

Jackson School District

Carl W. Goetz Middle School

Christa McAuliffe Middle School

Research Guide

“Research is to see what everybody else has seen, and to think what nobody else has thought.”

Albert Szent-Gyorgyi (Hungarian biochemist, 1937
Nobel Prize for Medicine, 1893 - 1986)

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**Jackson School District
Literacy Department
Grades 6-12
RESEARCH SCAFFOLDING**

Grade Level/Process	Tasks
<p>Grade 6</p> <ul style="list-style-type: none"> • Teacher selected materials and topic • Teacher modeling • Whole group instruction • Small group writing • Partner work • Independent work 	<ul style="list-style-type: none"> • Exploratory reading of a variety of informational text, such as print, online sources, and multimedia sources • Identify main ideas and supporting details • Identify differences between a report and a research paper • Introduce formulation of a thesis statement • Properly document one (1) book source in MLA format • Introduce works cited page in MLA format • Write a works cited page including a minimum of two (2) sources
<p>Grade 7</p> <ul style="list-style-type: none"> • Teacher offers few choices of broad topics • Choices for learners • Teacher modeling • Whole group instruction • Small groups • Partner work • Independent work 	<ul style="list-style-type: none"> • Exploratory reading of a variety of informational text, such as print, online sources, and multimedia sources • Recognize valid websites • Locate, evaluate, and gather valid sources • Develop a thesis statement after choosing a topic • Write an introductory paragraph including a thesis statement • Properly document one (1) book source, one (1) internet source, and (1) reference print source in MLA format • Create an outline • Introduce the writing of an abstract • Write summaries based on information researched • Write a works cited page in MLA format, including the above sources
<p>Grade 8</p> <ul style="list-style-type: none"> • Teacher offers more choices of broad topics • Teacher modeling • Partner work • Small group assignments • Independent work 	<ul style="list-style-type: none"> • Exploratory reading of a variety of informational text, such as print, online sources, and multimedia sources • Brainstorm and choose a topic • Formulate a thesis statement • Locate and evaluate valid sources utilizing Works Cited Source Sheet • Gather references and retrieve information including one (1) chart or graph of statistics • Synthesize the information from one (1) book source, one (1) internet source, and (1) reference print source in MLA format • Create an outline • Create an abstract • Write a works cited page to include the above • Write a formal two page research paper including two (2) parenthetical citations on different pages • Present the content of the research to the class, utilizing but not limited to: multimedia sources, such as Power point or Web design, debate, or oral presentations, etc.

Grade Level/Process	Tasks
<p>Grade 9</p> <ul style="list-style-type: none"> • Teacher guides choice of topics based on differentiated instruction • Teacher modeling • Choices for learners • Partners • Groupings • Independent work 	<ul style="list-style-type: none"> • Exploratory reading of informational text such as print, online, and multi-media sources • Locate, evaluate, and analyze valid sources after choosing a topic • Write a thesis statement and include in the research assignment • Include an extended definition which explains a key concept • Include a block quotation with proper punctuation and parenthetical citations • Include accurate internal parenthetical citations within the research assignment • Use a minimum of three (3) sources, no more than one (1) electronic • Write, create, a formal 3-4 page research assignment including an accurate works cited page
<p>Grade 10</p> <ul style="list-style-type: none"> • Teacher offers choices of topics that require an interdisciplinary approach • Teacher guides choice of topics based on differentiated instruction • Teacher modeling • Choices for learners • Partners • Groupings • Independent work 	<ul style="list-style-type: none"> • All of Grade 9 • Analyze and investigate a selected topic • Include an extended definition which explains a key concept • Include a block quotation with proper punctuation • Include parenthetical citations within the work • Use a minimum of four (4) sources, no more than two (2) electronic • Write, create, a formal and original 4-6 page research assignment • Complete and provide a Works Cited page
<p>Grade 11</p> <ul style="list-style-type: none"> • Student selected topics, include interdisciplinary approach • Choices for learners • Partners • Groupings • Independent work 	<ul style="list-style-type: none"> • Analyze and investigate a student selected topic • Include analysis or commentary of statistical information • Include an extended definition which explains a key concept • Include a minimum of one block quotation with proper punctuation • Include accurate internal parenthetical citations within the research assignment • Use a minimum of four (4) sources, no more than two (2) electronic • Write, create, a formal and original 5-7 page research assignment including an accurate Works Cited page
<p>Grade 12</p> <ul style="list-style-type: none"> • Student selected topics, include interdisciplinary approach • Choices for learners • Partners • Groupings • Independent work 	<ul style="list-style-type: none"> • Analyze and investigate a student selected topic • Include analysis or commentary of statistical information • Evaluate the usefulness of research materials for use within the research assignment • Include accurate internal parenthetical citations within the research assignment including block quotations • Use a minimum of four (4) sources, no more than two (2) electronic • Write, create, a formal and original 6-8 page research assignment including an accurate Works Cited page

Introduction to the Research Guide

The purpose of this research guide is to assist students on their path towards completion of a research assignment. The correct manner for the students of the Jackson School District to accomplish this goal includes the use of technology and interactive web links to prepare for today's world and tomorrow's challenges.

This **Middle School Research Guide** follows procedures that model the research process used in our high schools, as well as in colleges and universities. It is a part of the scaffolding instruction established to provide consistency within our district and promote age appropriate growth as students expand their knowledge base and develop solid research skills. By following the format of this guide, Jackson middle school students will learn the skills needed to conduct quality research which is invaluable both in an educational setting as a student, as well as in the workplace as an adult.

What is Research?

While students entering the Middle School have completed compiling reports, a research assignment much different. In a report, information is gathered and summarized; there is no judgment, evaluation, or point of proof. In a research assignment, the writer takes a stand on an issue, makes a point to be proven or makes a judgment to be defended.

Research is the process of gathering information in a critical, questioning way. Questions are explored, a thesis is formed, information is collected, key points are identified, evidence is provided, a summarization statement is made as to the conclusion to the inquiry, and the information is presented to a particular audience. The research assignment is **NOT** your opinion on a particular subject. It is a review of the evidence and information that others have already discovered. This evidence must be presented in your own words and credit must be given to all sources, citing the sources utilizing a MLA (Modern Language Association) format including parenthetical citations. Finally, your information needs to be clearly communicated in an organized format.

The Research Assignment Process

The following steps should be followed when compiling a Research Assignment:

1. Choose an approved topic through brainstorming under guided teacher direction.
2. Write essential questions considering your audience and purpose.
3. Formulate a thesis statement (see the section that follows).
4. Gather information from authoritative references such as books (print and online), government publications, university publications as well as articles in encyclopedias, magazines, journals, and newspapers.
5. Cite all sources utilizing the Works Cited Source Sheet
6. Organize and outline information gathered.
7. Put the information gathered into your own words; compile summaries, charts, and graphs.
8. Write a first draft, including parenthetical citations.
9. Revise the content and organization of your information.
10. Edit the mechanics: spelling, punctuation, capitalization, and grammar.
11. Type a final draft, utilizing the MLA format for assignment set-up.

FORMULATING A THESIS STATEMENT

Once a topic has been chosen for a research assignment, an effective **thesis statement** must be formulated.

- ❖ What is a thesis statement? A thesis statement is the declarative answer to a research question or problem posed from the topic, which becomes ***the point one is attempting to prove*** in the research assignment.

Your thesis statement is the most important sentence in the entire research assignment. It should be in the introductory paragraph after you have given a brief introduction to your topic. ***The entire assignment will support the thesis statement.*** Its purpose is to tell the reader what to expect from the whole paper by taking a stand on an issue which makes a point to be proven or makes a judgment to be defended. The thesis statement is generally one sentence that includes fact and opinion; a judgment, evaluation, or criticism. A thesis statement is not in the form of a question, an “I” statement, or a statement of feeling. It is ***not*** a statement of the topic itself.

- ❖ When formulating a thesis statement, you must consider your audience and purpose in order to determine appropriate details to be used as support for a specific work.
- ❖ Your reader will be looking for your thesis statement. Make it clear, strong and easy to find in your introduction.

FORMULATING A THESIS STATEMENT

Once a topic has been chosen for a research assignment, an effective **thesis statement** must be formulated. What is a thesis statement? A thesis statement is the declarative answer to a research question or problem posed from the topic, which becomes *the point one is attempting to prove* in the research assignment. Your thesis statement is the most important sentence in the entire research assignment. It should be in the introductory paragraph after you have given a brief introduction to your topic. The entire paper will support the thesis statement. Its purpose is to tell the reader what to expect from the whole paper. The thesis statement is generally one sentence that includes a judgment, evaluation or criticism and is not in the form of a question, “I” statement or statement of feeling. It is *not* a statement of the topic itself. When formulating a thesis statement, you must consider your audience and purpose in order to determine appropriate details to be used as support for a specific work.

Step 1 – Choose a topic of interest for which you have questions that you’d like to be answered throughout your research assignment. The topic chosen should best fit the following checklist.

- ❖ High interest level for the researcher
- ❖ Available from valid sources
- ❖ Compatible with course requirements and teacher discretion
- ❖ Appropriate length of assignment- not too narrow or too broad
- ❖ Narrow your topic so that there will be a distinct focus which will allow for easier and more interesting research.
- ❖ Brainstorm prior knowledge of the topic.

Step 2 – Consider your audience and purpose.

Your audience and purpose must be understood in order to determine appropriate details to be used as support for a specific work. Consider the following points:

- ❖ How much does the reader know about the topic?
- ❖ Is the topic new for the reader? If so, basic information must be provided.
- ❖ What do you want the reader to know about the topic?
- ❖ How do you want the reader to feel about the topic?
- ❖ What is the overall main idea that you would like to convey?

Step 3 – Formulating the thesis.

State the purpose in a “tentative” thesis statement after you have gathered your information and actually conducted research. Your thesis statement will be located in the introduction. The thesis statement should remain flexible until the assignment is actually completed. As you collect more information, you may need to rewrite your thesis statement to adequately show your own conclusion based on evidence. When formulating your thesis, avoid phrases such as:

- ❖ “In this paper I am going to...”
- ❖ “In my opinion...”
- ❖ “The purpose of this paper is...”

****Remember** – Your thesis statement is what you intend to **prove**. It should be an arguable point with which people could reasonably disagree.

A good thesis statement makes the difference between a research assignment and a simple retelling of facts. The following examples illustrate the differences between report and research format:

REPORT: The sinking of the USS Maine

RESEARCH PAPER: The sinking of the USS Maine was incorrectly judged by the American public to be the work of the Spanish government.

REPORT: F. Scott Fitzgerald’s use of simile and metaphor as seen in the *Great Gatsby*. **RESEARCH:** F. Scott Fitzgerald’s *The Great Gatsby* is an example of the social-political climate of the 1920’s.

Your reader will be looking for your thesis statement. Make it clear, strong and easy to find in your introduction.

STARTING THE RESEARCH PROCESS

Evaluating Research

1. The Internet offers a wide variety of research sources, databases, and global media. Having access to this information does not automatically make it all helpful and useful.
2. A student researching for the research assignment may find it difficult to judge the importance and usefulness of the data.
3. The amount of information available from the many online sources may be overwhelming.
4. The Internet for all of its usefulness, is an unregulated forum that forces students to determine what a valid, relevant, and non-biased source is
5. One of the most important steps a student must use when preparing for a research assignment is to evaluate sources of information and determine whether they are valid, useful, and accurate. While evaluating the many sources available the difference between primary sources and secondary sources must be understood.

Primary sources are original documents containing firsthand information about a topic. Primary sources are eyewitness records as they are first described, without any interpretation or commentary. Examples include:

- Diaries – *Ann Frank*
- Speeches – Presidents, Senators
- Editorials
- Letters
- Autobiographies – *The Life of Abraham Lincoln*
- Original works of art/literature – *True Confessions of Charlotte Doyle*
- Lyrics/songs
- Lectures
- Interviews
- Photographs
- Newspapers – *New York Time, Boston Globe*
- Documentaries

Secondary sources analyze, discuss or provide commentary on a primary source. Secondary sources provide information indirectly, through authors who write about an event with the benefit of hindsight. Examples include:

- Biographies
- Subject specific encyclopedias
- Textbooks
- Journal and magazine articles
- Literary criticisms
- Books and articles that interpret or review research works

[Go To Web Site Evaluation Form To Complete This](#)

Develop a Search Strategy

Make a plan for how you will do your research. Ask yourself:

- What is your subject specific assignment?
- How long will the paper be?
- What is your thesis statement to this point?

Depending on your topic, subject area, thesis, and timeliness of your topic, you will need to know what sources you need to use.

- If you are searching an up to date topic, you might want to search a general database for popular articles in magazines, newspapers, and journals.
- Search a database, such as EBSCOhost, which is a portal to many databases that include periodical articles, government documents, pamphlets, and other types of documents.

If you are searching general information:

- begin with an encyclopedia search based on your topic
- check your library catalogue for additional print books on the topic

For advanced searches you may use databases:

- **Googlescholar.com**; a portal to scholarly articles and information.
- **Eric**; An education database
- **PubMed**; A database offering millions of abstracts of medical research studies.

Gathering Research

When gathering information on the Internet, you need to get exactly what you are looking for as quickly as possible. To accomplish that, use the search tips that follow as organized by Diana Hacker (see dianahacker.com for additional information):

1. Use specific search terms.
2. Use quotation marks around words that are part of a phrase: "Broadway musicals"
3. Historical terms in history have been changed over time. When searching something historical, add the word "Historic", or "History", or "Historical" to any topic and you'll get more specific results.
4. Use **AND** to connect words that must appear in a document: Ireland AND peace. (Some search engines require a plus sign instead: Ireland + peace).
5. Use **NOT** in front of words that must not appear in a document: Titanic NOT movie. (Some search engines require a minus sign instead: Titanic-movie).
6. Use **OR** if only one of the terms must appear in a document: "mountain lion" OR cougar.
7. Use an asterisk as a substitute for letters that might vary: "marine biolog*" (to find *marine biology* or *marine biologist*, for example).
8. Use parentheses to group a search expression and combine it with another: (cigarettes OR tobacco OR smok*) AND lawsuits.

Note: Keep a record of any sources you decide you might use. You will need this record, called a working bibliography, when you compile the list of sources that you will need for the Works Cited page.

Evaluating a Source

One of the most important steps a student must use when preparing for a research assignment is to evaluate sources of information and determine whether they are valid, useful, and accurate. (See the Research Gathering Worksheet)

To determine if a web-site or other source is a valid and good source to use, you should look for the following to make sure your source is a strong one: Authorship:

- Does the Web site or document have an author? If there is an author, can you tell whether he or she is knowledgeable and credible? When the author's qualifications aren't listed on the site itself, look for links to the author's home page.

Sponsorship:

- Who sponsors the site? The sponsor of a site is often named and described on the home page.
- What does the URL tell you? The URL ending often specifies the type of group hosting the site: commercial (.com), educational (.edu), nonprofit (.org), governmental (.gov), or network (.net).

Purpose and audience:

- Why was the site created: To argue a position? To sell a product? To inform readers?
- Who is the site's intended audience?

Current information:

- How current is the site? Check for the date of publication or the latest update, often located at the bottom of the home page.

How current are the site's links? If many of the links no longer work, the site may be too dated and unreliable.

REMEMBER: If the authorship and the sponsorship of a site are both unclear, you might not want to use this site for your research.

TIP: To discover a site's sponsor, you may have to shorten the URL to its base URL.

To further check for validity of your sources, check the following:

- Formal academic language and presentation
- Authors who are academics or scientists, not journalists (no "Wiki" is to be used)
- Footnotes or a bibliography documenting the works cited in the source
- Original research and the author's interpretation (rather than a summary of other people's work)
- Quotations from and analysis of primary sources (in literature / literacy and history)

Be on the alert for signs of bias or the author's specific point of view:

- Does the author or publisher have political leanings or religious views that could affect objectivity?
- Is the author or publisher associated with a special-interest group that might see only one side of an issue?
- Are alternative views presented and addressed? How fairly does the author treat opposing views?
- Does the author's language show signs of bias?

Abstracted from: Diane Hacker, Rules for Writers How to compile the Works

How to Compile the Works Cited Page

Writing your Research Assignment, you must give credit to the author of the information that you use (if it is not common knowledge). This includes all of your information gathered from your variety of sources including books, newspapers, journal/magazine articles, internet sources, multi-media sources, etc. If you use someone else's idea, you **MUST** cite that source.

- Use the **Works Cited Table** to cite all of your sources in MLA format.
- You may also use this handout to write out the citation information prior to organizing the Works Cited page.

The Modern Language Association (MLA) format instructions can be found on the following site:

- <http://owl.english.purdue.edu/owl/resource/747/01/>

Plagiarism

Plagiarism “is the act of using someone else’s ideas or phrasing and representing those ideas or phrasing as one’s own, either on purpose or through carelessness” according to the Modern Language Association. **Plagiarism comes from the Latin word plagiarius which means “kidnapper”.**

Information that is gathered from any source which is not your own idea needs to give credit to the author of that work by citing that source. Changing one or two words of the information gathered and using it in your own paper would still be plagiarism. This information gathered also includes art work or graphics. Information that is common knowledge does not need to be cited. If a student gathers the same fact in three or more sources, it can go into the paper uncredited. (e.g. Lincoln freed the slaves.)

Plagiarism of any kind is considered academic dishonesty as you would be stating someone else’s work as your own. It is because of this that plagiarism will not be tolerated in any subject area by any student.

**** Unintentional plagiarism is still cheating ****

Avoiding Plagiarism

When gathering information for research you need to

1. Read and re-read the information carefully
2. Write notes for key ideas, do not write complete sentences
3. Paraphrase and summarize
4. Make sure you have kept the meaning of the original information
5. Cite the source of your information

Writing the Research Assignment

A research assignment **abstract** is a brief overview to introduce and tell the reader what the Research assignment is about. It is a short account of what lies ahead in your research paper. An abstract includes the thesis statement, a summary of what your paper will be about, and will also catch the reader's attention. An abstract is generally one paragraph approximately 100 – 200 words in length.

An abstract includes:

- An attention grabbing opening statement (to include but not be limited to a quote or a statistic)
- Statement of your thesis, the situation, and or the problem to be solved
- Statement of your view point
- Statement your main reasons (findings) with no supporting detail
- Present your main conclusion

An abstract is completed **after** all of the information is gathered.

Outline

An **outline** is a general plan of the information that is to be presented in a research assignment. An outline helps you organize facts and determine what key points to make and the order in which they will be presented most accurately. Think of an outline as a blueprint or a map. When it is complete, you will be ready to write the first draft of your research assignment.

Order of outline

Outlines can be organized according to your purposes. Examples include:

- Chronology of some historical development
- Cause-and- effect relationship
- Defining or analyzing a problem
- Comparing or contrasting
- Presenting a problem

Developing a Working Outline

It is important to bring related material together under general headings and arrange selections so they relate logically to each other.

Step-by-Step Guidelines

1. Browse through your **Research Gathering Worksheets** and **Work Cited Source Sheets**, skimming the headings. Group those sheets with the same or similar heading. These groups will supply the content for your research assignment's body. Try to stretch these worksheets into four connected groups.
2. Next, separate any "strays" (single sheets that do not belong to any particular group.) If the "stray" seems worthwhile, find more related information because a single paper does not provide enough supporting information for a main idea. If the information on your "stray" seems unlikely to fit into your plans, simply place it aside for the moment.
3. Once your worksheets are grouped, consider if each group of headings has enough supporting material to back up the main ideas of your assignment. If a group appears to not have enough information, then gather more information for that area by creating more Research Gathering Worksheets and "Work Cited" Source Sheets.
4. Finally, organize your outline. You will need to choose logical sequential order to present and write your research assignment.

To guide you in writing your outline, use the **Outline Idea Diagram** and the **Outline Model**.

Writing your Research Paper

The following guidelines will aid you in writing the first draft of your paper:

CONTENT

- ___ The opening thesis statement clearly states the main idea and reveals the intended purpose.
- ___ Adequate facts and examples are presented to support the thesis.
- ___ Irrelevant or unnecessary details (stray details) have been eliminated.
- ___ The conclusion of the paper is clear and restates the thesis statement.
- ___ The conclusion reinforces the thesis statement.

CLARITY OF EXPLANATION

- ___ The sentences are clear, complete, and serve a logical purpose.
- ___ Key terms are properly defined and explained.
- ___ The authors of phrases, ideas, and quotations are clearly identified.

ORGANIZATION

- ___ All paragraphs are coherent, unified, and presented in a logical order.
- ___ There is a smooth transition between paragraphs and between major sections of the paper utilizing transitional words and phrases.

The following guidelines will assist you when you revise and edit your first draft:

GRAMMAR, USAGE, AND MECHANICS

- ___ Spelling, punctuation, grammar, and capitalization are correct.
- ___ Any of the sentences that could be written more concisely without losing meaning have been revised.
- ___ Avoid sentence fragments and run-on sentences
- ___ Verb tense follows present form throughout the research assignment.

RESPONSIBILITY

- ___ Clear and accurate parenthetical in-text citations have been provided for direct quotations, paraphrases, and ideas taken from others.
- ___ The sources used in the research assignment have been appropriately acknowledged in the Works Cited section.

Go to Research Guide Group Page to find Checklist

The following guidelines will assist you in writing the final draft:

After you have revised and edited your first draft, the final draft should be typed using the following criteria:

Font	Times New Roman or Arial, font size 12
Margins	One inch left and right margins; One inch bottom margin
Header	Include student's last name; number all pages repeatedly in the upper right-hand corner, one-half inch from the top and flush with the right margin.
Spacing	Double-space (between lines, not words)

Paper setup

The basic margins for the paper should be set at 1 inch, with the header at ½ inch. The paper should be typed in a font size of 12 point, either Times New Roman or Arial, and the margins on the left. Each paragraph should be indented an additional ½ inch, or one tab space. The entire text, including quotes, should be double-spaced. There is no title page for an MLA style research assignment. Instead, on page one there is a heading, page number, and title as seen on the following page.

Pagination (page numbers)

In MLA format, all pages are numbered with the student's last name and page number in the upper right hand corner. There is one space between the last name of the student and page number. Example: Smith 1

Example of page one of your Research Assignment

Smith 1



Page
numbering ½
inch from top
of each

First Name and Last Name

Name of Teacher Class Title Date

Title of Paper – italicized **or bold**

Indent to begin each paragraph of the research assignment and place the **thesis statement** within the first paragraph. The paper is double – spaced and written in Times New Roman or Arial, font size 12. Page numbers need to be included on all pages of your information pages.

Order of submission

The research assignment, when submitted, must follow MLA format for all individual pages. A heading will be on each page as well as page numbers in the appropriate locations. The elements of the research assignment will be submitted by the due date in the following order:

- Abstract - Accurate MLA format is to be followed
- Outline - Accurate MLA format is to be followed
- Research Assignment including the Works Cited page - Accurate MLA format is to be followed, see below.

How to write your sources in the Works Cited page

All sources used in a research paper are listed in a section located at the end of the paper entitled **Works Cited**. The list of works cited is the only place where readers will find complete information about the variety of sources used and cited in the research paper. The Works Cited page is formatted as follows:

- Label the page with the heading **Works Cited** centered above the list of sources.
- Arrange sources in alphabetical order by the last name of the author. When no author is listed, alphabetize by the first word in the title (ignoring the articles *a*, *an*, and *the*).
- Double-space the Works Cited list.
- Begin the first line of an entry flush with the left margin, and indent the successive lines five spaces.

MODERN LANGUAGE ASSOCIATION, MLA, STYLE CITATION GUIDE:

Works Cited Information

All of the information which you have gathered that is not common knowledge must be cited using the following information:

Most citations include 3 key elements: (1) author's name, (2) title or source, and (3) publication information.

- Italicize titles of books, magazines, novels, databases, videos, CDs, etc. (do not underline)
- Use quotation marks for titles of articles within the books and magazines, databases, etc.
- Follow information with a period and one space.

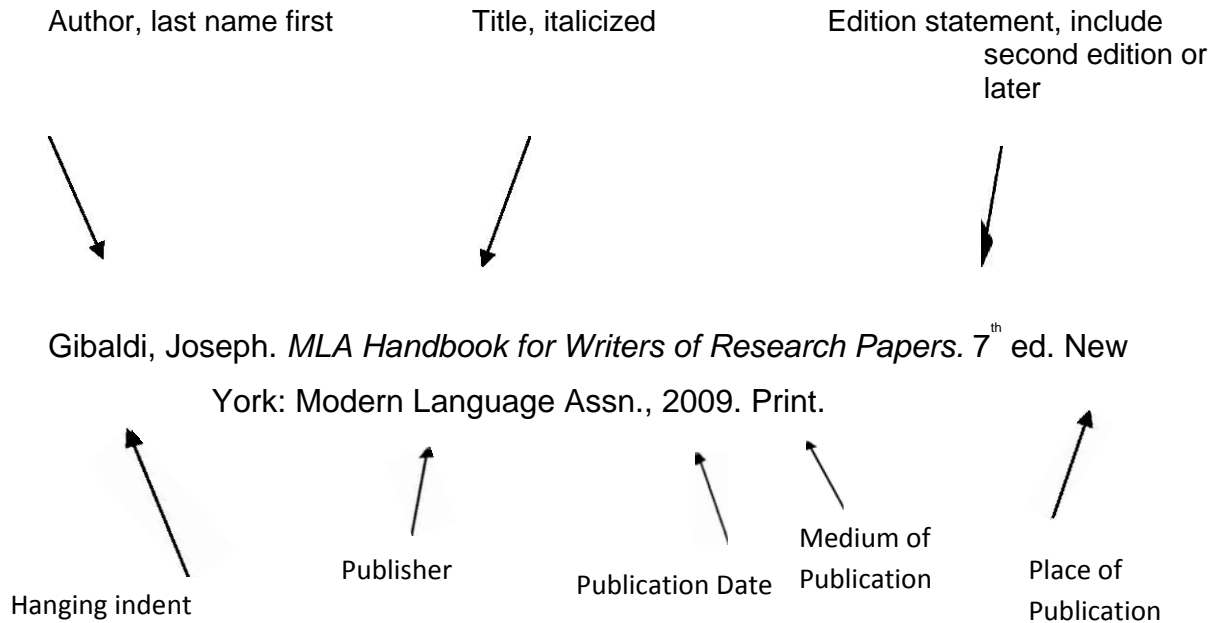
NOTE: Punctuation must be exactly as listed.

For more information on the MLA format consult the following:

- <http://www.mla.org>
- <http://owl.english.purdue.edu/owl/resource/747/01/>
- <http://owl.english.purdue.edu/owl/resource/553/01>
- <http://owl.english.purdue.edu/owl/resource/553/03>.

How to compile your Works Cited page

Below is a citation for a book with a single author, which contains four elements: author, title, publication information, and date. Consult the title page and the back of the title page (the first few pages of the book) for citation information.



EXAMPLES OF SOURCE CITATIONS

Books

• Single author

Moran, Theodore H. *Beyond Sweatshops: Foreign Direct Investment and Globalization in Developing Countries*. Washington, D.C.: Brookings, 2002. Print.

• Two authors

Christiane, John B., and Irene W. Leigh. *Cochlear Implants in Children: Ethics and Choices*. Washington, D.C.: University Press, 2002. Print.

• Three authors

Venolia, Jean P., Georgio Cordini, and Joseph Hitchcock. *What Makes a Literary Masterpiece*. New York: Hudson, 1995. Print.

- **More than three authors**

Bailyn, Bernard, et. al. *The Great Republic*. Lexington, MA: D.C. Heath, 2007.
Print.

- **Unknown author**

The Bible: A New Translation. Trans. James Mofatt. New York: Harper and Row,
1954. Print.

- **Multi-Volume Work**

Dorival, Bernard. *Twentieth Century Painters*. 2 vols. New York: Universe
Books, 1985. Print.

- **Map or Chart**

Michigan. Map. Chicago: Rand, 2008. Print.

- **Cartoon Strip**

Trudeau, Garry. "Doonsbury." Comic strip. *Star-Ledger* [Newark] 4 May 2008: 26.
Print.

- **Personal Interview**

Jefferson, Anthony. Job title, company. Personal interview. 11 Aug. 2009.

- **Encyclopedia or dictionary entry**

Posner, Rebecca. "Romance Language." *The New Encyclopedia Britannica:
Macropedia*. 15th ed. 1987. Print.

- **Entire Web Site** (author of the article last name, first name. *Name of the website*. Publisher or editor of the article, publication date which is when it was put on the internet. Web. Access date which is the date you got the information from the internet). Your teacher may also request you add the URL information onto this citation which would then be placed after the access date.

Peterson, Susan Lynn. *The Life of Martin Luther King*. Susan Lynn Peterson, 2005. Web. 24 Jan. 2009.

- **Site with no title and required URL information**

Yoon, Mina. Home page. Oak Ridge Natl. Laboratory, 28 Dec. 2006. Web. 12 Jan. 2009. http://www.susanlynnpeterson.com/index_files/luther.htm.

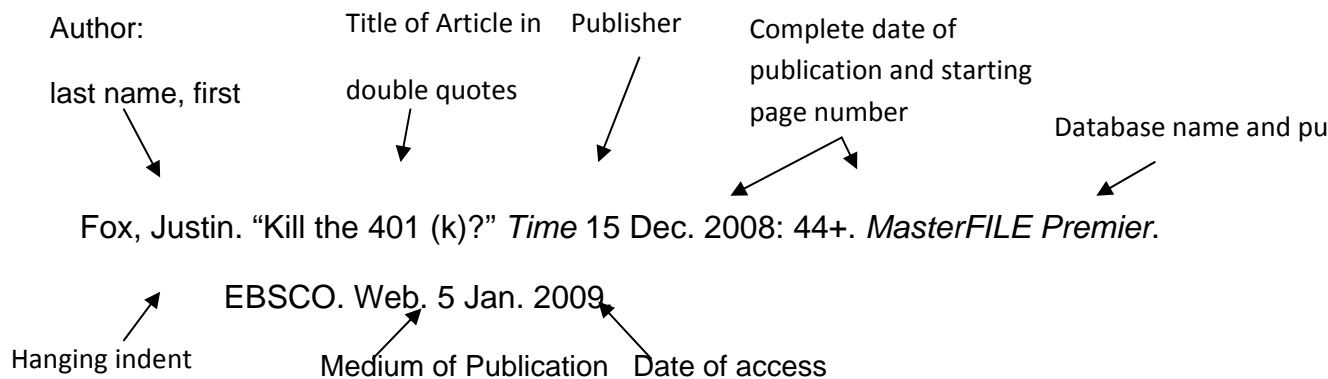
How to Cite a Source for a Full Text Online Periodical Article:

Standard elements for a periodical article are: author's name, article title, periodical name, issue date, and page number(s).

- For magazine and newspaper citations, include the complete date of publication.
- For journal citations, include the volume and issue number, and the publication year.

Below is a citation for an online magazine article from a research database.

for an online magazine article from a research database.



Periodical Articles

- **Newspaper article**

Miller, David. "Tightening the Belt Again." *Seattle Times* Jan 5. 2009: A1.
Newspaper Source. EBSCO. Web. 16 Apr. 2009.

- **Magazine Article**

Buchman, Dana. "A Special Education." *Good Housekeeping* Mar. 2008: 143-
8. *Magazine source*. EBSCO. Web. 18 May. 2009.

In addition to the paper assignment that is handed in, many teachers will request a multimedia presentation.

Presentations: Power Point

Power Point Presentations are an excellent project for research projects, however there are guidelines for presentations that should be followed:

- Presentations should include speakers' notes with detailed research to support the presentation.
- A Power Point Presentation is only a graphic organizer.
 - The presenter is the expert on the topic.
 - Through the speaker's notes, the presentation should go BEYOND the text in the Power Point slides.
- NEVER read from the slides.
- ALWAYS back up your slide information with details that support the information on the slides.
- DO NOT get side tracked with sounds and animation. The presentation should be CONTENT rich, not a special effects display.
- NEVER make your slide font size smaller than 32. Bulleted information should be brief and concise.

Additional websites which can be used as resources are located on the Research Guide links.