

# ORAB

**P**LANNING

**O**UTLINING

**W**ORKS CITED

**E**SSAY FORMAT

**R**ESEARCHING

**WRITING**  
**HANDBOOK**

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# SHELDON HIGH SCHOOL WRITING RUBRIC

No matter what subject students are learning or what class they are in, students may be required to put their ideas down on paper in an organized way and back up their opinions by providing research. The teachers at Sheldon High School have developed the following grading rubric to be used in all content areas to grade writing assignments.

Please note, some teachers may vary the point values within the rubric or add other guidelines to the rubric in order to match their classes and the assignments given. A student should check with his or her instructor if there is a question about the grading rubric.

## **Sheldon High School Writing Rubric**

### **Organization/Neatness/Usage**

- 5 The information is organized so it is easy to understand. Formatting guidelines were followed without any errors; the writing was completed very neatly. There are no spelling and/or grammatical errors.
- 3 The sequence of information is understandable, but there are gaps in the continuity of information. There are very few mistakes in formatting guidelines; the writing is neatly done but has some sections that lack neatness. There are spelling and/or grammatical errors, but the errors do not interfere with the ability to read the document.
- 1 The sequence of information is difficult to follow. Formatting guidelines were not followed; the writing is difficult to read due to a lack of neatness. The spelling and/or grammatical errors interfere with the ability to read the document.

### **Clear Expression of Ideas**

- 5 The reader can easily follow the writer's ideas. The reader does not have any questions about what the writer is trying to say.
- 3 The reader can follow the writer's ideas, but there are times when the writer jumps from one idea to another illogically. At times it is difficult to make sense of what the writer is trying to say.
- 1 The ideas presented do not follow a logical order. It is difficult to make sense of what the writer is trying to say.

### **Supporting Details/References**

- 5 The writer used details and/or examples that clearly explain the ideas being written about. The writer uses the required number of references.
- 3 The writer uses some details and/or examples to support the ideas being written about, but there could be more details and/or examples used. The writer used references, but not the amount required.
- 1 The writer does not support with details and/or examples the ideas being written about. The writer did not use the appropriate amount of references.

### **Final Score**

## Writing Samples

Sheldon High School students are expected to turn in quality writing assignments. The following samples are examples for the different levels within the Sheldon High School Writing Rubric.

### ***“5” Writing Sample***

When trying to explain how to write a high-quality paper, one needs to look at several different areas. To begin, the writer needs to develop a focused idea to write about. After thinking of an idea, the writer will need to do some brainstorming and planning; this could include using graphic organizers or making an outline. The next step is the fun part; it is time to write the paper. When the paper has been written, it is important to remember that this paper is a rough draft and should be edited and revised. The editing process includes checking for spelling and grammatical mistakes, clarifying ideas, and making sure structural and formatting guidelines are followed. The paper should be revised several times. When the writer feels that the paper is as perfect as possible, the paper should be read one more time so that all mistakes can be found before printing the paper and turning it in. A neat presentation is also important. Hopefully by following these steps, the writer will turn in a paper that will earn a super grade.

### ***“3” Writing Sample***

A good writer will focus the paragraph on one idea. First of all, to help get a good idea it is helpful to look the web. SIRS or EBSCO have good lists. A good writer writes the paper. And uses punctuation correctly and writes good sentences. Third, the paper should be edited by the writer and maybe his or her friends. If the teacher has rules that need to be followed I should follow them if I want a good grade. If a writer wants to turn in a good paper, they should proofread they're paper before turning it in.

### ***“1” Writing Sample***

How to right a good paragraph.

You need to use good sentences. U should use punction. I don't like to write

much. A paragraph gots 1 idea. The writer might want to edit the paper. Follow the techer rules.

# WRITING IN THE CONTENT AREAS

Students at Sheldon High School write in all classes, and they are held accountable for their writing in all content areas. Regardless of the class a student is taking, his or her writing needs to be at the highest level possible. The **Sheldon High School Writing Rubric** is used to assess the writing performed. In some curricular areas there are writing assignments that are routinely given as part of the curriculum. In this section of the writing handbook some examples of some of those assignments shown.

## **Letter of Application (Cover Letter)**

A letter of application and resume are assigned in multiple classes at Sheldon High School. Students will need to be able to create these documents for business classes, Life Skills II, Writing Skills, Contemporary Writing, and potentially others as well.

Below is an example of a letter of application. It serves as a formal introduction of a person to an employer.

Writer of the Letter

Recipient of the Letter

**Introduction-** include the job you are applying for or the purpose of the letter as well as your best selling point

**Body-** explain how the skills you have can benefit the employer or reader of the letter. Highlight the parts of the resume that

**Conclusion-** request an interview and be sure to include correct contact information. Don't forget to thank the reader of the letter.

12345 First St.  
Sheldon, IA 51201  
December 16, 2010

Mr. Benjamin Handsome  
Human Resources Director  
Northwest Iowa Health Center  
123 Concert Ave.  
Sheldon, IA 51021

Dear Mr. Handsome:

I am involved in the Career Pathways program through the Sheldon High School, and I am interested in beginning an internship at your facility. I am very interested in the pharmaceutical field, and I would love to have the opportunity to learn more about it.

I have enrolled in various health classes during high school, and the information that I have learned has inspired me to continue exploring in this field. At this point of my life, as I am looking at potential career options, the health care field has a special place in my heart. I am responsible, attentive, and enjoy working with people.

I have enclosed my resume, and I look forward to discussing this potential opportunity with you. I will be in contact with your staff in order to line up an interview. You can contact me by calling my personal phone, (712) 555-5555, or emailing me at sjones@coldmail.com. Thank you for your time.

Sincerely,

*Sally Jones*

Sally Jones

# Resume

A resume is what comes after the letter of application. It is a document that advertises your strong points. Don't be modest, this is your one shot to show off your accomplishments.

Below is an example of a resume.

## Sally Jones

1700 E. 4th St.  
Sheldon, Iowa 51201  
(712) 555-5555

### Job Objective

Learn about the pharmaceutical field while in an internship setting.

### Education

Sheldon Community High School, Sheldon, Iowa  
High School diploma, graduation pending 2013  
College courses completed: Intro to Psychology, Elementary Spanish I, and  
Elementary Spanish 2

### Work Experience

Summer 2010

Babysitter, Sheldon, Iowa

Cared for young boy, focused on his personal needs, worked on his fine motor movements, and provided daily care.

Summer 2009

Cleaning Lady, Sheldon, Iowa

Employed through Don Dairy, cleaned various homes, apartments, and businesses.

### School Activities

2008 – Present Sheldon High School, Sheldon, Iowa

-Volleyball (9-11)

-Track (9-11)

-Basketball (9-11)

-Softball (9)

-Spanish Club (9-11)

-Future Business Leaders of America (9-11)

-National Honor Society (11)

-Concert Band (9)

-Concert Choir (9-11)

-Marching Band (9-10)

### Community Involvement

Volunteer Classroom Service at East Elementary

Helped Petunia Smellgood in the special education preschool room.

The Banquet

Prepared and served food to the homeless.

Village Northwest Unlimited

Sorted shoes for Soles for Souls program, aided residents in the workshop at Futures.

Adopt-a-Highway

Organized the adoption of a section of Highway 42 and cleaned the two mile section.

Crow Reservation Mission Trip, Blackhawk, Idaho

Painted houses, cleaned yards, led children activities.

### References (by permission)

Mr. Hooper, basketball coach, 310 23<sup>rd</sup> Ave., Sheldon, IA 51201, (712) 555-1234

Lady Inneed, mother of the family I baby-sit for, 412 N. 2<sup>nd</sup> St., Sheldon, IA 51201, (712) 555-5678

Rev. Dogood, pastor, 316 Holy Trail, Sheldon, IA 51201, (712) 555-2468

## AVOIDING PLAGIARISM

To be ethical, a writer must acknowledge the sources that were used within the piece of writing. If a writer does not do this, plagiarism is committed. Plagiarism occurs when one of the following occurs within a paper:

1. failure to cite borrowed quotations and ideas
2. failure to use quotation marks around exact wordings
3. failure to summarize and paraphrase in the writer's own words.

A writer must cite all direct quotations and any information that was borrowed from a source. This information could include but is not limited to the following: summaries, paraphrases, statistics, specific facts, graphs, and diagrams.

A writer who plagiarizes on a paper will be held accountable according to the *Sheldon High School Parent/Student Handbook*. The consequences include the following: receive a "0" for the paper and reduce the final class grade by one full letter grade.

### *Avoiding Plagiarism By Using Quotation Marks*

When a writer uses a source's exact phrases or sentences, quotation marks must be used. Even if the source is cited, using an exact phrase or sentence without quotation marks is plagiarism.

#### **Original Source**

Without adequate discipline, the World Wide Web can be a tremendous time sink; no other medium comes close to matching the Internet's depth of materials, interactivity, and sheer distractive potential.

- Frederick Lane, *The Naked Employee*, p. 142

#### **Correct Use of Quotations Marks**

Frederick Lane points out that for those not exercising self-control, "the World Wide Web can be a tremendous time sink; no other medium comes close to matching the Internet's depth of materials, interactivity, and sheer distractive potential" (142).

### *Avoiding Plagiarism When Writing Summaries and Paraphrases*

A summary condenses information; a paraphrase restates information in approximately the same number of words. Plagiarism occurs with summaries and paraphrases when a writer half-copies the source's sentences. This can be done by mixing the source's phrases with the writer's phrases or by replacing some of the words with synonyms in the source's sentence structure.

#### **Original Source**

In earlier times, surveillance was limited to the information that a supervisor could observe and record firsthand and to primitive counting devices. In the computer age surveillance can be instantaneous, unblinking, cheap, and maybe most importantly, easy.

- Carl Botan and Mihaela Vorvoreanu, "What Do Employees Think about Electronic Surveillance at Work?" p. 126

#### **Plagiarism** (underlining notes unacceptable borrowing)

Scholars Carl Botan and Mihaela Vorvoreanu argue that in earlier times monitoring of employees was restricted to the information that a supervisor could observe and record firsthand. In the modern era, monitoring can be instantaneous, inexpensive, and, most importantly, easy (126).

## **CITING SOURCES**

In addition to using quotations marks and correctly stating summaries and paraphrases, a writer must also cite his or her sources in order to avoid plagiarism. In order to accurately cite the sources used, a writer must cite his or her sources within the paper using signal phrases and parenthetical references and at the end of the paper on the Works Cited page.

### ***Citing Within a Paper Using a Signal Phrase***

A signal phrase introduces the information that was taken from a source and usually includes the author's name. The parenthetical reference at the end of the sentence includes a page number.

Kwon points out that the Fourth Amendment does not give employees any protections from employers' "unreasonable searches and seizures" (6).

### ***Citing Within a Paper Using Parenthetical References***

When the flow of the paper does not lend itself to using the author's name within a sentence, using parenthetical references is a writer's best choice in citing a source.

Companies can monitor employees' keystrokes without legal penalty, but they may have to combat low morale as a result (Lane 129).

### ***Citing Within a Paper Using Sources Without an Author and/or Page Numbers***

If the authorship of a source is unclear, either use the complete title in a signal phrase or use a short form of the title in a parenthetical reference.

A popular keystroke logging program operates invisibly on workers' computers and provides supervisors with details of the workers' online activities ("Automatically").

A writer may omit the page number if a work lacks page numbers, such as with many Web sources. If a Web source is a PDF file, use the page numbers of the PDF file.

As a 2005 study by Salary.com and American Online indicates, the Internet ranked as the top choice among employees for ways of wasting time on the job; it beat talking with co-workers—the second most popular method—by a margin of nearly two to one (Frauenheim).

### ***Citing Within a Paper Using Sources With More Than One Author***

If a source has two authors, a writer may use the authors name in a signal phrase or include their last names in the parenthetical reference. If a source has three or more authors, list the names in the parenthetical reference.

Kizza and Ssanyu note that "employee monitoring is a dependable, capable, and very affordable process of electronically or otherwise recording all employee activities at work" (2).

The study was extended for two years, and only after results were reviewed by an independent panel did the researchers publish their findings (Blaine, Davies, and Rice 56).

## PAPER FORMAT FOR ESSAYS

All essays should be typed, with Times New Roman font, double-spaced on standard-sized paper (8.5 x 11 inches) with margins of 1 inch on all sides. Unless requested, a title page is unnecessary. Instead, provide an entry in the top left corner of the first page that lists student name, the teacher's name, the course and assignment, and the date. If a title is required, center the title on the line below the heading and begin the essay immediately below the title. (Note: a teacher may change the guidelines as appropriate for the class. Always follow the instructor's guidelines.) For example:

Your Name  
Teacher's Name  
Course: Assignment  
Date Due

Title (if required)

Start typing your essay, making sure that it is double-spaced. Also, make sure you use a "normal" font and size 10, 11, or 12 print. You will want to make sure that you proofread your essay before turning it in.

Any sources (websites, books, magazines, newspapers, etc) should be documented on a separate page with the label **Works Cited** (with no quotation marks, underlining, etc.), centered at the top of the page. Refer to the Works Cited portion of this booklet for more specific guidelines.

## **DETAILS OF THE RESEARCH PAPER**

### ***Parts of a Research Paper***

1. Title page
2. Outline
3. Body of the paper
4. Appendix (if used)
5. Works Cited page

### ***The Title Page***

1. The first page is the title page.
2. Use Times New Roman and size 12 font.
3. Center the title of the paper 2 inches from the top of the page.
4. The title is in bold print.
5. 1 inch from the bottom and single spaced, place the following information:
  - a. Your name
  - b. Instructor's name
  - c. Course: Assignment
  - d. Due date of paper

**Title of Paper**

Your Name  
Teacher's Name  
Course: Assignment  
Date Due

## ***The Outline Page***

1. This page and any subsequent outline pages are not numbered.
2. Use Times New Roman, size 12 font, and 1 inch margins.
3. Center the title in bold print one inch from the top.
4. Hit the enter twice and place the words **Thesis Statement:**
  - a. This should be in bold print followed by a colon.
  - b. Type out the thesis statement using single spacing if it continues onto the next line.
  - c. The thesis statement should be taken directly from the introduction of the paper.
5. Hit the enter twice and begin the outline with Roman numeral I.
  - a. The first Roman numeral is the introduction, so the label for this Roman numeral is Introduction. Put no subheadings under this.
  - b. The last Roman numeral will be the Conclusion. It is set up the same as the Introduction.
  - c. The next several Roman numerals are the major headings for the body.
    - i. The capital letters will be the paragraphs.
    - ii. The numbers will be the details within the paragraphs; every paragraph should have 3-5 details listed.
    - iii. Remember: if you put an “A,” you must have a “B;” the same is true for “1” and “2.”
6. You may use the outline format of the computer for the outline page, but make sure the outline format matches teacher expectations.

### **Title of Paper**

**Thesis Statement:** Type out thesis statement

- I. Introduction
- II. Main Idea #1
  - A. Body Paragraph #1
    1. Detail/Note card info
    2. Detail/Note card info
  - B. Body Paragraph #2
    1. Detail/Note card info
    2. Detail/Note card info
    3. Detail/Note card info
- III. Main Idea #2
  - A. Another Body Paragraph
    1. Detail/Note card info
    2. Detail/Note card info
  - B. Another Body Paragraph
    1. Detail/Note card info
    2. Detail/Note card info
    3. Detail/Note card info
- IV. Conclusion

## ***The Body***

1. Use Times New Roman, size 12 font, and 1 inch margins.
2. The body of the paper is either 1.5 spacing or double spaced.
3. The body of the paper will be numbered.
  - a. The first page of the body is page one.
  - b. Page numbers appear on the bottom right along with the writer's last name.
    - i. For example: Van Dutchman 1
  - c. Use a footer to place pages numbers consistently.
4. The title of the paper appears in bold print on page 1 of the paper.
  - a. No other pages of the body should have the title.

### **Title of Paper**

Start typing your paper using Times New Roman font that is size 12. The body of your paper should be double-spaced or 1.5 spaced. The title of the paper only appears on the first page. All pages should be numbered.

Continue typing and do not add any extra spaces between paragraphs.

Van Dutchman 1

### ***Appendix Page (if used)***

1. Charts, maps, diagrams, illustrations and tables go on this page.
  - a. This page is numbered with the pages of the body.
  - b. Number the materials with Roman numerals for easy reference.
  - c. Title this page **Appendix**, 1 inch from the top.

### ***Works Cited Page***

1. The page is titled Works Cited.
  - a. The words Works Cited are typed 1 inch from the top, centered, in bold print.
  - b. The numbering of the paper continues with this page.
    - i. If the body of the research paper ends on page 6, the Works Cited page is page 7
2. Entries are listed in alphabetical order by the author's last name.
  - a. If there is not an author, use the first word from the entry to determine where the entry would be placed alphabetically.
  - b. Do not number the entries.
3. Single space within the entries.
  - a. Indent the second line 5 spaces if the entry continues on to another line.
  - b. Use double spacing between the entries.

#### **Works Cited**

Anderson, Norman D. *Ferris Wheels*. New York: Pantheon, 1983. Print.

Badger, Reid. *The Great American Fair*. Chicago: Nelson-Hall 1979. Print.

Fincher, Jack. "George Ferris Jr. and the Great Wheel of Fortune." *Smithsonian* July 1983: 109-118. Print.

## MLA FORMATTING FOR WORKS CITED

No research paper is complete without a list of the materials from which the student has borrowed ideas, facts, opinions, or quotations. Students must formalize the list of sources to accompany their paper so that a reader can see where the information came from.

### *Writing the Works Cited Pages:*

1. Go through your source notes, copies, printouts, and cards; discarding any sources not used.
2. Use the following citation examples to write all of the necessary information in MLA (Modern Language Association) format with the proper punctuation. This is the most common format required by colleges.
3. MLA format now requires the medium of publication in all works cited entries, usually at the end of the entry. Typical designations for the medium are “Print,” “Web,” “Television,” “Film,” and “Lecture.”
4. **Check with your instructor for specific guidelines or changes he/she wants for the project.**
5. **Remember, not all source data may be listed in the same order as MLA requires. Double check the format.**

### **Sample Entries: Articles in Periodicals**

**Author’s last name, first name. “Article Title.” *Periodical Title* Abbreviated Month. Year: inclusive pages. Media.**

#### **A Signed Article from a Daily Newspaper**

Glanz, James. “Iraqi Insurgents Step Up Attacks after Elections.” *New York Times* 13 Feb. 2005, late ed.: A1. Print.

#### **An Article from a Magazine**

Fallows, James. “Success without Victory.” *Atlantic Monthly* Jan.-Feb. 2005: 80-90. Print.

Mayer, Jane. “Outsourcing Torture.” *New Yorker* 14-21 Feb. 2005: 106-23. Print.

#### **An Editorial**

“Poverty and Health.” Editorial. *Washington Post* 31 Aug. 2004: A20. Print.

#### **A Book or Film Review**

Gleik, Elizabeth. “The Burdens of Genius.” Rev. of *The Last Samurai*, by Helen DeWitt. *Time* 4 Dec. 2000: 171. Print.

Denby, David. “On the Battlefield.” Rev. of *The Hurricane*, dir. Norman Jewison. *New Yorker* 10 Jan. 2000: 90-92. Print.

## Sample Entries: Books

**Author's last name, first name. *Book Title*. Additional information. City of publication: Publisher, publication date. Medium.**

### **A Book by One Author**

Light, Richard J. *Making the Most of College: Students Speak Their Minds*. Cambridge: Harvard UP, 2001. Print.

### **A Book by Two or More Authors**

*Note: When a work has four or more authors, either name all of the authors or name the first author followed by "et al." (Latin for "and others").*

Wynn, Charles M., and Arthur Wiggins. *Quantum Leaps in the Wrong Direction: Where Real Science Ends... and Pseudoscience Begins*. Washington: National Academy, 2001. Print.

Peel, Robin, Annette Patterson, and Jeanne Gerlach. *Questions of English: Ethics, Aesthetics, Rhetoric and the Formation of the Subject in England, Australia, and the United States*. London: Routledge, 2000. Print.

### **Multiple Works by the Same Author**

Rose, Mike. *Lives on the Boundary: The Struggles and Achievements of America's Underprepared*. New York: Free, 1989. Print.

- - - . *The Mind at Work: Valuing the Intelligence of the American Worker*. New York: Viking, 2004. Print.

### **A Book by a Corporate Author**

National Geographic Society. *Cradle and Crucible: History and Faith in the Middle East*. Washington: National Geographic, 2002. Print.

### **A Book with an Editor**

Jackson, Kenneth T., ed. *The Encyclopedia of New York City*. New Haven: Yale UP, 1995. Print.

### **An Entry in an Encyclopedia or Dictionary**

Posner, Rebecca. "Romance Languages." *The New Encyclopedia Britannica: Macropaedia*. 15<sup>th</sup> ed. 1987. Print.

"Sonata." *The American Heritage Dictionary of the English Language*. 4<sup>th</sup> ed. 2000. Print.

### **Sacred Text**

John 3:16. *The Oxford Annotated Bible with the Apocrypha*. Ed. Herbert G. May and Bruce M. Metzger. New York: Oxford UP, 1965. Print. Rev. Standard Version.

## **A Government Publication**

United States. Dept. of Labor. *America's Dynamic Workforce*. Washington: US Dept. of Labor, 2004. Print.

United States. Dept. of Transportation. Natl. Highway Traffic Safety Administration. *An Investigation of the Safety Implications of Wireless Communications in Vehicles*. Natl. Highway Traffic Safety Administration, Nov. 1999. Web. 20 May 2008.

## **Pamphlets**

Commonwealth of Massachusetts. Dept. of Jury Commissioner. *A Few Facts About Jury Duty*. Boston: Commonwealth of Massachusetts, 2004. Print.

## **Sample Entries: Electronic Publications**

**Author. "Article Title." *Site Title*. Sponsor, Last Update. Medium. Date Accessed. <Site Address If Required>**

### **Websites**

*Note: If no date of last update can be found, use "n.d." in place of the last update.*

Jenkins, Henry. "Bearings." *MIT Communications Forum*. MIT, 19 Feb. 2002. Web. 16 June 2005. <<http://web.mit.edu/comm-forum/papers/bearings.html>>

Shiva, Vandana. "Bioethics: A Third World Issue." *NativeWeb*. NativeWeb, n.d. Web. 22 Jan. 2009.

### **An Article from an Online Magazine or Newspaper Database**

Pulson, Steve. "Buddha on the Brain." *Salon.com*. Salon Media Group, 27 Nov. 2006. Web. 18 Jan. 2009.

Rubin, Joel. "Report Faults Charter School." *Los Angeles Times*. Los Angeles Times, 22 Jan. 2005. Web. 24 Jan. 2009.

### **An Article from an Online Journal**

Belau, Linda. "Trauma and the Material Signifier." *Postmodern Culture* 11.2 (2001): n.pag. Web. 20 Feb. 2009

### **Weblog (Blogs) and Weblog Entries**

Mayer, Caroline. *The Checkout*. Washington Post, 27 Apr. 2006. Web. 19 Jan. 2007.

Burnick, Dennis. Weblog comment. *The Checkout*. Washington Post, 28 Feb. 2006. Web. 19 Jan. 2007.

### **An E-mail**

Lowe, Walter. "Review Questions." Message to author. 15 Mar. 2007. E-mail.

## **An Article from an Online Research Database**

**Author. "Article Title." *Periodical Title* Volume.Issue (Date of Publication): Inclusive Pages. *Name of Database Used*. Source. Medium. Date of Access.**

Jenson, Jill D. "It's the Information Age, so Where's the Information?" *College Teaching* 52.3 (2004): 107-12. *Academic Search Premier*. EBSCO. Web. 2 Feb. 2005.

Bonner, Kit. "Titanic Proportions." *Naval History*. Nov./Dec. 1998: 26-27. *SIRS Researcher*. Web. 12 May 2011.

### **Sample Entries: Multimedia Sources**

#### **Films or Video**

*Finding Neverland*. Dir. Marc Forster. Perf. Johnny Depp, Kate Winslet, Julie Christie, Radha Mitchell, and Dustin Hoffman. Miramax, 2004. DVD.

*The Hours*. Dir. Stephen Daldry. Perf. Meryl Streep, Julianne Moore, and Nicole Kidman. Paramount, 2002. Film.

#### **Special Feature on a DVD**

"Sweeney's London." Prod. Eric Young. *Sweeney Todd: The Demon Barber of Fleet Street*. Dir. Tim Burton. DreamWorks, 2007. DVD. Disc 2.

#### **Radio or Television Program**

"New Orleans." *American Experience*. Narr. Jeffrey Wright. PBS. WGBH, Boston, 12 Feb. 2007. Television

#### **Sound Recordings**

Bizet, Georges. *Carmen*. Perf. Jennifer Laramore, Thomas Moser, Angela Gheorghiu, and Samuel Ramey. Bavarian State Orch. and Chorus. Cond. Giuseppe Sinopoli. Warner, 1996. CD.

Blige, Mary J. "Be Without You." *The Breakthrough*. Geffen, 2005. CD.

#### **Podcast**

Patterson, Chris. "Will School Consolidation Improve Education?" Host Michael Quinn Sullivan. *Texas PolicyCast*. Texas Public Policy Foundation, 13 Apr. 2006. MP3 file. 27 Apr. 2006.

#### **Online Video Clip**

Murphy, Beth. "Tips for a Good Profile Piece." *Project: Report*. YouTube, 7 Sept. 2008. Web. 19 Sept. 2008.

## **Interviews**

Ellison, Ralph. "Invisible Man." Interview. By James Alan McPherson. *Atlantic* Dec. 1970: 45-60.

Martone, Michael. Telephone interview. 6 Jan. 2005.

Patterson, Annette. E-mail interview. 16 Feb. 2005.

Akufo, Dautey. Personal interview. 11 Aug. 2008.

## **Maps and Charts**

Serbia. Map. *Syrena Maps*. Syrena, 2 Feb. 2001. Web. 17 Mar. 2009.

Joseph, Lori, and Bob Laird. "Driving While Phoning Is Dangerous." Chart. *USA Today* 16 Feb. 2001: 1A. Print.

## **Cartoons**

Lynch, Mike. Cartoon. *Chronicle Review* 18 Feb. 2005: B17. Print.

## **Advertisements**

Truth by Calvin Klein. Advertisement. *Vogue* Dec. 2000: 95-98. Print.

## **Lectures, Speeches, and Addresses**

Paglia, Camille. "Art and Poetry v. Hollywood and Media." 92<sup>nd</sup> Street YMCA, New York. 28 Mar. 2005. Lecture.

Scholes, Robert. "The Presidential Address." MLA Convention. Philadelphia. 29 Dec. 2004. Lecture.

## **A Work of Art**

Constable, John. *Dedham Vale*. 1802. Oil on Canvas. Victoria and Albert Museum, London.

van Gogh, Vincent. *The Starry Night*. 1889. Museum of Mod. Art, New York. *MoMA: The Museum of Modern Art*. Web. 14 Jan. 2009.

## **Personal photograph (Good for your scanned images!)**

*(Begin with a description of the photo. Do not use italics or quotation marks. Indicate who took the photo and the date it was taken.)*

Grandpa Al at Home. Personal photograph by Susan Student. 28 May 2003.

*NOTE: Do not use names of browsers (Netscape, Microsoft Explorer) or search tools (Yahoo, Google) in your citations.*

*Due to its lack of credibility, "Wikipedia" should NEVER be cited as a source. Instead, use it as a way to research a basic idea about your topic, and then go to the Resource Sites listed at the end of the entry for your research information.*

## APA FORMATTING

APA (American Psychological Association) is the documentation model for papers written within the social science areas at the college level. The information offered in this handbook pertaining to the APA style of documentation is very limited. Students should consult their college professor for further guidelines. Another good resource to consult is the Purdue OWL: APA Formatting Style Guide (<http://owl.english.purdue.edu/owl/resource/560/01>). A paper written according to APA rules will be in Times New Roman, size 12 font, double spaced, and use one inch margins. When turned in, the paper should have a title page, abstract, body, and works cited page.

### ***Title Page***

1. A header with the paper's title and page numbers begin on this page.
2. Two to three inches from the top the paper's title, author, and institutional affiliation (college) of the author is centered and double spaced.

### ***Abstract***

1. The header and page numbers that began on the title page continue onto the abstract.
2. An abstract is a brief summary of the main ideas of the paper.
3. This is to be a single paragraph that is between 150-250 words.

### ***Body***

1. The header and page numbers that began on the title page continue through the body.
2. Documentation within the paper uses an author-date-page number format.
3. The author and date can be used in the signal phrase with the page reference at the end of the sentence.
  - a. Critser (2003) noted that despite growing numbers of overweight Americans, many health care providers still "remain either in ignorance or outright denial about the health danger to the poor and the young" (p. 5).
4. If the author is not referred to in a signal phrase, document the author, date, and page number at the end of the sentence.
  - a. Even with the growing numbers of overweight American, many health care providers still "remain either in ignorance or outright denial about the health danger to the poor and the young" (Cristner, 2003, p. 5).

### ***Works Cited Page***

1. The header and page numbers that began on the title page continue through the works cited page
2. Below the header, this page is labeled as References (centered)
3. To cite an article from a periodical (magazine, newspaper), include the following elements: author, year of publication, title of article, name of periodical, volume number, page numbers
  - a. Morawsky, J. (2000). Social psychology a century ago. *American Psychologist*, 55, 427-431.
4. To cite a book in APA style, include the following elements: author, year of publication, title, place of publication, publisher.
  - a. Highmore, B. (2001). *Everyday life and cultural theory*. New York, NY: Routledge.
5. To cite an article from a Web site, include the following elements (if available): author, date of publication, title of document, title of web site, URL of document.
  - a. Minnesota Department of Health. (2005, February). Fertility. In 2003 *Minnesota health statistics annual summary*. Retrieved from <http://www.health.state.mn.us/divs/chs/03annsum/fertility.pdf>

## EVALUATING RESOURCES

The Web is becoming the first place many students look for information. Even though students have access to an extraordinary amount of information, material found on the “free Web” should be carefully evaluated.

While the Web offers unprecedented access to breaking news, primary sources, multiple perspectives and experts in every field, the fact is that anyone can publish on the Web. There is no editorial board. There are no filters for the quality of information. If a student is not careful, he or she may, in fact, be referencing the work of a sixth grade class! When using Web resources, be especially critical about the **source** of the materials; their **accuracy**, **relevance** and **timeliness**; the **audience** for which the material was created; the **credentials**, the **perspective**, or **bias** of the author or institution responsible for the content.

For most research projects THE FREE WEB IS NOT ENOUGH. Most copyrighted resources are not available on the free Web. Solid, equally convenient alternatives are provided by the many subscription services available on the Media Center Resources link of the Sheldon Community Schools homepage. Services like *SIRS Knowledge Source* and *EbscoHost* provide full-text online access to reference materials, journal articles, and government publications.

HOWEVER... traditional print sources cannot be replaced! It would be a shame to overlook the writings of Bruce Catton when researching the Civil War, a well-reviewed biography of Elizabeth I for a history project, or a convenient print collection of criticism on Mark Twain. Students should also check with the library and librarians for additional materials that can support their research.

Good research involves a balance of carefully evaluated and varied sources. Teachers will be looking for that balance as they review a student’s Works Cited pages.

Students should ask themselves several questions when evaluating and considering using information found on the Web:

### Source:

- Who is the author?
- What are his/her credentials?
- Do you feel he/she is qualified to write on this topic?
- Is he/she the creator of the information? (If not, what are his/her sources?)
- Do you believe this information is reliable? Verifiable?
- Can you defend this source to your teacher?

### Currency:

- When was this information on this page created?
- When was it last updated?
- Are your information needs time sensitive?

### Affiliation/Bias/Purpose:

- Is the page associated with an institution, company, university, government agency or other organization?
- Have you ever heard of the organization? Is it well respected?
- Does the author’s affiliation with the organization appear to bias the information?
- Who is the intended audience for this information?

**Use the domain of the Web page to help judge the validity of the information and identify any potential bias.**

### **Remember:**

**.com** = commercial site  
(commercial sites will vary in their credibility)  
**.gov** = government site  
**.org** = organization, often non-profit, site  
**.mil** = military

**.net** = networked service provider  
**.edu** = school or university  
(Determine whether the school source is K-12 or university and if the pages were written by a student or a professor)

## **TIPS AND HINTS FOR BEGINNING RESEARCH**

These steps are not necessarily performed in the following exact order but "recursively," as you revise your strategies and adapt them to your search results. You may need to go back to some questions several times.

### **1. Identify the problem**

- a. Can I state my search problem in a clear question?
- b. What type of information do I need? (overview, scholarly, news, point of view, documents)
- c. How much information do I need? (research paper, essay, definition)

### **2. Select appropriate databases or search tools**

- a. Does the search tool or database cover my subject?
- b. Does it contain the formats I need to answer my questions?  
(newspapers, magazines, primary sources)
- c. Does it cover the time period I am interested in?
- d. Can I understand the information contained in it?  
(If I can't understand the abstracts, the full text will be more challenging!)
- e. Is it full text? If not, can I access the materials it indexes through interlibrary loans, or other libraries?

### **3. Brainstorm keywords**

- a. What are my major concepts?
- b. What synonyms, broader or narrower terms, or related ideas could I use?
- c. How will I link the keywords with Boolean operators (AND, OR, NOT)?
- d. Should I be concerned about plurals or other forms of words? (Are there truncation or wildcard features?)
- e. Will proper names (people or places) focus my search?
- f. Should I adjust my strategy for a full-text database?
- g. Is there a thesaurus or controlled vocabulary? (Check your results for "subject headings.")
- h. Are some words meaningless (for example, "company" in a business database) in this database?
- i. Have I spelled everything correctly?

### **4. Subject vs. keyword search/subject directory vs. search engine**

- a. Do I have more than one concept to search?
- b. Am I browsing for a topic or looking for a way to narrow a broad topic?
- c. Can I spell the vocabulary correctly?
- d. Can I search by field?

### **5. Refine the search online (Searching is an interactive process!)**

- a. Are my hits relevant, readable, accessible?
- b. Have I used all the strategies I planned to use?
- c. Have I tried different combinations of keywords?
- d. Should I use broader or narrower terms?
- e. Have I searched with "peripheral vision"? (Have I examined the most promising hits for better vocabulary, especially in the "subject" or "descriptor" fields?)
- f. Did I spell my search terms correctly?
- g. Do I need to ask the library information specialist for advice?
- h. Should I try another database?
- i. Is my topic really not "doable"? Should I consider another?

### **6. Evaluate the search offline; examine that printout; ask, "What if?"**

- a. How relevant were my results?
- b. Which of the results are the best? (relevant, timely, credible, readable, available, and promote the point of view I support)
- c. Which of my strategies worked best? Should I try them in another database?
- d. Are there additional keyword clues in my printout?
- e. Did I select the best possible databases?
- f. What is my next step?

## **TIPS AND HINTS FOR SEARCHING THE WEB**

If you are not happy with your results, try another search engine, check your spelling, or try synonyms or related, broader or narrower terms. By all means, use some strategy. Though they have many quirks, most engines allow users the following advanced techniques. You may have far better luck, and precision, if you used the advanced search pages of your search tools.

### **Tips for using search engines:**

Your results are likely to be as good as your queries. A poor result list is not the fault of the engine, but more often the result of a poorly planned search.

### **How to structure a good search engine query:**

Brainstorm several key words and phrases – the ones you think would appear in your dream document.

Also consider the words that should NOT appear in your dream documents for instance when researching the planet Saturn, you'll want to eliminate references to cars and automobiles. With dolphins, you'll likely want to avoid football.

Understand syntax, or the language, of the search engine. This is revealed in the help or tips page and will guide you to how to use that tool most effectively.

Put most important words and phrases first.

Consider phrases in which words are likely to appear next to each other in exact order in good results? Names like "Martin Luther King" or "vitamin A".

Focus on nouns (the articles "a, an, the" are ignored by most engines like verbs which are often vague, stop words).

Consider alternate forms of words (truncate when you can) "adolesc\*" for adolescent, adolescents, adolescence.

Check your spelling. Bad spelling usually turns up bad hits.

Follow "more like this" leads when you get a good result.

Good searchers use advanced search screens. They offer far more power and precision. Use Boolean operators when you can. Use field searching when you can.

Mine result lists for important words, names, and phrases you didn't think of originally.

### **When to use search engines:**

When you have a narrow topic or several keywords.

When you are looking for a specific site.

When you want to do a comprehensive search and retrieve a large number of documents on your topic.

When you want to search for an advanced search screen or search for particular types of documents, file types, source locations, languages, date last modified, etc.

When you want to take advantage of newer retrieval technologies, such as concept clustering, ranking by popularity, link ranking, etc.

### **Metasearch engines:**

Search across a variety of search tools and organizes the collected results.

Are good for a broad sweep type search.

Often don't offer the same precision you'd get when you search search engines you know. Syntax varies.

### **What are subject directories?**

Links to resources arranged in subject hierarchies, encouraging users to both browse through, and often search for, results. (This is like the subject or topic browse in subscription databases)

Subject directories are often annotated.

They are selected, evaluated, and maintained by humans instead of sorted mechanically.

### **When to use them:**

When you are just starting out, or have a broad topic or one major keyword or phrase (example: "Civil War")

When you want to get to the best sites on a topic quickly

When you value annotations and assigned subject headings which may help retrieve more relevant material

## **Boolean operators**

**(Most search engines, like Google, now assume an AND)**

AND limits your search, requiring that both or all word appear

Vietnam AND protest AND students

+Japan +cooking

OR is used to capture synonyms or related words (in Google use ~ )

car OR automobile

coronary~heart

NOT eliminates possibilities that you suspect will cause problems

Martin Luther NOT King

+eagles -Philadelphia -football

(Some search engines use + and - for AND and NOT. These characters must appear immediately before your search terms. Do not separate them with spaces.)

## **Wildcards/Truncation**

Some search tools allow you to use an asterisk (\*) or a question mark (?) to stand for any character or string of characters.

This method is especially useful if you are uncertain of spelling or if you want to pick up varying forms of a word.

teen\* (picks up teenage, teenagers, or teens)

Herz\* (for Herzegovina)

## **Natural language searches**

Some search engines (Ask.com, for instance) allow you to type in questions as you would think or speak them.

"Why is the sky blue?"

## **Phrases**

You often will want words to appear together in specific order. Commonly, quotation marks (") set words off as phrases to be searched as a whole. (Some search engines use parentheses, commas, or hyphens instead of quotation marks.)

"vitamin A"

"raisin in the sun"

"George Washington Carver"

## **Proximity**

Words are often not meaningful in a search unless they appear near each other in a document. In large documents, words separated by lots of text are generally unrelated.

ADJ specifies that two words appear next to each other.

global ADJ warming

NEAR/25 specifies that two words appear within 25 words of each other.

Eric Clapton NEAR/10 Cream

## **Field searching**

This strategy restricts searches to certain portions of Web documents. It allows you to specify that the search words appear, for instance, in the title, URL, or first paragraph.

title: cancer

URL: epa

## **Case sensitivity**

Most search engines are case insensitive by default, that is, they treat upper and lower case letters the same. However, there are some that recognize uppercase and lowercase variations. It is good practice to search using lower case letters unless you have a specific strategy in mind.

Baker (retrieves name and eliminates most references to cake and bread makers)

AIDS (eliminates reference to helpers)

China (eliminates references to dishes)

## **A tip about tips**

Remember to read carefully the "tips page" of the search tools you use most frequently. These pages discuss the syntax, or the specific search language, used by that particular search engine or directory.

***WIKIPEDIA SHOULD NEVER BE CITED AS A SOURCE! Use it correctly by going to the bottom of the entry and linking to the reference sites listed where more information can be found. Evaluate those sites as you would any other sites to see if it is an appropriate source.***