

Jackson Township High School Research Guide



“I prefer to fail with honor than to win by cheating.”

Sophocles

Jackson School District

Thomas Gialanella

Superintendent of Schools

Luanne Meinders

Deputy Superintendent of Schools

Stephen Genco

Assistant Superintendent of Schools

Anthony Gaita

Principal, Jackson Memorial

Maureen Butler

Principal, Jackson Liberty

To obtain a copy of this document online, visit the high schools' websites at:

<http://memorial.jacksonsd.org>

OR

<http://liberty.jacksonsd.org>

Published in 1995

Revised in 1999, 2003, 2005, 2009

Fourth Revision 2009 Committee Members:

Administrator: Lisa DiEugenio

Faculty: Mrs. Lepold, Mrs. McCann, Ms. Craddock,

Mr. Schenck, Mrs. Stevens, Mrs. Dembinski, Mrs. Matassa

The Jackson Township High School Research Guide is a source to assist with the research assignment and abides by the New Jersey Core Curriculum Content Standards as well as the Jackson School District Curriculum

Jackson School District
Grades 9-12
RESEARCH SCAFFOLDING

| Grade Level/Process | Tasks |
|--|--|
| Grade 9 | |
| <ul style="list-style-type: none"> • Teacher guides choice of topics based on differentiated instruction • Teacher modeling • Choices for learners • Partners • Groupings • Alone | <ul style="list-style-type: none"> • All of Grade 8 • Include predictions • Analysis or commentary of statistical information • Include an extended definition which explains a key concept • Include a block quotation with proper punctuation and parenthetical citations • Group Power Point presentation of 3-5 minutes explaining research findings (see former grades) • Three (3) sources, no more than two (2) electronic • Write a formal 3-5 page research paper |
| Grade 10 | |
| <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 • Alone | <ul style="list-style-type: none"> • Include predictions • Analysis or commentary of statistical information • Include an extended definition which explains a key concept • Include a block quotation with proper punctuation and parenthetical citations • Group Power Point presentation of 3-5 minutes explaining research findings • Four (4) sources, no more than two (2) electronic • Include citations within the work • Write a Works Cited page • Write a formal 4-6 page research paper |
| Grade 11 | |
| <ul style="list-style-type: none"> • Student selected topics, include interdisciplinary approach • Choices for learners • Partners • Groupings • Alone | <ul style="list-style-type: none"> • Include predictions • Analysis or commentary of statistical information • Include an extended definition which explains a key concept • Include a block quotation with proper punctuation and parenthetical citations • Group Power Point presentation of 3-5 minutes explaining research findings • Four (4) sources, no more than two (2) electronic • Include citations within the work • Write a Works Cited page • Write a formal 6-8 page research paper |
| Grade 12 | |
| <ul style="list-style-type: none"> • Student selected topics, include interdisciplinary approach • Choices for learners • Partners • Groupings • Alone | <ul style="list-style-type: none"> • Group Power Point presentation of 3-5 minutes explaining research findings • Four (4) sources, no more than two (2) electronic • Include citations within the work • Write a Works Cited page • Write a formal 6-8 page literary based research paper |

All students will cite sources using the style of the Modern Language Association (MLA)

INTRODUCTION TO THE RESEARCH GUIDE

Many assignments in one's academic career will require a prescribed path toward a specific and predetermined answer. Authentic research is an invaluable skill that can be applied not only to educational endeavors but also in the workplace. Research allows the freedom to pursue personal interests and formulate questions about subject matter.

In a report, information is gathered and summarized; there is no judgment, evaluation, or point of proof. Unlike the report, a research assignment takes a stand on an issue, makes a point to be proven or makes a judgment to be defended.

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 PAPER: F. Scott Fitzgerald's *The Great Gatsby* is an example of the social-political climate of the 1920's.

AUTHENTIC RESEARCH

Authentic research is the PROCESS of gathering information in a critical, questioning way. Meaning is derived by raising questions, making a point and proving a point. It is a process that is recognized in high schools, colleges and universities, and has a distinct structure that enables members of the educated community to share the findings. It can be held to the same standards of judgment. By following the assignments in this guide, students of the Jackson School District will have the opportunity to participate in and conduct quality research.

OVERVIEW OF THE PROCESS

Once a topic has been determined and approved, a student must gather information from authoritative references such as government publications, and articles in magazines, journals and newspapers. Several online subscription services that provide free full-text access to research materials are available to The Jackson School District. The school librarian will instruct students about research methodology, demonstrate the various research tools available to students within the library and suggest external sources of information.

ACCESSING AND EVALUATING TECHNOLOGY

The Internet offers a multitude of research sources, databases, and global media. Research problems, however, have not been entirely minimized. Instead of finding insufficient information about a research topic, the student may now face the dilemma of finding inaccurate or unreliable information. The varying quality and quantity available from online sources may be overwhelming. The Internet is an unregulated forum that creates the need for students to determine valid, relevant, and non-biased material for inclusion in the research assignment. The process of searching this unregulated forum and gathering information quickly and accurately is key. To accomplish that objective, consider the **Search Strategies** outlined below as well as the **Web Site Evaluation Form** that appears later in this guide.

INTERNET SEARCH STRATEGIES

1. Make a plan for how you will do the research asking yourself the following questions:
 - a. What is your subject specific assignment?
 - b. How long will the paper be?
 - c. What is your thesis statement to this point?
 - d. What do you already know about the approved topic choice?
2. Depending on your topic, subject area, thesis, and timeliness of your topic, you will need to know what types of sources you need to use. Consider the following items:
 - a. 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.
 - b. Search a database, such as EBSCOhost, which is a portal to many databases that include periodical articles, government documentaries, pamphlets, and other types of documents.
 - c. If you are searching general information begin with an encyclopedia search based on your topic.
3. As the research process develops there are times when advanced searches must be used. These searches help locate concrete and relevant information. Some of the useful databases are listed below:
 - a. **Googlescholar** – a portal to scholarly articles information
 - b. **EBSCOhost** – a database detailing articles of information
 - c. **Eric** – an educational database
 - d. **PubMed** – a database offering millions of abstracts related to medical research

4. Gather information quickly and accurately with useful searches. The information that follows is pulled from Diana Hacker's research guides and from

dianahacker.com/resdoc.

- a. Use specific search terms.
- b. Use **quotation marks** around words that are part of a phrase: "Broadway Musicals".
- c. 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.
- d. Use **AND** to connect words that must appear in a document: Ireland AND peace. (Some search engines require a plus sign instead: Ireland+peace).
- e. 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).
- f. Use **OR** if only one of the terms must appear in a document: "mounting lion" OR cougar.
- g. Use an **asterisk (*)** as a substitute for letters that might vary: "marine biolog*" (to find *marine biology* or *marine biologist*, for example).
- h. Use **parenthesis ()** to group 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 want to use when completing the research assignment. This record may be copied materials, printed materials, or handwritten materials but it must be accurate as all are needed for the Works Cited page.

PLAGIARISM POLICY

According to Modern Language Association, MLA, 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.” *Ideas or phrasing* includes written or spoken material, from whole papers and paragraphs to sentences and phrases. *Someone else* includes a professional source, such as a published writer or critic in a book, magazine, subject specific encyclopedia or journal; an electronic source, such as material discovered on the Internet. **Plagiarism of any kind constitutes academic dishonesty and bears legal ramifications. It will not be tolerated from any student in any subject.** (See Student Handbook for additional policy information)

WHAT IS PLAGIARISM AND WHAT IS RESEARCH?

Obviously, transcribing someone else’s words is plagiarism, but what about ideas? At what point does an idea become a product of research and not just a paraphrase of a specific person’s idea that must be documented? The fact is, there are no hard and fast rules, and any time there is a question whether to credit a source or not, it is probably best to credit it. Some good rules to follow are:

- A. If one comes across the same fact in two or more sources, it can probably go into the paper uncredited. (e.g. Lincoln freed the slaves)
- B. If, however, one comes across a fact that may be less well-known, is only contained in one source, seems to be contrary to popular opinions or in some cases, simply makes someone say “Hey, I didn’t know that!” (e.g. Lincoln’s *Emancipation Proclamation* did not free all slaves, merely those in states fighting for the confederacy.)

LIST OF SUGGESTED ASSIGNMENTS

The following are the suggested elements for the research assignments:

- Choose a topic
- Write a preliminary abstract
- Create a preliminary list of Works Cited
- Develop Thesis Statement
- Prepare Works Cited Source Sheet
- Create an Outline of the paper
- Create paper with “Quotes” for “Proof” – Rough Draft
- Identify Sources and their role in the paper
- Completed Works Cited
- Cover Page

The above are suggested assignments to be used according to teacher discretion.

SUGGESTED ASSIGNMENT 1: FRAMING A RESEARCH TOPIC

The next several weeks will be spent investigating and researching a topic. For this assignment, time should be taken to become familiar with possible topics. The selection of the topic should best fit the following check list:

- | |
|--|
| <ul style="list-style-type: none">___ High interest level for the researcher___ Availability from reliable sources___ Meet course requirements and teachers discretion___ Scope of topic is appropriate for time and length of assignment - not too narrow or broad___ Feasibility |
|--|

General topics such as feminism, pollution or poetry are readily available and provide convenient sources of information. They are not, however, suitable for a lengthy research paper. Research topics must be narrowed to prevent a random or glossed-over report. A narrowed topic can generate a more complete works cited and a more interesting thesis statement.

However, a topic can become too narrow or trivial as well. If there is only one or two sources on the topic, or if the topic is inappropriate, it is probably too trivial a topic for research. Consider the following when seeking information relevant to the research topic:

- Begin research by gathering effective background information related to the topic from **subject specific encyclopedias and dictionaries.**
- Continue research **using primary and/or secondary academic sources.**

Primary sources are original documents containing firsthand information about a topic.

Primary sources are eyewitness records of events as they are first described, without any interpretation or commentary. *Examples include:* diaries, speeches, editorials, letters, autobiographies, original works of art/literature, songs, lyrics, lectures, interviews, photographs, newspapers and 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 as well as books and articles that interpret or review research works.

FRAMING A RESEARCH TOPIC: EXAMPLES

| GENERAL TOPIC | INEFFECTIVE TOPIC | TRIVIAL TOPIC | EFFECTIVE TOPIC |
|-------------------------|--|--|--|
| 1. The Labor Movement | The Knights of Labor | The secret passwords of the Knights of Labor | The importance of the Knights of Labor in the early American labor movement |
| 2. Feminism | The Equal Rights Amendment | Famous men who supported the ERA | The failure of the Equal Rights Amendment: A Political Assessment |
| 3. Greek Tragedy | Sophoclean Tragedy | The word count of "Antigone" | Catharsis as seen in Sophocles' "Antigone" |
| 4. Renaissance Authors | Themes of northern Italian Renaissance authors | The work habits of Boccaccio | The influence of Italian Renaissance on Chaucer's Canterbury Tales |
| 5. Logarithms | Calculation of Logarithms | The companies who made slide rules | The slide rule as a mechanical device utilizing the laws of logarithms |
| 6. Environmental Safety | Deterioration of the ozone layer | The ozone chemical formula | Solutions to the deterioration of the ozone layer |
| 7. Teenage Pregnancy | Avoidance of teenage pregnancy | Popular baby names of the 1960's | Avoidance of teenage pregnancy through education on such topics as decision-making, methods of contraception and value choices |

SUGGESTED ASSIGNMENT 2: GATHER INFORMATION AND PREPARE A PRELIMINARY WORKS CITED

The note taking process begins with completing a *Works Cited Source Sheet* for every print and non-print media source consulted, i.e., each book, magazine, and multimedia source.

“Works Cited” Source Sheet

Title of Source _____

Author/editor _____

Title of article (if applicable) _____

Author of article (if applicable) _____

Type of Source _____ Pages used _____ Copyright date _____

Publishing Company _____ Place of Publication _____

Library _____ City _____ State _____ Date _____

Usable facts and information gained from this source:

Once the Source Sheet is completed it is time to begin taking notes.

- Keep notes short and put only one idea or fact cluster on each card.
- Quotations must be used for exact wording and should be used sparingly.
- Remember; do not place too much information on one card.
- **Paraphrasing** is the best method of note taking.

The following activity will aide in learning the Paraphrasing process

Go to Research Guide Group Page to find Works Cited Form

ACTIVITY FOR PARAPHRASING AND CITING – READ AN ARTICLE COMPLETELY THEN COMPLETE THE PAPERWORK

I. Read the entire article and use the space below to briefly summarize the article in your own words

II. Jot down at least five key words that reflect the content of the article

III. Record a direct quote that you think demonstrates the most valuable point the author s trying to make. Use Quotation marks to demonstrate that these are the **exact words** of the author, **not** your opinion.

IV. Record the source information below so that credit can be given easily and accurately and incorporated into the research assignment.

Author of Article _____

Title of Article _____

Title of Book/Database from which the article was retrieved

Author/Editor of Book/Database _____

Place of Publication _____

Publisher _____

Date of Publication _____

Date you accessed information (for online resources only) _____

Page(s) of article (*if applicable) _____

Page(s) on which quotation appears (*if applicable) _____

* Pages are not recorded for Databases

Go to Research Guide Group Page to find [Paraphrasing and Citation Worksheet](#)

Web Site Evaluation Form

Student Name _____ Teacher Name _____

1. **What is the URL** (Uniform Resource Locator), that is, the address of the Web site, found at the top of the Netscape or Internet Explorer screen? The URL normally has the following structure: Protocol://domain name/directory/specific file.

http:// _____

2. **What is the top-level domain**, that is, the name that identifies the sponsor of the site? The domain suffix tells you something about the producer of the site: a company (.com), university or museum (.edu), government (gov.), military (.mil), network (.net), non-profit organization (.org.), or country, for example, Canada (.ca), or Latvia (.lv).

.com _____ .edu _____ .gov _____ .mil _____ .net _____ .org _____ other _____ (.biz, .tv, .info)

3. **What is the complete title of the Web site?** For example, the name of the site at <http://nationalacademies.org/headlines> is Science in the Headlines; the site at <http://femina.cybergrrl.com>, which focuses on women's issues, is called Femina Web Search for Women. A tilde (~) in the address usually indicates a personal home page.

Title of Web site: _____

4. **What is the authority for this site**, that is, who is the author, editor, organization, or institution that manages the site? This is often a clue to the trustworthiness of the information. What are the author's credentials?

Authority for this site:

On the appropriate line, write the name of the institution with which the author, editor or institution is associated.

k12 school _____ university _____

govt. agency _____ organization _____

company _____ other _____

Can you contact this site? yes _____ no _____

How? _____

Go to Research Guide Group Page to find Website Evaluation Form

5. **What is the content of the site? Primary sources** include original documents, statistics, journals, letters and images. **Secondary Sources** include analysis, criticism, commentary, interpretation and opinion.

Does this site provide text only? Yes ____ No ____

Does it provide text with graphics? Yes ____ No ____

Do the graphics and/ or multimedia contribute to the topic? Yes ____ No ____

Does the site include advertising? Yes ____ No ____ Is it distracting? Yes ____ No ____

Is the material at this site primary/ original? _____

Secondary/ derived? _____ Both? _____

6. **What is the primary purpose of the site?**

Inform _____ Persuade _____ Provide facts _____ Offer opinions _____

Does the site have a clear political or philosophical agenda? Yes _____ No _____

If yes, what is the site's ideological slant, e.g., right wing Republican, anarchist, socialist, feminist, etc.?

Political agenda: _____

Would you describe the presentation of information as mainly

Subjective, opinionated? _____ Or Objective, unbiased? _____

Both? Explain. _____

7. **How current is the site?** The latest revision date may be either at the bottom of each page or on the home page only. Many Web sites provide links to other sites. Some may be useful; others may be inactive or irrelevant.

When was this page written or last updated? _____

Are the links active? _____ Are they useful? _____

8. **How would you rate this web page?** Add your own comments.

Use with caution _____ Good basic information _____

Excellent for this assignment _____

9. **Add your own comments:**

Go to Research Guide Group Page to find Website Evaluation Form

SUGGESTED ASSIGNMENT 3: FORMULATE THESIS STATEMENT

Once a topic has been chosen and approved, it is time to formulate an effective Thesis Statement. *For example:* after researching the clash between the American Indians and early European Colonists, one may wonder:

Could the result be called American Indian Genocide?

This italicized data is a research question.

When hypothesizing an answer such as:

The clash between the American Indians and the early European Colonists resulted in genocide of the Indians.

This italicized part is the Thesis Statement

The Thesis Statement

- is the declarative answer to a research question or problem.
- is the most important sentence in the entire research assignment.
- must be in the introductory paragraph and the entirety of the paper will support it.
- is a sentence that includes a judgment, evaluation or criticism.
- is *not* a question, “I” statement, or statement of feeling.
- becomes the point one is attempting to prove in the research paper.

THESIS SAMPLES

1. What is color? Color is the quality of an object with respect to light reflected by the object, usually determined visually by measurement of hue, saturation and brightness of the reflected light. It is considered one of the most useful and powerful design tools human beings possess. In F. Scott Fitzgerald's novel *The Great Gatsby* color is used to symbolize thoughts, feelings, wants and desires, and characters as a whole.

This is an example of a well-written **partial introduction**. The thesis statement is **not** included but there is some information to guide the paper.

2. The qualities of courage, physical strength, loyalty, and courtesy to people of rank are just some of the qualities held down by the Anglo-Saxon code that are reflected through the character of Beowulf. These Anglo-Saxon ideals are best reflected through the main character of *Beowulf*.

This is an example of a well-written **partial introduction** with a thesis statement that is **unfinished** yet noticeable.

3. The judges of Salem in *The Crucible* are not concerned with seeking the truth and justice, but with maintaining their authority and reputations. This goal leads them to consistently reject truth, against all logic and evidence of their senses.

This **Thesis Statement** is directly from *Max Notes: the Crucible* but is useful for assisting with the planning of an original statement.

4. The romance, the fabliau and the beast fable are just three of the literary genres employed by Geoffrey Chaucer in *the Canterbury Tales*. By examining one tale in each of these genres, the reader can gain an understanding of the characteristics of the three genres.

This **Thesis Statement** is directly from *Max Notes: the Canterbury Tales* but is useful for assisting with the planning of an original statement.

FORMATION OF THESIS STATEMENT: EXAMPLES

| General Topic | Research Questions | Thesis Statement | Type |
|--|--|---|----------------|
| 1. Etymology | What influenced changes in language during a particular period? | Due to the influence of other languages, the English language developed dramatically during the period 800 AD to 1100 AD. | Chronology |
| 2. Criminals' Rights | Are they spelled out? Are they federal, state or local? | Advances in DNA testing can reverse wrongful convictions. | Procedure |
| 3. Birth Defects | What causes them? | Alcohol use by an expectant mother causes irreparable damage to the developing fetus. | Cause & Effect |
| 4. Writers of the 1800s | How did the problems of the period affect the literature of England? | The conflicts and realities addressed in Pre-Romantic verse can be examined within Thomas Gray's "Elegy". | Comparison |
| 5. Differential Calculus | What is a derivative? | Economic problems can be solved using differentiation. | Analysis |
| 6. Nature in Literature | How do different eras I literature view nature? | The Romantic writers were more focused on the physical beauty of nature than were the writers of the Neo-Classical era. | Comparison |
| 7. Prejudice and Discrimination | How can prejudice and discrimination be overcome? | Prejudice and discrimination can be overcome by accepting the differences in people including gaining knowledge, practicing tolerance and respect, and leaning to value others. | Contrast |
| 8. The Muckraker Authors of the 20 th Century | What impact did their writing have on society? | The literary works of the Muckrakers influenced progressive state and federal legislation. | Relationships |

FORMATION OF THESIS STATEMENT: EXAMPLES (CONTINUED)

| General Topic | Research Question | Thesis Statement | Type |
|---|--|---|------------------------|
| 9. Early Spanish Exploration of North and South America | Who were the conquistadors? What motivated the Spaniards to explore? | The motivation of the Spanish Conquistadors in the New World has three components – the three G’s; God, gold and glory. | Analysis |
| 10. The Iran Hostage Crisis | How did President Carter handle it? Did he handle it well? | Jimmy Carter’s handling of the Iran Hostage Crisis successfully diverted a war in the Middle East. | Proponent Position |
| 11. Watergate and Richard Nixon | Did Nixon act irresponsibly? Did Nixon abuse the power and position of the office of the Presidency? | Richard Nixon’s Watergate affair eroded the respect for authority in the United States. | Contradictory Position |
| 12. Probability | What are independent events? How are their results to be viewed? | Tracking lottery numbers will not increase the chances of winning because selection involves independent events, so past results will not affect future selections. | Category |
| 13. Survival Techniques | How has mankind adapted to his environment? | The use of international survival techniques have been adopted by present-day America culture. | Analysis |
| 14. Architecture and Engineering Technology | How did the Industrial Revolution affect architecture of the 1800s? | Improvement in technology during the Industrial Revolution greatly influenced architecture of the 1800s. | Cause & Effect |

SUGGESTED ASSIGNMENT 4: DEVELOP A WORKING OUTLINE

To prove or validate the thesis, an organized answer including various concepts and facts is necessary. The paper should follow both a logical and chronological sequence. Below is an example of an outline to use for a thesis-based research assignment.

Thesis Statement: (Type the thesis statement)

I. Introduction Paragraph

- A. Opening sentence to grab reader's attention
- B. Preview of what the paper is going to be about (general statements that are relevant to the topic and the thesis, but do not give away specific information)
- C. Thesis Statement – The thesis must be the last sentence of your introduction paragraph

II. Body Paragraph 1

- A. Topic sentence
- B. Information cited from research (Smith 12)
- C. How this supports the thesis

III. Body Paragraph 2

- A. ...
- B. ...
- C. ...

IV. Body Paragraph 3...

- A. (Follow the above format for all of the body paragraphs. There should be much more than three.)

V. Conclusion Paragraph (like a mirror image of the introduction paragraph)

- A. Reflection of Thesis – the first sentence of your conclusion paragraph should sound very similar to your thesis statement. It should not be the same exact sentence, but it should contain the same information that is contained in the thesis (essential facts and the argument)
- B. Review what has been discussed in your paper. Be concise. Do not repeat everything in long drawn out sentences, but remind the reader what he/she has just read about and how that proves the thesis. Add any concluding thoughts.

*****Remember:** A well-done outline will enhance the writing process that will follow***

Go to Research Guide Group Page to find [Outline Page](#)

SUGGESTED ASSIGNMENT 5: COMPLETE A RESEARCH CHECKLIST

The following checklist should be kept in mind when deciding on which sources are useful and relevant and which are not:

- ___ The research is relevant to the thesis statement.
- ___ The research information supports the outline.
- ___ The written work follows the outline sequence and will be useful in writing the research assignment.
- ___ The “**Works Cited Source Sheets**” are organized properly.
- ___ All relevant resources have been used accurately.
- ___ Adjustments and revisions have been made to the working outline.

Go to Research Guide Group Page to find [Research Guide Checklist and Parenthetical References](#)

IN-TEXT PARENTHETICAL REFERENCE EXAMPLES

In the process of writing the research assignment all sources used must be cited properly. The purpose of a parenthetical reference is to document a source briefly, clearly and accurately. A parenthetical reference may be in multiple forms, but the most popular are given below. The first three examples are taken directly from *MLA Handbook for Writing of Research Papers* and the final is from a student paraphrasing of an article used within a research assignment.

Example 1:

In studying the influence of Latin American, African, and Asian music on modern American composers, music historians tend to discuss such figures as Aaron Copeland, George Gershwin, Henry Cowell, Alan Hovhaness and John Cage (Brindle: Griffiths 104-39: Hitchcock 173-198).


Editors/Authors and Page Numbers

This is an example of a traditional parenthetical reference with multiple editors/authors. The person using this information has taken the information from two different sources and placed them into one sentence using paraphrasing and summary. The names given are the last names of the authors or editors and the numbers indicate the pages on which the information is located.

Example 2:

They usually overlook Duke Ellington, whom Gunther Schuller rightly calls “one of America’s great composers” (318).

↑
Page number

↙
Author

Within the second examples the name of the author is given within the sentence and is therefore not needed within the parenthesis with the page number. If, however, the name had not been given it would be needed within the parenthesis as shown here: (Schuller 318).

Example 3:

A.

In the 1950’s, for example, while Ellington was still alive, Raymond Horricks compared him with Ravel, Delius, and Debussy:

↙
Author

↙
ellipses

⎵
Double indent a quotation when it is 4 lines or longer

The continually enquiring mind of Ellington [...] has sought to extend steadily the imaginative boundaries of the musical form on which it subsists [...] Ellington since the mid-1930’s has been engaged upon extending both the imaginary and the formal construction of written jazz. (122-23)

→ **Block quotation**

↑
Pages

The ellipses [...] means the writer of the paper has decided to group various ideas together for the purpose of the quotation, to make the quotation as useful as possible without wasting space on unnecessary information that is unrelated to the topic at hand.


Example 3:

B.

Novel



Almost at the end of *Catcher in the Rye*, Holden has a moment of illumination when he realizes that adults must let children grow up. He observes:

 All the kids kept trying to grab the gold ring, and so was old Phoebe, and I was
Double indent a quotation when it is 4 lines or longer sort of afraid she'd fall off the goddam horse, but I didn't say anything or do
anything. The thing with kids is, if they want to grab for the gold ring, you have to
let them do it, and not say anything. If they fall off, they fall off, but it's bad if
you say anything to them. (Salinger 211) ← **Author and Page**

Within the third examples the quotations are lengthy, four or more lines when typed, and therefore must be indented two times. Each paragraph of the paper is indented one time but a block quotation is indented two times. This particular example includes the name of the author within the sentence before the quotation and is therefore not needed at the end of the quotation. However, if the author/editor name is not given prior to the quotation it must be provided within the parenthesis along with the page numbers.

Example 4:

Author

Article Title

Sonia Livingston, author of “Television Advertising May Play a Role in Childhood Obesity” mentions that the obesity rate in the United States has tripled since 1989 and as the obesity rates increase so do the number of children with Type 2 Diabetes. Cases of Type 2 Diabetes have doubled in the same time frame and much of this is linked to advertising as well as poor nutrition. While researchers are finding numerous connections to this growing epidemic, a direct reason for this astronomical increase is the increased viewing of television by young people today (53-54). Livingston also mentions that for every single hour of television viewed the rate of teenage obesity could possibly increase two percent. These increases could easily be avoided with parent education and parent inclusion in a child’s decision making (53-54).

Pages

This example is from a student paper. The student paraphrased the information from Livingston and included the page numbers as needed at the end of the sentences. The punctuation is accurate and there are two citations within this brief example because the student wanted to be sure plagiarism was avoided.

| In-Text Parenthetical Reference Citation Examples | |
|--|---|
| <u>Resource Example</u> | <u>Parenthetical Reference Examples</u> |
| One author | (Jones 12) |
| Two or more authors | (Brown, Hernandez, Jones 12) |
| More than three authors | (Brown, et. al 13) |
| Book title with no author | <i>(History of Art and Literature 14)</i> |
| Two pages cited | <i>(History of Art and Literature 14-15)</i> |
| Multi-volume source – Editor name, then volume number, then page number | (Anderson 7; 8) (Anderson VII; 8) |
| Author’s name and/or title appears nearby in body of paper; use page number only | (12) |
| Magazine or journal article with an author | Same format as first three examples above |
| Magazine or journal article without an author | (“The Beatles’ Influence on Pop Culture” 34) |
| Novel as source; follow the example | (Salinger 123; ch. 6) |
| Plays Use Roman Numerals when referencing a specific author. Use title of play and numbers when using more than one work by an author. | (Miller: II. iii) (Macbeth 5.5) |
| Electronic Citations | See MLA.org for most current electronic reference information |

Because technology is moving faster than any print source can keep up, neither MLA nor the Jackson Township High School Research Guide is able to provide a completely current section for citing network sources. For that reason, check www.mla.org frequently for the most recent MLA updates.

SUGGESTED ASSIGNMENT 6: PRODUCE A FIRST DRAFT

The following guidelines will aid effective drafting:

CONTENT

- ___ The opening thesis statement clearly states the main idea and reveals the intended purpose, attitude and tone of the research paper.
- ___ Adequate facts and examples are presented to support the thesis.
- ___ Irrelevant or unnecessary 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.

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.
- ___ There is consistency of verb tense 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 paper have been appropriately acknowledged in the Works Cited section.

Go to Research Guide Group Page to find Checklist

SUGGESTED ASSIGNMENT 7: PREPARE THE FINAL DRAFT

Once revisions and corrections have been made to the research assignment, the final draft should be typed using the following criteria:

| | |
|----------------|---|
| Font | Times New Roman size 12 |
| Margins | One inch left and right margins; One inch bottom margin |
| Header | Include student's last name; number all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. |
| Spacing | Double-space |

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 12 point Times New Roman and justified 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.

First Name and Last Name

Name of Teacher

Class Title

Date

Smith 1



Page numbering 1/2 inch
from top of each page

Title of Paper – italicized or bold

Indent to begin each paragraph of the research assignment and plug the **thesis statement** within the first paragraph. Traditionally, the thesis statement is found at the end of the introductory paragraph. The paper is double – spaced and written in Times New Roman size 12. Page numbering continues until the end of the paper.

PAGINATION

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

PREPARE THE LIST OF WORKS CITED

All sources cited 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 cited in the research paper. The Works Cited page is formatted as follows:

- Paginate the Works Cited section as a continuation of the text. If the research paper concludes on page 10, begin the Works Cited on page 11.
- 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.

Jane Smith

Mrs. Jones

English IV

15 May 2009

The Internet and Censorship

The Internet is a communal village with no borders, used worldwide for work and play, entertainment and education, social networking and personal expression. Efforts to tame this immense tool are understandable, as the Internet attracts the entire spectrum of humanity, including criminals. The United States has laws intended to protect Internet users from obscenity, child pornography, sexual predators and more. Rather than continuing to set more laws that may eventually be overturned and cost millions of dollars in legal fees to defend, Congress should be focusing on upholding our constitutional rights and promoting the freedom of speech and the right to privacy provided to each member of the United States.

The Internet is so dynamic that it has been compared to a jellyfish, a monster, a beating heart, and other living entities (Biegel 45). Each day millions of web pages are uploaded, deleted, or changed while new sites come and go like shooting stars in the sky. Legislation that attempts to slap on additional protections amounts to little more than censorship.

In the past decade, the United States Congress has considered dozens of bills intended to lasso the beast. While some bills have become law, these efforts have done more harm than good by violating the constitutional rights of free speech and privacy (Mason).

The first attempt to censor the Internet occurred in 1996, when President Bill Clinton signed the Communications Decency Act. The legislation attempted to restrict obscene materials and indecent speech, but was so broad and evasive that classic works of literature, educational sites, and health and medical information were banned as well (White 124). In 1997, the Supreme Court struck down the law on the grounds that it infringed upon both the First and Fifth Amendments (Hayes). From then on, the Internet was considered in the same realm as print materials, and not subject to the tighter controls placed on the broadcasting industry.

In 1998, Congress passed the Child Online Protection Act (COPA), intended to restrict minors from accessing sexually explicit materials online by requiring age verification. The American Civil Liberties Union recently won a lawsuit that challenged this exact act. The ruling found that “COPA violated the First and Fifth Amendments, and was ineffective in combating pornography because half of all sexually explicit sites originate in other countries and would not fall under United States jurisdiction” (White 257). The ruling was based on the belief that voluntary filters and the education of children, parents, and caregivers would combat the problems more effectively rather than Congressional mandates.

Several Internet censorship bills have been introduced recently in Congress. The Deleting Online Predators Act would force libraries and schools that receive federal funding to restrict access by minors to personal journals including MySpace and Face book, chat rooms, blogs, and other social networking sites and technologies (Zeller 29). This is just another bill that overreaches and attacks civil rights. Sexual predators have committed crimes at malls, fast foot restaurants, even Disney theme parks, yet the government does not restrict children from visiting these places. It is the responsibility of the parents and family to educate the children.

The bill also attacks activities that are playing an increasingly important role in education. Writing, critical thinking, and technology skills are just a few of the reasons why many teachers have implemented the use of social networking technologies and sites into lesson plans. Many view these sites as dangerous because they are open for all to gain access to and read. This is not an exact truth. Yes, many are considered sites for social networking but they can also be incorporated into lessons within the classroom. These activities provide teachers an additional venue by which to educate their students and, when done appropriately, work very well.

A clear message must be established to state that censorship is wrong and limiting the use of the networking sites is censorship. Attempts at using software programs to filter the Internet have been unsuccessful. One of the biggest problems with filters is that they rely on keywords to block sites. According to a report prepared by the Brennan Center for Justice at Fordham University School of Law, the selection of keywords has caused sites as innocuous as the "Declaration of Independence," "The Owl and the Pussycat," and "Marijuana Facts for Teens," published by the National Institute on Drug Abuse, to be blocked (Heins 136). Newer versions of software now block as much as 95 percent of pornographic sites, but continue to block thousands of good sites as well. Attempts to restrain the right to privacy can be considered an indirect form of censorship as well as an attack on a valued freedom.

Congress is currently studying the Internet Stopping Adults Facilitating the Exploitation of Today's Youth Act. According to Tom Zeller, this Safety Act would require Internet Service Providers to maintain a database of subscribers and their Internet addresses, and could require those same providers to collect information about the sites that were visited, the actions that were

performed, and even the content of correspondence. While this information would certainly prove valuable for apprehending criminals, unfortunately the government has a track record of compiling data on innocent people and using it against them (Mason). People who travel are well aware of the potential of being erroneously included on a terrorist watch list and held up by airport security. Many citizens have not forgotten the McCarthy era in which celebrities, educators, and others were interrogated and accused of being communists.

People should be able to access the Internet without Big Brother looking over their shoulder. Just because technology allows for data retention it does not mean that data should be retained, any more than the phone company should be required to record every phone conversation just in case the government wants to hear them.

As the influence of the Internet continues to spread around the world, many countries are struggling with the question of how best to control it. According to Matthew Quirk, the worst censorship occurs in countries such as China, Iran, and Vietnam. American businesses play a key role in providing services and equipment to these countries, and while earning profits, they have yielded to pressures placed by governments that are in opposition to American ideals and may violate human rights laws (Zeller 103).

Google agreed to block many sites opposed by the Chinese government in exchange for the right to conduct business in the country (Quirk). Google believes that partial access may be better than none, and hopes that in time restrictions will be lifted. Many Americans believe that the company is compromising ethics for profits.

Yahoo also compromised American values when they provided information to the Chinese government about Wang Xiaoning, a computer user who had posted anti-communist messages online. The information led to his arrest and his sentencing to a labor camp. In April 2008, the World Organization for Human Rights USA filed a lawsuit against Yahoo on behalf of Wang Xiaoning, for human rights violations (Cha). The suit will likely set a precedent for future cases.

These types of situations might not occur if Congress passes the Global Online Freedom Act, currently in discussion. The bill is intended to protect American businesses from complying with Internet censorship imposed by repressive governments, and to keep open the flow of information and ideas on the Internet. The bill would also establish the Office of Global Internet Freedom to work toward international access. Passage of this bill would send a clear message to the world that American ideals will not be compromised and that censorship is wrong.

Works Cited

- Beigel, Stuart. *Beyond Our Control: Confronting the Limits of Our Legal System in the Age of Cyberspace*. Boston: MIT Press, 2008. Print.
- Cha, Ariana Eunjung and Sam Diaz. "Advocate Sue Yahoo In Chinese Torture Case." *The Washington Post* 19 April 2007: D1. EBSCO. Web. 16 April. 2009.
- Hayes, Michael. "Children's Internet Protection Act." *American History Online*. Facts on File. Web. 16 April 2009.
- Heins, Marjorie, Christina Cho, and Ariel Feldman. *Internet Filters: A Public Policy Report*. 2nd ed. New York: Fordham University School of Law, 2009. Print.
- Mason, Christopher. "Web Tool Said to Offer Way Past the Government Censor." *The New York Times* 27 Nov. 2008: Final ed. 3. Print.
- Quirk, Matthew. "The Web Police." *Atlantic Monthly*. Dec. 2007: 50+, MasterFILE Premier. EBSCO. Jackson Memorial High School Library. Web. 1 May 2009.
- White, Amy E. *Virtually Obscene: The Case for an Uncensored Internet*. Jefferson, NC: McFarland, 2008. Print.
- Zeller, Tom, Jr. "Internet Firms Facing Questions About Censoring Online Searches in China." *Internet: Opposing Viewpoints*. Ed. Harry Blinn. San Diego, CA: Greenhaven Press, 2008. Print.

MODERN LANGUAGE ASSOCIATION, MLA, STYLE CITATION GUIDE: WORKS CITED INFORMATION

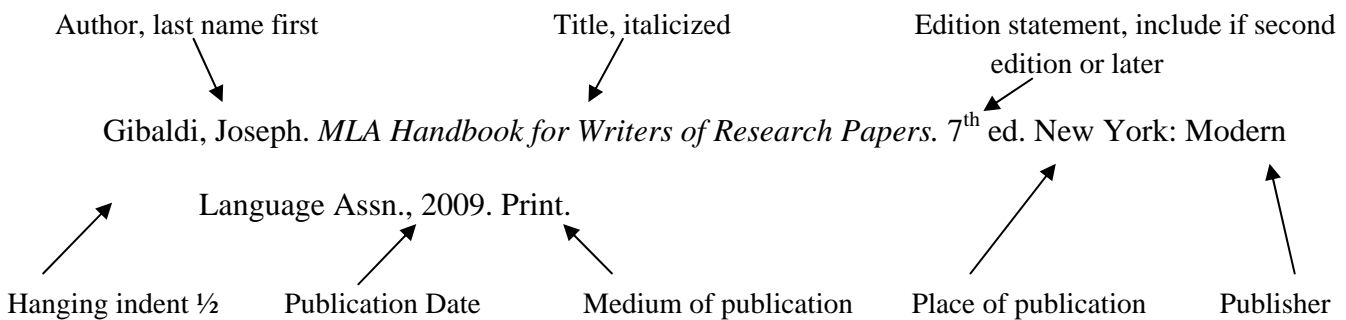
Most citations include 3 key elements: (1) author's name, (2) title or source, and (3) publication information.

- Italicize titles of books, magazines, novels, databases, videos, CDs, etc.
- Use quotation marks for titles of articles within the books and magazines, databases, etc.
- Follow elements with a period and one space.

Consult the MLA Handbook and/or the MLA homepage (<http://www.mla.org>) for details.

ANATOMY OF A BOOK CITATION

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 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**

Christianse, 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.

- **Collection produced by an editor**

Guernesey, Otis L., Jr., and Jeffrey Sweet, eds. *The Burns Mantle Theater Yearbook of 1989-90*. New York: Applause, 1999. Print.

- **Book with a Corporate Author**

American Chemical Society. *Facts About Toxic and Nuclear Wastes in Suburban Landfills*.

Baltimore: American Chemical Society, 2001. Print.

- **Essay of a Chapter within a collection or an anthology**

Sweeney, John J., "The New Internationalism." *Global Backlash: Citizen Initiatives in a Just*

World Economy. Ed. Robin Broad. Lanham, MD: Rowman and Littlefield, 2002. 47-50.

Print.

Reference Sources

- **Subject encyclopedia article**

Author last name, first name and initial. "Title of Article." *Title of the encyclopedia*. Publication

location: Publisher, Year. Print.

- **Authored article in a subject encyclopedia**

Author of the entry last name, first name and initial. "Title of the Work." (OR "Title of the

play.") *Title of the Anthology*. Ed. (OR Trans, or Comp.) Name of the editor (OR

translator or compiler). Publication location: Publisher, Year. Page numbers of the cited

piece. Print.

Other Print Sources

- **Advertisement**

Air Canada. Advertisement. CNN. 15 May 2007. Television.

- **Map or Chart**

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

- **Cartoon Strip**

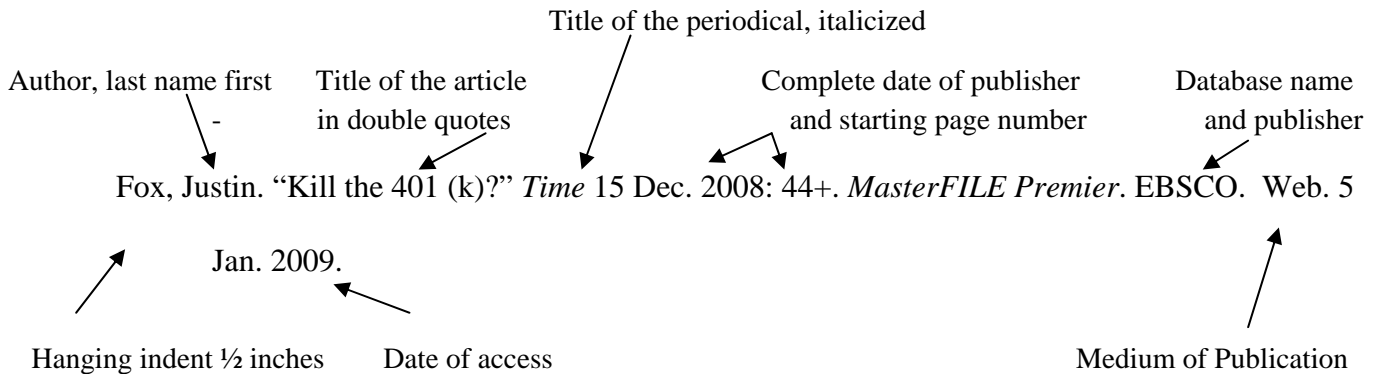
Trudeau, Garry. "Doonsbury." Comic strip. *Star-Ledger* [Newark] 4 May 2008: 26. Print.

ANATOMY OF A FULL-TEXT ONLINE PERIODICAL ARTICLE CITATION

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.



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.