined Word." Def. Definition Number. <u>Title of Dictionary</u>. Edition ed. Year of Publication.

"Noon." Def. 4b. <u>The Oxford English Dictionary</u>. 2nd ed. 1989.

ATLASES
(or other published collection of maps)

"Title of Map." Map. <u>Title of Atlas</u>. Edition Number. City of Publication: Publisher, Year of Publication.

"Europe." Map. <u>National Geographic Atlas of the World</u>. 7th ed. Washington, DC: National Geographic Society, 1999.

OTHER
(e.g. thesaurus, almanac, yearbook)

Author's Last Name, First Name Middle Name. "Article Title." <u>Title of Reference Book</u>. Year of Publication.

John W. Wright et. Al., eds. "Andorra." <u>The New York Times Almanac 2007: The Almanac of Record</u>. 2006.

JOURNALS
(MLA 5.7.1)

Last Name, First Name Middle Name. "Title of Article." <u>Name of Journal</u> Volume Number (Date of Publication): Pages.

Trumpener, Katie. "Memories Carved in Granite: Great War Memorials and Everyday Life." <u>PMLA</u> 115 (2000): 1096-1103.

MAGAZINES
(MLA 5.7.6)

Last Name, First Name Middle Name. "Title of Article." <u>Name of Magazine</u> Date of Publication: Pages.

Mehta, Pratap Bhanu. "Exploding Myths." <u>New Republic</u> 6 June 1998: 17-19.

NEWSPAPERS
(MLA 5.7.5)

Last Name, First Name Middle Name. "Title of Article." <u>Name of Newspaper</u> Date of Publication, Edition ed.: Pages.

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