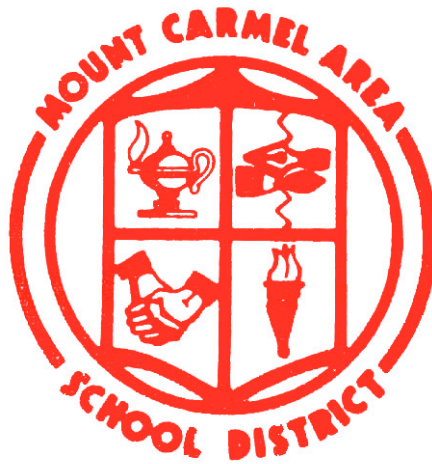


Mount Carmel Area  
Junior/Senior High School

# Writing Guide



MCA English Department  
Revised September 2010

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## Plagiarism Policy

### Rationale

The faculty and administration of Mount Carmel Area Junior/Senior High School is dedicated to uphold the highest standards of academic integrity. We are committed to teaching our students to become ethical users of information and technology. Plagiarism is considered a serious offense and will not be tolerated in any academic setting. It is the expectation that students and faculty will work together to adhere to and enforce this policy.

### Definition of Plagiarism

- “The unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.”  
"plagiarism." *Dictionary.com Unabridged (v 1.1)*. Random House, Inc. 07 Jul. 2008.  
<Dictionary.com <http://dictionary.reference.com/browse/plagiarism>>.
- Copying of another person's work, in print or electronic form, and representing that work as your own.
- Consistently and/or deliberately failing to document or cite sources.
- In-text documentation that is not reflected in the Works Cited.

### Responsibilities

It is the responsibility of the instructor to clearly outline the expectations of each writing assignment. It is also the responsibility of the instructor to review and demonstrate the process of proper documentation and citation.

It is the responsibility of the student to submit authentic work. It is also the student's responsibility to utilize the resources provided to properly document and cite all work.

### Violations

All violations of plagiarism will be reported to the principal's office using a Plagiarism Reporting Form. The instructor will determine the level of violation according to the degrees listed below:

- **First degree:**
  - First offense; minor level of failure to document or cite
  - Student will be given a zero on the assignment with an opportunity to rewrite for partial credit
  - Parent notification
- **Second degree:**
  - Repeated first degree offense; serious level of failure to document or cite
  - Student will be given a zero on the assignment with an opportunity to rewrite for partial credit
  - Detention will be assigned
  - Parent notification
- **Third degree:**
  - Repeated second degree offense; flagrant level of failure to document or cite
  - Student will be given a zero on the assignment
  - Suspension
  - Parent notification

## PDE Academic Standards for Writing

Writing in any form, falls under the Pennsylvania Department of Education (PDE) Academic Standards for Reading, Writing, Listening, and Speaking. In Pennsylvania, students in grades 8 and 11 are given Pennsylvania School of Assessment (PSSA) writing tests and all content areas are required to include writing samples in their curriculum. Clear and concise writing is *that* important.

It is our hope that this handbook will be a guide to a consistent style of writing throughout grade levels and in all content areas. While there are different formatting styles for each discipline, we will focus on Modern Language Association (MLA) style. MLA style is an agreed upon consistent approach using set guidelines for writing research papers as related to the formatting, mechanics, and documenting of sources of information

Research writing aligns with the following PDE standards. These standards guide instruction and our approach to writing.

### **1.4 Types of Writing:**

- A. Write short stories, poems and plays.
- B. Write complex informational pieces
- C. Write persuasive pieces.
- D. Maintain a written record of activities, course work, experience, honors and interests.

### **1.5. Quality of Writing:**

- A. Write with a sharp, distinct focus.
- B. Write using well-developed content appropriate for the topic.
- C. Write with controlled and/or subtle organization
- D. Write with a command of the stylistic aspects of composition.
- E. Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.
- F. Edit writing using the conventions of language.
- G. Present and/or defend written work for publication when appropriate.

### **1.8. Research:**

- A. Select and refine a topic for research.
- B. Locate information using appropriate sources and strategies.
- C. Organize, summarize and present the main ideas from research.

"Pennsylvania Department of Education." 1 May 2008. State Board of Education. 2 Jul 2008  
<<http://www.citationmachine.net/index.php?reqstyleid=1&reqsrcid=14&mode=form&more=>>.

## PDE Writing Rubric

Teachers design rubrics according to what and how they have taught students. The following rubric taken from and available on the PDE website should be used as a guide for instruction. It parallels the PSSA Writing scoring rubric and in turn, the PDE standards. The specific rubric used to grade the PSSA writing tests is also available along with scoring samples on the PDE's website under assessment.

### PENNSYLVANIA WRITING ASSESSMENT DOMAIN SCORING GUIDE

|          | FOCUS  | CONTENT  | ORGANIZATION  | STYLE  | CONVENTIONS  |
|----------|--|--|---|--|--|
|          | <i>The single controlling point made with an awareness of task (mode) about a specific topic.</i>  | <i>The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations.</i> | <i>The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion.</i> | <i>The choice, use and arrangement of words and sentence structures that create tone and voice.</i>  | <i>The use of grammar, mechanics, spelling, usage and sentence formation.</i>    |
| <b>4</b> | Sharp, distinct controlling point made about a single topic with evident awareness of task (mode)  | Substantial, specific and/or illustrative content demonstrating strong development and sophisticated ideas                             | Sophisticated arrangement of content with evident and/or subtle transitions   | Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience | Evident control of grammar, mechanics, spelling, usage and sentence formation    |
| <b>3</b> | Apparent point made about a single topic with sufficient awareness of task (mode)  | Sufficiently developed content with adequate elaboration or explanation  | Functional arrangement of content that sustains a logical order with some evidence of transitions                                       | Generic use of a variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience         | Sufficient control of grammar, mechanics, spelling, usage and sentence formation |
| <b>2</b> | No apparent point but evidence of a specific topic   | Limited content with inadequate elaboration or explanation   | Confused or inconsistent arrangement of content with or without attempts at transition  | Limited word choice and control of sentence structures that inhibit voice and tone   | Limited control of grammar, mechanics, spelling, usage and sentence formation    |
| <b>1</b> | Minimal evidence of a topic  | Superficial and/or minimal content   | Minimal control of content arrangement  | Minimal variety in word choice and minimal control of sentence structures  | Minimal control of grammar, mechanics, spelling, usage and sentence formation    |
|          | <b>NON-SCORABLE</b>  |  | <b>OFF-PROMPT</b>   |  |  |
| <b>0</b> | <ul style="list-style-type: none"> <li>• Is illegible; i.e., includes so many indecipherable words that no sense can be made of the response</li> <li>• Is incoherent; i.e., words are legible but syntax is so garbled that response makes no sense</li> <li>• Is insufficient; i.e., does not include enough to assess domains adequately</li> <li>• Is a blank paper</li> </ul> |  | <ul style="list-style-type: none"> <li>• Is readable but did not respond to prompt</li> </ul>   |  |  |

"Resource Materials." 26 Mar 2008. State Board of Education. 2 Jul 2008

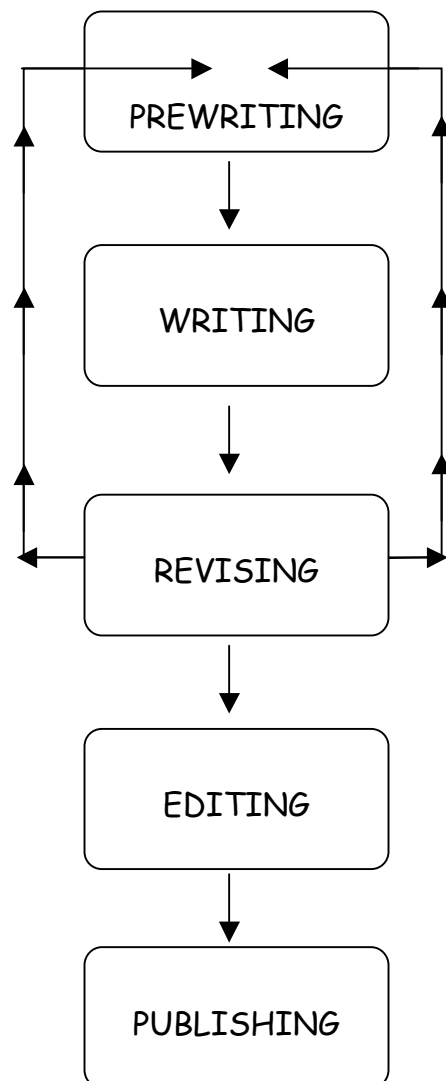
## The Writing Process

In order to successfully complete writing a research papers, MCA students should use the **5 steps** in the writing process which include the following:

1. **Prewriting**
2. **Writing (drafting)**
3. **Revising**
4. **Editing**
5. **Publishing**

Writing is a process and a successful piece of writing is much more than the final product. Think of the writing process as a road map for success. A map contains more than the final destination. It demonstrates how to get from beginning to end.

Keep in mind that the writing process is recursive. In other words, the writer will move back and forth through the steps of the process.





final outline. Your final outline is not completed until your paper is finished. **Remember that if your outline is good, your paper should be easy to write.**

Below is a **basic format** for an outline that contains several supporting topics and supporting details. The number of main points and supporting details within your paper will vary and is usually determined by your topic and length of paper. Regardless of the number of main points, your research paper should always begin with an interesting and thought-provoking introduction that includes your thesis statement. The thesis state (what you are trying to prove) should come towards the end of the introductory paragraph. The very last paragraph in your paper is your conclusion that once again restates your thesis statement. **Remember that no new information should be discussed in your concluding paragraph.**

- I. Introduction – Thesis Statement
  
- II. First Major Supporting Topic
  - A. Supporting Detail
    1. Explanation
    2. Explanation
  - B. Supporting Detail
    1. Explanation
    2. Explanation
  
- III. Second Major Supporting Topic
  - A. Supporting Detail
    1. Explanation
    2. Explanation
  - B. Supporting Detail
    1. Explanation
    2. Explanation
  
- IV. Third Major Supporting Topic
  - A. Supporting Detail
    1. Explanation
    2. Explanation
  - B. Supporting Detail
    1. Explanation
    2. Explanation
  
- V. Conclusion – Restate Thesis

#### **Step 4: Gathering Details**

##### **Finding Reliable Sources**

In order to complete a research paper, you need to find reliable sources and facts to prove your thesis statement. Using the library and Power Library are essential in this step. The library can provide many valuable sources such as books, magazines, and



encyclopedias. In addition, electronic sources such as information databases, online reference books, and subscription-based online services can be extremely beneficial.

Students need to remember that some websites contain information that is inaccurate and incorrect. Wikipedia is one internet encyclopedia site that should not be used because some of the information that is published within that site contains errors. Here are a few tips to consider when evaluating sites and sources on the internet:

- Understand the meaning of the domain suffix within a site's address.
  - .com – company
  - .edu – a university or possible a museum
  - .gov – a government site
  - .mil – a military site
  - .net – a network
  - .org – a non-profit organization
- Know the complete name of the website.  
 Example: <http://muse.jhu.edu/>  
 The complete name of this web page is *Project Muse Scholarly Journals Online* published by the John Hopkins University Press.
- The symbol (~) in an address usually means that the website is a personal homepage.
- Does the site contain primary source information such as original documents, statistics, journals, and letters? Or, does the site contain secondary source information such commentary, analysis, opinion, or interpretation.  
 Make sure you understand what type of sources (primary or secondary) your teacher wants you to consult in the research process.
- Make sure the site is current. When was the site written and last updated? Does the site contain useful information and are the links active?
- If you are not certain about a specific site, simply ask your teacher or the librarian for guidance.

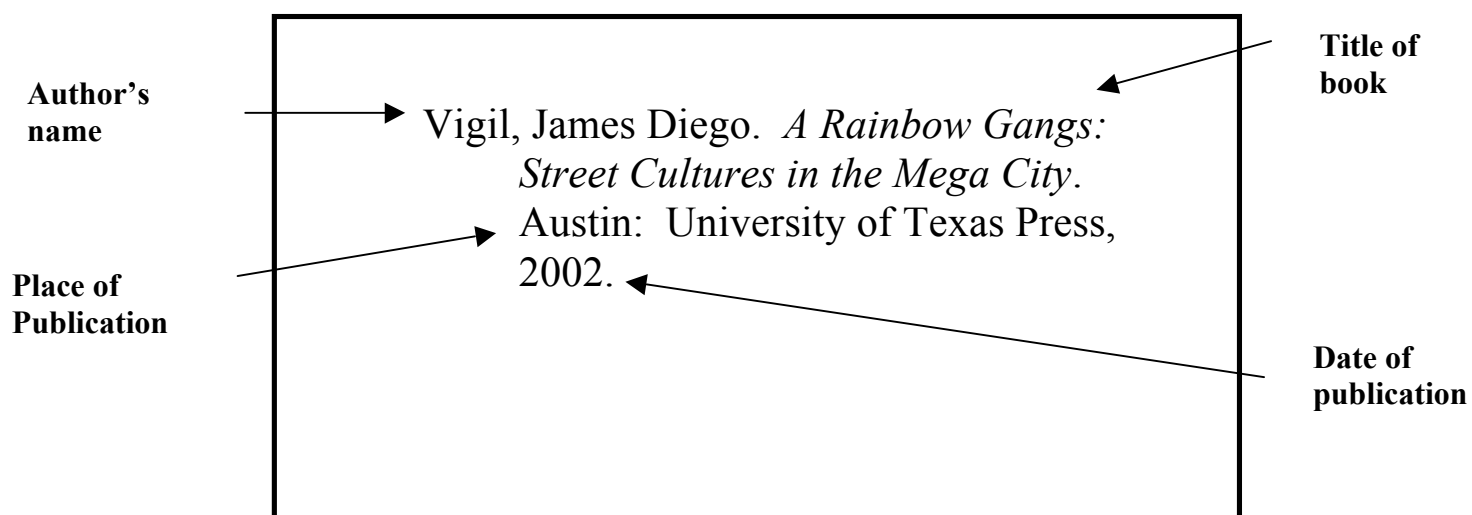
After you have evaluated your sources, you are now ready to begin documenting your sources on source cards and taking notes on note cards. You should purchase 3 x 5 cards to complete this step in an organized process. **Make sure you know the difference between source cards and note cards.**

## Creating Source Cards

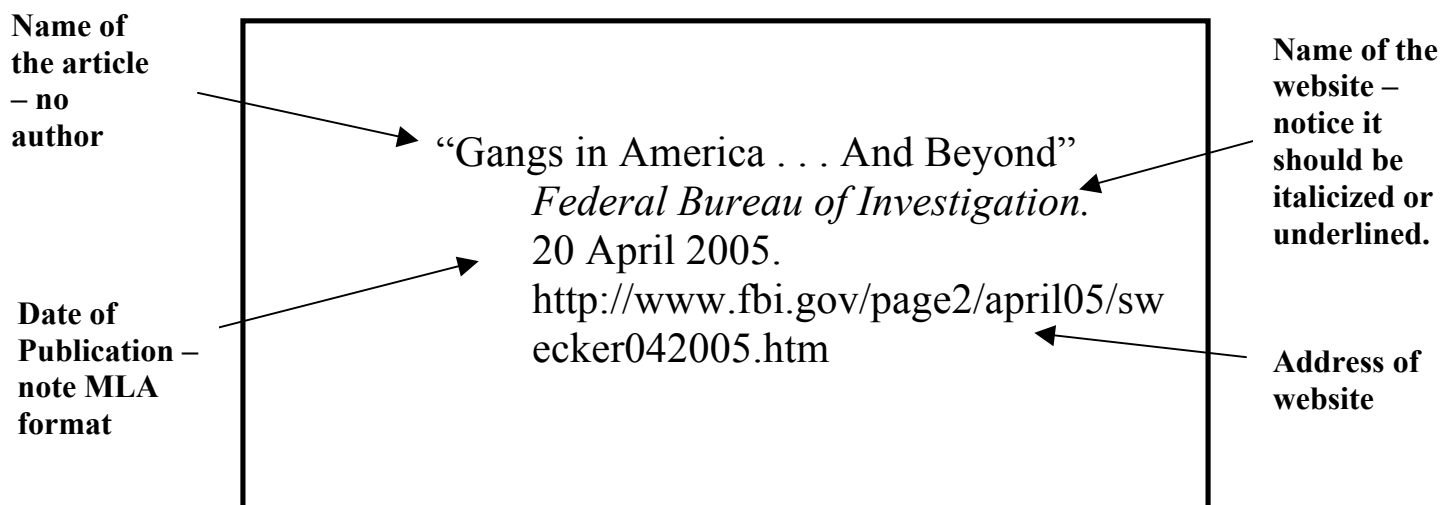
When you locate reliable information that you would like to include in your paper, you need to create a source card for that particular source and record certain information about that source. All **used sources** should be included in your “Works Cited” section, which is at the very end of your paper. Any sources that **are not used** should not be placed in the “Works Cited” section. After you have gathered all the required number of sources, you simply place the source cards in **alphabetical order** according to the author’s last name or title of article if no author is mentioned. See the following examples:

### Sample Source Cards

#### Source card for a book



#### Source card for an internet site – no author



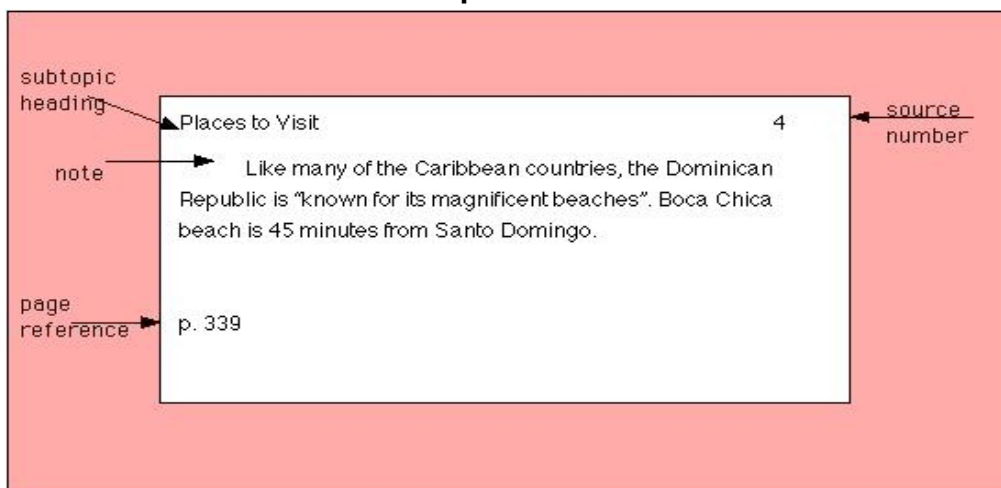
## Creating Note cards

When you read through your reliable sources, you are constantly searching for information to include in your paper. When you find a specific quote or something you would like to paraphrase, you need to create a note card for that information. Note cards are used to help you put **CITATIONS** into your papers. You will make a note card any time you find a fact that you want to use in your paper.

Every note card **ALWAYS** needs these 4 items on it:

1. Card topic—think of it as the title or main idea (paragraph structure)
  2. Source #--the source you found the information in
  3. Information/Facts- quote or paraphrase
  4. Page you found the information on in your source
- The Card topic is what the **CARD** is about, not what the entire paper is about. This is why it is also known as a “subtopic heading.” For example, let’s say you are writing a paper about Shakespeare’s life and find some interesting information on his education. You would title the card “Education,” and use it in one paragraph in your essay. You **WILL** have more than one note card with the same title.
  - The Source # is an easier way to label your card. Writing out the entire source becomes tiresome, so simply number your sources. Then use that number on your card.
  - Information/Facts are necessary to write a complete, true essay. Each note card should have **one** fact. You can put two short facts **ON THE SAME TOPIC** on the same card, but don't put facts on different topics on one card.
  - For the page number, simply write the page number on which you found the fact. It will help you cite the information correctly in your paper.

### Sample Note card



## Writing

Follow your outline to develop the rough draft of your essay. Generally, each Roman numeral or main point should be the main idea of a paragraph.

**Begin at the beginning!** Write your introduction, body, and conclusion. If you have a good outline, start by turning each word or phrase of your outline into a complete sentence. Once you have some words on the page, you can develop these sentences into logical paragraphs.

### Introduction:

Attention getter or “hook” – begin your writing with an interesting opening. Do not begin by writing, “My paper is about...” Interesting openings might include a famous quote, a thought-provoking question, a startling statistic, or a brief anecdote.

Thesis statement near the end – remember to include your thesis statement near the end of the first paragraph.

### Body:

Topic sentence (main idea for the paragraph) – follow that outline to create paragraphs. Be sure that each paragraph has a strong topic sentence.

Supporting sentences – use your note cards to supply facts for your supporting sentences. To develop your paragraphs, you need concrete details.

Transition words – to help your reader follow along, use transition words to move from one point to the next.

Such as:

|         |        |             |
|---------|--------|-------------|
| First   | Next   | Then        |
| However | Also   | Therefore   |
| Finally | Except | For example |

### Conclusion:

Restate thesis – the conclusion should bring your reader back to your main point. Restate your thesis using different phrasing.

Draw conclusions – tie together your ideas.

### Style tips:

- Avoid 1<sup>st</sup> person (“I”)
- Avoid contractions (can’t, don’t, isn’t, aren’t)
- Use formal language – avoid personal commentary
- Avoid “text” speech (ur, bc, im)
- Avoid symbols (&, \$, #)
- Number rules (three, not 3)
- Use strong verbs and specific nouns (stuff, things, a lot)
- No clichés

### Parenthetical notations (MLA format)

- Introduce your quote, "what was said," (author's last name page #).  
(Smith 52)
- Citing an article without an author: ("Title" 52)
- Book with two authors: (Smith and Jones 152)
- \* See MLA guide or Citation Machine for more

Within the body of your paper, you must cite your sources using parenthetical notations. If you are quoting directly, use quotation marks around the words and phrases you are using.

You must also cite sources when you paraphrase. Changing some of the words in a sentence and not citing the source is plagiarism.

Cite your source for facts, statistics, and numbers.

### Understanding Plagiarism

*Authoring Your Own Work: A Crash Course in Plagiarism* can be found at:

[http://college.cengage.com/english/plagiarism\\_prevention.html](http://college.cengage.com/english/plagiarism_prevention.html) or through the library link on the MCA home page.

#### Authoring Your Own Work - A Crash Course in Plagiarism

##### Plagiarism, Cheating, and Academic Dishonesty

##### What is Plagiarism?

Plagiarism is presenting someone else's work, words, facts, research, ideas, stories, or sayings as something you created, without giving credit to the original author.

Plagiarism can include simple copy and pasting from a source not cited, using another student's work as your own, using a paragraph that is not paraphrased correctly, and also using too many sources, cited or not, in the body of a paper. Most instructors will not accept over-quoted papers; they show you did not analyze and synthesize the information.

Any idea, fact, sentence, whole or in sections, if it belongs to someone else, or is paraphrased, must be cited in the documentation style required by your instructor in order for you to avoid plagiarism. This can be confusing. The best way to avoid this confusion is always to remember that if you take anything, word for word, or paraphrased from any source, it must be credited to the original author, web site, or source. NO EXCEPTIONS. If you do not cite your sources, you are stealing another person's work, and this is academically dishonest.

Menager-Beeley, Rosemarie, and Lyn Paulos. "Authoring Your Own Work." Houghton Mifflin Learning Center. 2008. Cengage Learning, Inc.. 10 Aug 2008  
<[http://college.cengage.com/english/plagiarism\\_prevention.html](http://college.cengage.com/english/plagiarism_prevention.html)>.

According to Plagiarism.com, "Changing the words of an original source is not sufficient to prevent plagiarism. If you have retained the essential idea of an original source, and have not cited it, then no matter how drastically you may have altered its context or presentation, you have still plagiarized."

"What Is Plagiarism?." Learning Center. 2008. iParadigms, LLC. 10 Aug 2008  
<[http://www.plagiarism.org/learning\\_center/what\\_is\\_plagiarism.html](http://www.plagiarism.org/learning_center/what_is_plagiarism.html)>.

## So Do I Have to Cite Everything?

NO! Certain facts are considered common knowledge. Mark Twain wrote the satirical novel *The Adventures of Huckleberry Finn*, published in 1884. George Washington served as the first president of the United States. Global warming is the increase in the Earth's temperature. Those are facts to be considered "common knowledge" and do not need a citation. Your **opinions** on Twain, Washington, and global temperatures do not need to be cited. BUT if your opinion is based on the words or published ideas of someone else and you use those words, you do need to cite the source.

If you explain the process of photosynthesis **in your own words**, you don't need to cite it; but if you use the explanation in your science book, you do. What's the difference? Paraphrasing! When you **paraphrase**, you take the essential structure, words, or ideas and create your own version. You may change the form or some of the sentence structure, but you use the fundamental idea presented. Since you "borrow" it, you also have to cite it.

Throughout your **research**, you gathered facts, ideas and theories. During the writing process, you formulated a **thesis** or theory about your topic. As you **draft** your essay, be sure to cite the source of facts, ideas and theories not your own. When in doubt, discuss this with your instructor during the **rough draft**.

### Citing Sources in text (parenthetical documentation) VS in your works cited page.

When citing a source on your works cited page AND in the text of the document be sure to cite sources correctly. The following are examples using the same source for all three types of citing.

The sample source is a book source, *Nickel and Dimed*, by author Barbara Ehrenreich

This is how this source should look for your **works cited page** according to MLA:

Ehrenreich, Barbara. *Nickel and Dimed*. New York: Henry Holt Publishing, 2001.

61-62. Print.

**Parenthetical documentation** includes the author's last name and page number only. If there is no author such as with some web pages, the title is cited in text. This documentation makes it easy to refer to the alphabetized works cited page to locate the complete information about the source.

In your essay, after paraphrasing the source, the parenthetical documentation should look like this:

Barbara Ehrenreich's social experiment about living on a minimum wage in America required she live in various locations in the United States. One of Barbara's

jobs included working as a dietary aid in Portland Oregon (Ehrenreich 61-62). While there she made little friends to protect her identity and her research.

A **direct quotation** includes the author and page number. A direct quote from this same source would look like this:

Barbara Ehrenreich's social experiment about living on a minimum wage in America required she live in various locations in the United States. One of Barbara's jobs included working in Portland Oregon. "I am a dietary aid, which sounds important and technical, and at first the work seems agreeable enough," says Barbara on her first day on the job (Ehrenreich 61). While working in the residential facility, Barbara gathered data for her research.

## Revising

Revisions to rough drafts should not be done hastily, or just once. It is an ongoing process that, if done properly, involves several steps.

### **Step 1:**

- First, don't attempt to revise your rough draft immediately after completing it. Wait a few hours, or even a day, after finishing your rough draft before attempting any revisions. You will see the work differently and more objectively.
- Read through your rough draft to determine whether ideas or arguments you are presenting are clear and if the sentences make sense. Consider whether the reader would make sense of it. If not, make the necessary changes.
- Determine if your paper is convincing and whether you have enough proof to support your argument. If not, add information to strengthen your points.
- Make sure the conclusion returns to the thesis statement. In other words, the conclusion should prove to the reader why your thesis statement was accurate.
- Have someone read your paper and ask that person if it makes sense, if arguments are clearly stated and convincing, and if the thesis statement is proven. Make any changes that are necessary.

### **Step 2:**

- Determine whether all the points made in your paper directly relate to the thesis. Be sure to remove any unnecessary details that do not add to your argument or support your thesis statement.
- Make sure paragraphs are in their proper order. If you are making a point, make sure to complete that argument before moving on to another point, rearrange your paragraphs as needed and reread the copy to make sure that the paragraphs make sense in their new order.
- Are the transitions between paragraphs clear? Have someone read the paper again to determine whether the procession from one paragraph to the next make sense. If they don't, add transitions or transitional sentences.
- Is any of the material repetitious? In other words, can the same be said with less? If it can, eliminate excess material.
- Make sure that any quotes used to support arguments are as brief as possible. Don't write an entire paragraph from a book, article, review, etc., if only a sentence is necessary to make your point.
- Avoid personal opinions. For instance, if you are writing a paper on discrimination in a work of literature, do not insert your own personal opinion on discrimination. Explain what the author was saying about discrimination through careful analysis of the text.



**Step 3:**

- Make sure you haven't presented ideas that weren't your own without giving proper credit to the sources from which you received this information. Read your paper and make sure all ideas that aren't your own are documented! The sources must be cited in parenthetical notes. If they aren't, it is plagiarism.
- Are words copied directly from other sources properly quoted? Be sure quotations are placed around these words and that the quotations are properly cited.

## Editing

The editing process focuses on style and mechanics. It is best to print a copy of your paper for editing so you can see how it will look. A printed page often appears different than the computer version.

Check for the following:

- Proper grammar. Avoid the use of double negatives and non-standard English.
- Correct spelling. Don't simply rely on computer spell check; too, to and two are all spelled correctly, but may be incorrect in certain contexts.
- Verb tenses are consistent. Don't flip-flop from present to past tense. Pick a tense and stick with it!
- Use third person. No "I believe..." or "I feel..."
- Punctuation and capitalization.
- Precise wording. Don't use ten words to say something that could have been said in two words.
- Varied sentence length.
- Sentence fragments, run-on sentences, and other incorrect sentence structure.
- All sources quoted or alluded to are included in the works cited and that the documentation is accurate.

## Publishing

### Title Page

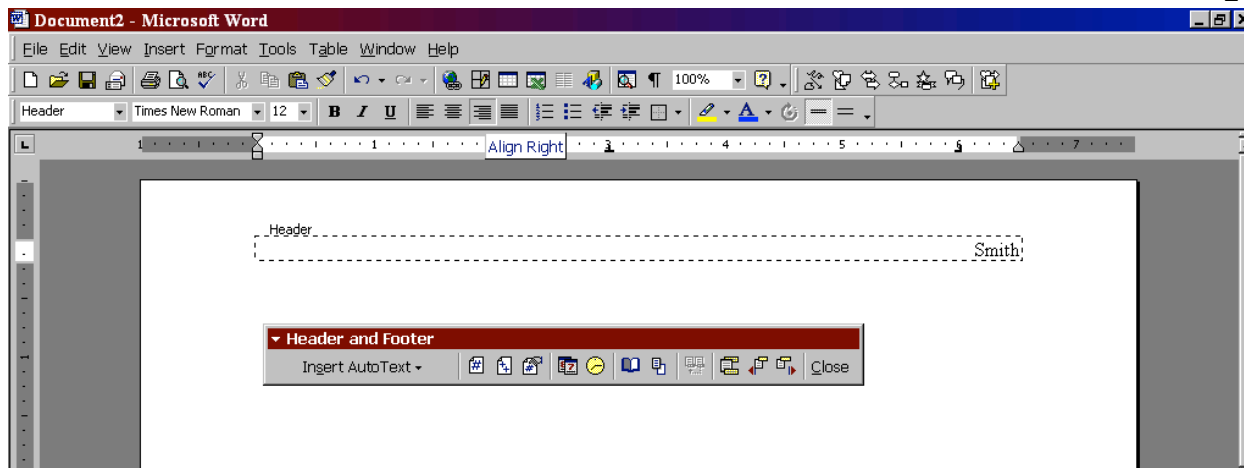
- In the MLA style, no separate title page is necessary.

### Margins

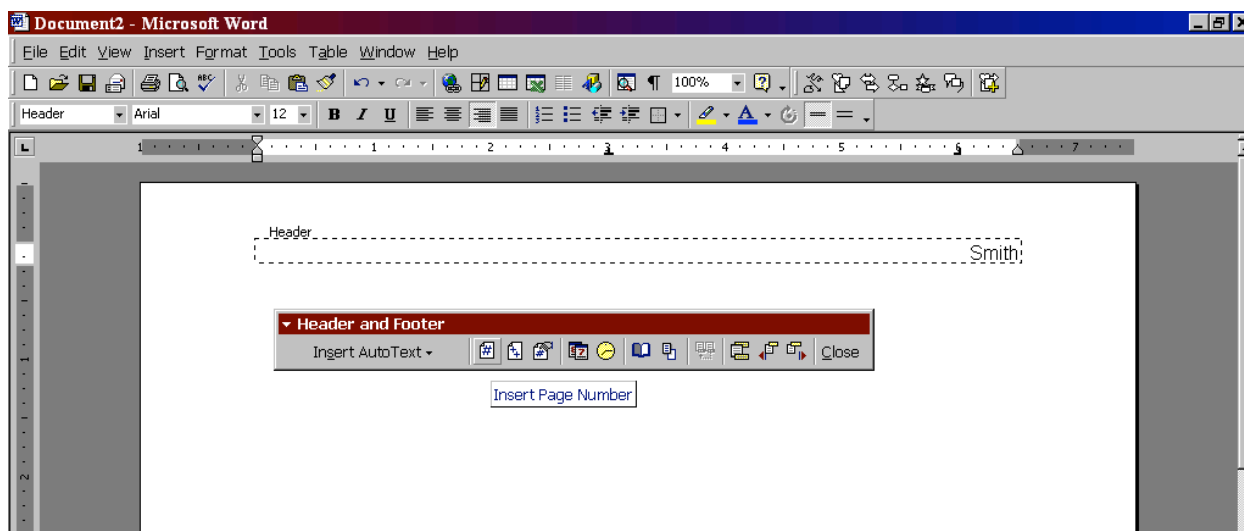
- All margins on every page should be set to one inch.
  - For **Microsoft Word, version 2007**, this is already pre-set.
  - For **Microsoft Word, version 2003**, you will need to change the left and right margins to one inch. Here's how:
    - Click *Page Setup*
    - Click *Margins*
    - Change the left and right margin to 1", and then click *OK*

### Inserting Page Numbers

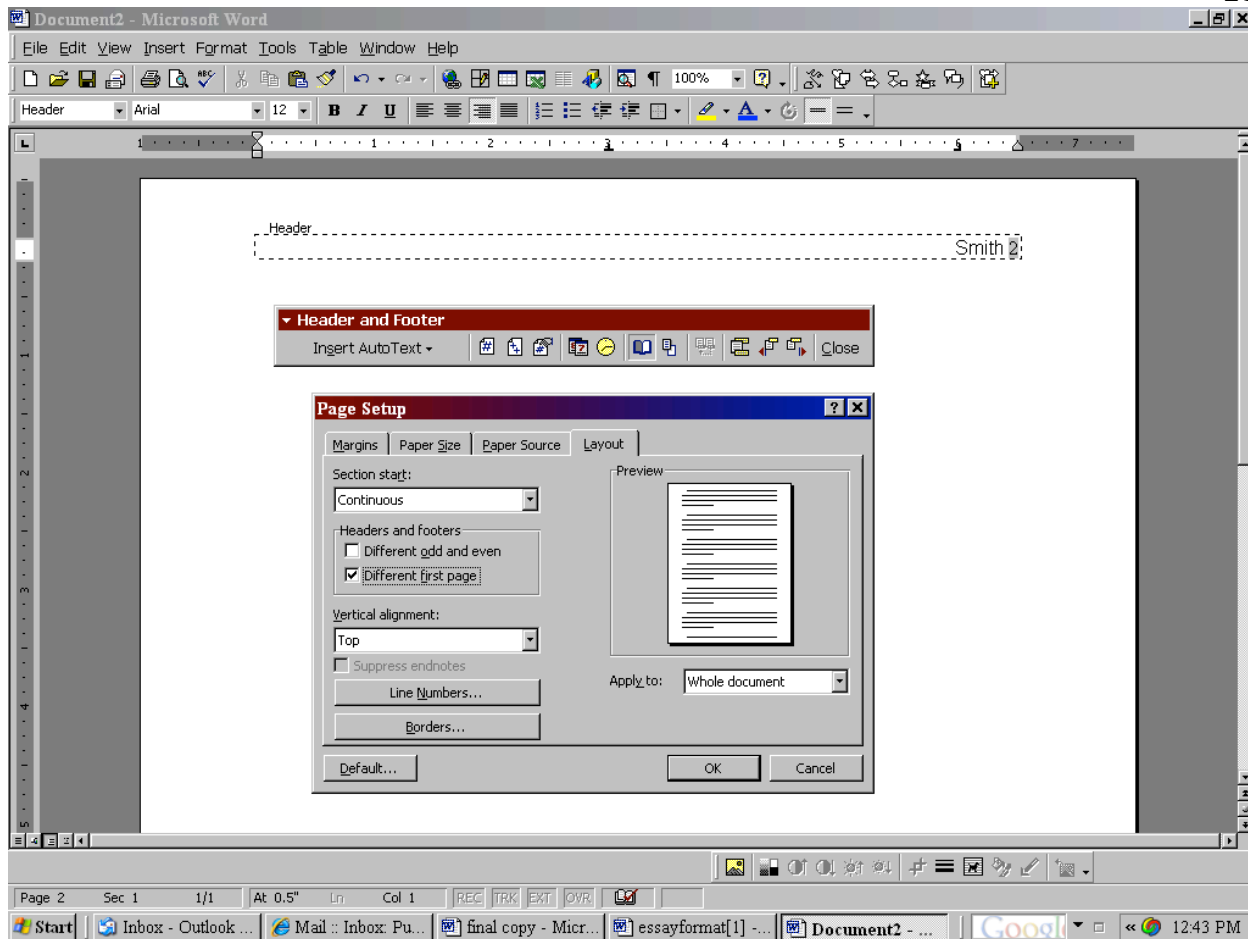
- Starting with the **second** page, include your last name and the page number in the upper right-hand corner, one-half inch from the top of the page. Continue this pagination for every page of your paper through your Works Cited section.
  - To do this using **Microsoft Word, version 2007**, follow these steps:
    - Click *Insert*, and then click on *Page Number, Top of Page*
    - Choose the third design, *Plain Number 3*
    - Type your last name in front of the page number, and then hit the space bar
    - You will need to change the font style to the type required by your teacher (most likely Times New Roman, 12) by highlighting the text
  - To do this using **Microsoft Word, version 97-2003**, follow these steps:
    - Go to *View, Header and Footer*
    - Type your last name. Align right. Change the font and size to match the text of your paper. Space once.



- To add page numbers, click on *Insert page numbers*.



- Because you do not need to number page one, choose page setup and check the box "Different first page."



### **Header Information**

- Type your heading one inch down from the top of the first page, flush with the left margin. Include student's name, teacher's name, class title and period, and date (date, month, and year, in that particular order).
- Double space and center your paper's title. Write your title in the same size and style font you used for the rest of your paper. **Do not** bold, underline, italicize, or use quotation marks unless you are including the title of another work.
  - Follow proper capitalization rules.

## **Spacing**

- Double space the **entire** paper, and use one-inch margins on all sides.
  - \* In MS Word 2007, you will need to fix your spacing. Here's how:
    - Right click
      - Click *Paragraph*.
      - Under *Spacing* (the middle box), change "after" to 0 pt).
      - Next to that is *Line Spacing*. Change that to "double."
      - Click *OK*.
    - **Note:** In MLA format, the **entire essay** is double spaced; **no extra spacing is needed** between the header information and the title, the title and the essay, or anywhere else.
    - You **do not** need to hit "enter" when you reach the end of the line; the computer accounts for this.

## **Font**

- Use a clear, easy-to-read, **12-point font** appropriate for business (such as Times New Roman or Arial).

### **Example First Page**

John Smith

Mr. Cuttic

Communications 7, periods 3-4

7 May 2010

Title of Your Essay

Begin writing your essay here. Begin writing your essay here. Begin writing your essay here. Begin writing your essay here. Begin writing your essay here. Begin writing your essay here. Begin writing your essay here. Begin writing your essay here. Begin writing your essay here. Begin writing your essay here.

Remember to indent new paragraphs (hit the "tab" key).

## Works Cited Page

The Works Cited page is the final page of your essay. Include all sources\* you cited within your paper.

- Center the following words at the top of the page: Works Cited  
(**Note:** Do not bold, underline, or italicize this.)
- Sources are listed in alphabetical order by the first listing on your source card (author or title).
- Generally, you will list author's last name, first name, then the title of the work, and publishing information.
- Reverse indentation is used for each entry: indent all lines for each entry after the first line.

\*Only the sources you actually used within your paper are listed on the Works Cited page.

Notice that sources are in alphabetical order (C, E, H, P)

### Works Cited

Chen, Grace. "Pros and Cons of Sports Competition at the High School Level." *Public School*

—▶ *Review*. Public School Review LLC, 31 12 2008. Web. 17 May 2010.

Egan, Sean. *Defining Moments in Music*. New York: Cassell, 2007. Print.

Holecko, Catherine. "Fitness for Teens and Tweens." *About.com Family Fitness*. The New York

—▶ Times Company, 2010. Web. 17 May 2010.

Purdue University. "Children Are Not The Only Ones In The Game When It Comes To Sports."

Science Daily 31 August 2009. 17 May 2010

—▶ <<http://www.sciencedaily.com/releases/2009/08/090831213218.htm>>.

Smith 3

Reverse indentation is used

Include last name and page number on Works Cited page

## Helpful Websites

***Before you look elsewhere, start at home.***

MCA junior-senior high school librarian, **Mr. Kozlowski**, has an extensive research paper- focused school website, appropriately named, *The Roads to Research*. This comprehensive site is a guide to creating a research paper. Mr. Koz's site includes links to help you determine your topics, to conduct your research (including links to sites such as *Power Library*), to find search engines, to develop search strategies and to evaluate all the sites and information you are planning to use. This site also has note taking form sheets, checklists and guides that will help you along your journey. And if you want a quick-to-use version, check out Mr. Koz's *Condensed Roads to Research* (with hyperlinks!) site. Also, check out **Mr. Cuttic's** and **Mrs. Rumbel's** school websites. They, too, have good links that will help you with writing your research paper.

**Other helpful sites include:**

**Writing:**

<http://www.thewritesource.com/mla/> *The Write Source* provides updated MLA information and student examples of research papers.

<http://citationmachine.net/> This is the best site ever for creating *Works Cited* entries and parenthetical citations for your research paper. Plug in your information from your note/source cards, click on the submit button and Presto! The site creates your entries. **Important note:** You must change the type size and double click and indent every line *after* first line of entry.

<http://www.rbc.edu/library/Research/research.htm> From Richard Bland College at the College of William and Mary. Site provides several helpful links for selecting a topic, research paper tips and techniques, MLA documentation, evaluating sites, etc.

<http://owl.english.purdue.edu/workshops/hypertext/ResearchW/> Thorough and popular site. Covers everything from genre, topic, and drafts to final copies.

<http://leo.stcloudstate.edu/> St. Cloud State University site that provides tips about writing research papers from getting started to finding sources, organizing writing, writing, plagiarism and paraphrasing, etc.

<http://www.dianahacker.com/resdoc/> Excellent site that is organized by content area (humanities, social sciences, sciences and history) and provides information about finding and documenting sources. Sample annotated papers are provided.



<http://www.crlsresearchguide.org/> Great site that offers tip sheets about different aspects of writing a research paper. Site also includes an outline maker.

<http://www.aresearchguide.com/1steps.html> Eight steps to writing a research paper. Examples are provided for each step, from choosing a topic to final copy...and everything in between.

<http://www.sdst.org/rguide/> Excellent site geared toward high school students. Provides helpful information and nice graphics and tips to writing your research paper from start to finish.

<http://www.timeforkids.com/TFK/kids/hh/writeideas/articles/0,28372,606651,00.html> Cool site for kids writing A+ research papers. Downloads of sample paper, idea organizer and checklist. Site is helpful, but mainly geared toward middle school students.

<http://www.library.ubc.ca/home/about/instruct/tp-res.html> Provides information about deciding a topic and finding sources (books, articles, etc.). Site also features a section about evaluating your sources.

<http://celt.cui.edu/CELT/Research%20Steps.pdf> PDF file titled "The Basic Steps to Writing a Research Paper." Site is adapted from "The Big Six Research Guide," which also is highlighted on Mr. Kozlowski's site.

## Research

<http://www.ipl.org/div/aplus/> *Internet Public Library* for teens. Geared toward teens. Contains vast links and information for research.

<http://www.kidsclick.org> *KidsClick!* is a website for kids by librarians. It features over 600 subjects organized under letters of the alphabet. Students may gather facts and references on everything from the weird and mysterious to health and family to literature.

<http://www.awesomelibrary.org> Librarians maintain this site, which organizes the web with 37,000 carefully reviewed resources in categories for kids, teens and even college students.

<http://www.loc.gov/index.html> *Library of Congress* site, which features information about American history and government, has more than 138 million artifacts and includes digital documents, photographs and webcasts. Reading material is at the 6-12<sup>th</sup> grade levels.

<https://www.cia.gov/library/publications/the-world-factbook/> The *CIA World Factbook* provides information on the history, people, government, economy, geography, communications, transportation, military and transitional issues for 266 world entities. The site also offers maps, flags and information about time zones.

<http://www.factmonster.com/> *Fact Monster* from Information Please offers an encyclopedia, dictionary, thesaurus and almanac. Students can find information about the world, the United States, people, science, math, money, etc. The site includes a homework center with even more information and study guides. Students will also find a citing-*Fact Monster*-page and a plagiarism page.

<http://redz.com/> *Red Z* is described as “the result of many years of brain-storming sessions that aimed to create a search engine that will revolutionize search.” While traditional search engines use text to present links, *Red Z* offers photographs or images of the websites. The little red and white striped zebra mascot is a cute addition!

<http://www.noodletools.com/noodlequest/> Research tool that helps students to find a topic and narrow and locate appropriate resources.

<http://www.loc.gov/rr/international/portals.html> *Portals to the World* is a Library of Congress site which provides links to electronic resources from around the world.

<http://www.biography.com/> An *A & E Television* site featuring information about historical and current people in social studies, science, literature and arts. Listings contain links to text background, related works, people and sites.

<http://www.census.gov/> The *Census Bureau* homepage is a “leading source of quality data about the nation’s people and economy.” The site also has newsroom and special topics links.

<http://www.madsci.org/> *Mad Science Network* is “the laboratory that never sleeps.” The site offers science archives, search engine, labs, library and an “As a Scientist” links.

<http://historymatters.gmu.edu/search.php> *History Matters* provides annotated links to resources on standards, acting and evaluating websites and understanding copyright and fair use laws.

<http://www.cybersleuth-kids.com/> *CyberSleuth Kids* is an Internet search site for subjects such as art and music, government, history, language arts, computer, family, geography, health, science, society and culture and weather. This site also provides free clip art. (On the downside, the site has a lot of ads, which could be distracting).

<http://www.loc.gov/rr/scitech/mysteries/> *Everyday Mysteries* is another Library of Congress site that offers fun science facts for all.

<http://www.wolframalpha.com/examples/WordsAndLinguistics.html> Wolfram Alpha is a “site that calculates anything.” Just ask a question and the site will provide an answer.

## Research Writing Glossary

1. Pre-writing: all the important steps before you actually start writing. Prewriting includes brainstorming a topic, finding sources, organizing your information in preparation to start writing
2. Research Report: A formal written report on a given subject using and citing reliable sources
3. Thesis Statement: a statement in one or two sentences which states the main idea or purpose of a piece of writing.
4. MLA: acronym for Modern Language Association; MLA is the preferred style or set of rules to write an English paper.
5. Sources: reliable information from print and electronic media about your topic
6. Citing sources: properly crediting the sources you have used in your research paper.
7. Paraphrase: saying or writing what someone else has said or written in your own words
8. Parenthetical documentation: directly documenting sources inside the body of your research paper
9. Works cited page: an organized and alphabetical list of sources used in your research report printed according to MLA guidelines,
10. Fact: a statement that can be proven true or false
11. Opinion: An opinion is what someone thinks or believes; not a true fact
12. Interview: A conversation conducted by a writer or reporter in which facts or statements are drawn from another person and reported or broadcast and then published. Interviews from an expert can be a research source if cited correctly.
13. Mechanics: punctuation, spelling, and grammar in writing.
14. Word choice: choosing the best and most interesting word for a sentence
15. Text organization or structure: how your essay is organized