Polson High School
Research Paper Style Guide

Definition

The research paper is a documented prose work resulting from an organized analysis of a subject. A documented work is one in which the source of material is credited.

Ethics

Underlying all scholarly writing are ethical principles which seek to promote accuracy and to protect intellectual property rights. This means that the words of others as well as their ideas must be given credit. Plagiarism is copying others' work or paraphrasing their ideas without giving them credit. Plagiarizing others' work is dishonest, a form of cheating, and has serious consequences.

PURPOSE OF A RESEARCH PAPER

The research paper will enable you

- to pursue your own interests within a given area of study
- to gain experience in researching a subject
- to utilize and combine your acquired skills
- to understand the technicalities of a formal paper
- and your teacher to cover general material while guiding you into specific areas of interest.

PARTS OF A RESEARCH PAPER
1. title page
2. outline
3. essay with parenthetical citations
4. works cited and works consulted or bibliography

PROCEDURE

1. Select a general subject of interest to you.
2. Think about what you know and what you want to know .
   – Read overviews of the subject in encyclopedias, books, magazines.
   – Discover how others have divided the subject and organized their research.
3. Narrow your focus.
4. Write a preliminary thesis statement.
5. Prepare a preliminary works cited list on cards as you begin finding sources and reading.

6.   Read extensively and take notes on note cards.
     NOTE: Record information for works cited list or bibliography on cards as you proceed.
7.   Collect information from primary sources if possible.
8.   Write a working outline.
9.   Continue developing your research through further reading, discussion, rereading and note taking.
10. Sort note cards to follow your working outline.
11. Revise your preliminary thesis statement to make sure it reflects what you have learned.
12. Revise your outline.
13. Draft the body.
14. Draft the conclusion.
15. Check to make sure the conclusion you have reached is reflected in the thesis.
16. Draft the introduction.
17. Revise, revise, revise.
18. Document your sources and create the works-cited and works-consulted list or bibliography.
19. Edit and proofread your final version.
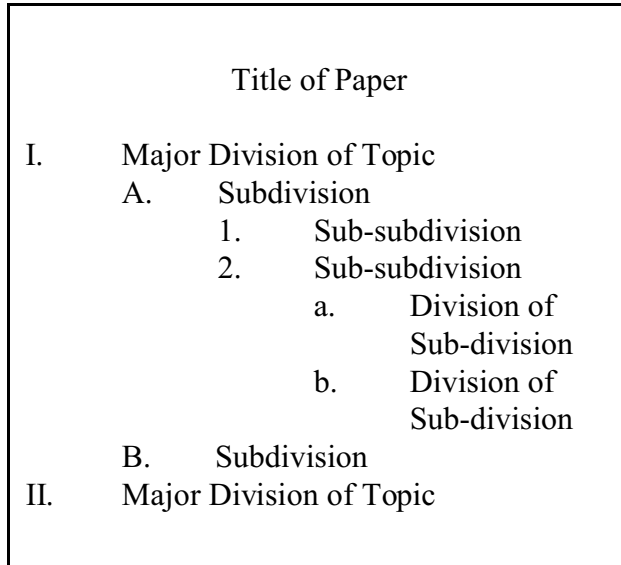
NOTE TAKING

First, skim the selection to make sure it is worthwhile to your purpose and to understand how it is organized. Read the selection, then list the main ideas, review the material, write a paraphrase in your own words, put quotation marks around key words or phrases, and indicate page numbers of the quotations. (Check your bibliography card to make sure you have complete author, title, and publication information)

Use note cards. Write only on one side. Include the following on each card.

❏   Subject heading (**Note**: This means you may have several note cards for one source)
❏   information paraphrased in retrievable prose
❏   source information–this can be a code to the appropriate bibliography card
❏   quoted material enclosed in quotation marks <u>with page number</u>.

OUTLINE

1. Purpose: The outline keeps you on track, gives an overview of your essay to the reader, insures appropriate emphasis on various sections, aids in your organization and enables you to spot missing or irrelevant material.
2. Form: The two types of outline are topic or sentence. Capital letters and periods are required in your sentences if you use that form.

```
                Title of Paper

I.      Major Division of Topic
        A.      Subdivision
                1.      Sub-subdivision
                2.      Sub-subdivision
                        a.      Division of
                                Sub-division
                        b.      Division of
                                Sub-division
        B.      Subdivision
II.     Major Division of Topic
```

Note: A division implies two or more parts. The divisions must follow some logical reason. You should be able to say, "I have arranged my paper this way because . . ."

CREDITING OR DOCUMENTING:

What gets credited and what does not? When can I credit sources in the context?

Credit is given to sources of information to enable the reader to verify such things as statistics, to find additional material on the subject, and to give authority to the paper. General information which can be found in various places is not usually credited e.g. "Richard Nixon and Gerald Ford, Republicans, served as President from 1969-1977".

Crediting in context: Give the source right in the text, e.g. "In an interview with *U.S News and World Report,* October 21, 1985, p. 27, Brian Jenkins said, 'Americans are the number one targets for terrorists.'"

Parenthetical Citation: Where the flow is disrupted by crediting sources in context, use parenthetical documentation which refers your reader to the sources-cited list, the bibliography, at the end of your research paper.

Place the parenthesis at the end of the sentence in your text. The source author's last name and page number of the quotation go inside the parenthesis.

Example: Isn't it ironic that as early as 1985 the threat to our citizens was recognized by Brian Jenkins who said, "Americans are the number one targets of terrorists." (Chaze, 27)

DOCUMENTATION STYLE

This list should appear at the end of your essay. It provides the information necessary for a reader to locate and be able to read any sources you cite in the essay. Each source you cite in the essay must appear in your works-cited list; likewise, each entry in the works-cited list must be cited in your text.

Basic Rules

- Authors' names are inverted (last name first); if a work has more than one author, invert only the first author's name, follow it with a comma, then continue listing the rest of the authors. If you have cited more than one work by a particular author, order them alphabetically by title, and use three hyphens in place of the author's name for every entry after the first. When an author appears both as the sole author of a text and as the first author of a group, list solo-author entries first.

- If no author is given for a particular work, alphabetize by the title of the piece and use a shortened version of the title for parenthetical citations.

- The first line of each entry in your list should be flush left. Subsequent lines should be indented one-half inch. This is known as a hanging indent.

- All references should be double-spaced.

- Capitalize each word in the titles of articles, books, etc. This rule does not apply to articles, short prepositions, or conjunctions unless one is the first word of the title or subtitle.

- Underline or italicize titles of books, journals, magazines, newspapers, and films.

- Use quotation marks around the titles of articles in journals, magazines, and newspapers. Also use quotation marks for the titles of short stories, book chapters, poems, and songs.

- List page numbers efficiently, when needed. If you refer to a journal article that appeared on pages 225 through 250, list the page numbers on your Works Cited page as 225-50.

- Annotations may be written in sentences or phrases. Begin annotations on the first line after the source information (author, title, publication information.)

- In your research paper, separate your bibliography under the following titles. Titles of

> **A Note on Research Paper Styles**
>
> There are several style guides which one can follow. This PHS Style Guide is adapted from the Modern Language Association Handbook for Writers of the Research Paper. It is commonly used in the humanities (literature, history, philosophy, etc.). Research conducted in the social sciences (psychology, sociology, political science, education, journalism or public health) often follows the documentation style of the American Psychological Association, APA. When preparing to write research papers, you should ask your instructor which style guide to follow and if there are any other requirements or exceptions to the style guide they prefer. Both MLA and APA guides are widely available via the internet.

> **HINT:** Margin release the first line so that second and subsequent lines are indented.

each list should be centered at the top of a piece of paper.

1. Works Cited – This will be the list of any work referred to in the parentheses in the text.

2. **Other Works Consulted** – This is the list of other works you have consulted but which were not referred to directly in the text. This will give your instructor an idea of the extent of your research.

EXAMPLES OF WORKS CITED & CONSULTED FORMATS

A general rule is to provide complete information to guide your readers to the sources of your information. Each entry follows the pattern of author, title, publication information. The following examples indicate the punctuation required for each entry. Numbers in brackets are for reference only and do not occur in the entry. Each item in the entry and the entries themselves are followed by periods.

Print Sources

BOOK: [1] author's last, then first name. **[2]** Title. **[3]** city of publication: the publisher, year of publication.

> **Note:** Underline or italicize titles of major works like books, movies, reference works.

Twain, Mark. *The Adventures of Huckleberry Finn.* New

York: Signet Classics, 1959.

Rasmussen, Kent and Thomas A. Tenney. *Mark Twain A to Z: The Essential Reference to His*

Life and Writings. New York: Facts on File, Inc., 1995.

MAGAZINE: [1] author's last, then first name.**[2]** "Article Title." **[3]** Title of Magazine**,** date of publication: pages.

Walker, Dianna. "Steve Job: Restart Apple." *Time,* 18 Aug. 1997: 28-34.

Mertl, Melissa. "An E-Nose for Trouble," *Discover,* Sept. 2001: 20-21

ARTICLE REPRINTED IN A LOOSE-LEAF COLLECTION (*SIRS* for example): [1] author's last, then first name.**[2]** "Article Title." **[3]** Title of Original Publication**,** date of publication: pages.**[4]** *Information Service*: **[5]** volume title, **[6]** Volume number or year, **[7]** Article #.

Waters, Harry F. "What TV Does to Kids." *Newsweek*, 21 Feb. 1979: 63-70. *SIRS*:

Communications, Vol. 1, Art. 41.

Roth, Chris. "Three Decades of Film Censorship. . .right before your eyes." *Humanist,*
 Jan./Feb., 2000: 9-13. *SIRS Enduring Issues: Human Relations, 2001,*
 Art. 2.

FAMILIAR REFERENCE WORKS (Encyclopedias, dictionaries, almanacs): [1] author's last,
then first name.**[2]** "Article Title." **[3]** <u>Encyclopedia Name</u>, **[4]** year of edition.

Duncan, F. Martin. "Brain." *Encyclopedia Brittanica,* 1961 ed.

Tether, J. Edward, M.D. "Brain." *Encyclopedia Americana,* 1996 ed.

NEWSPAPER ARTICLE: [1] author's last, then first name.**[2]** "Article Title." **[3]** <u>Newspaper
Name</u> and date, edition: section: page.

Merzer, Martin and Sudarsan Raghaven. "Muslim World Worried, Rumsfield Says." *Missoulian*
 October 4, 2001: Sec. A: 1.

Hale, Ellen. "Ex-commando warns of Afghanistan Perils."
 USA Today October 2, 2001: Sec. A: 8

> **Note:** If no author is listed
> for an article, say so: No
> Author Listed.
> Alphabetize by title.

Interview

[1] Interviewee's last, then first name.**[2]** How you conducted the interview**. [3]** date.

Woodhouse, Judie. Telephone interview. 18 Aug. 2001.

Video or Film

 [1] Title. **[2]** Director. **[3]** Performers. **[4]** Studio, year.

Places in the Heart. Dir. Robert Benton. Perf. Sall Field, Danny Glover, Ed Harris, and John

Malcovich. Paramount, 1984.

Internet Resources

EMAIL: [1] <sender's email address> **.** **[2]** Subject line of message**. [3]** date. **[4]** <email recipient's email address>.

<rreagan@elcentro.net>. RE Contra activity. September 11, 1986. *<onorth@usgov.gov>*.

WORLD WIDE WEB: [1] author or originator's last, then first name.**[2]** "Article Title." **[3]** [On Line] day, month, year. **[4]** <URL> **.**

Adsit, John. "The Gator Guide." [On Line] 23 October, 2000**.**
    http://204.98.1.2/online_ed/eng/gg.html

ON LINE IMAGES, SOUNDS, VIDEO CLIPS: [1] author or originator's last, then first name. **[2]** Description or title of image, sound or video clip. **[3]** [Online item: image, sound or video clip] Date or download day, month, year. **[4]** <URL> **.**

National Yacht Club of Toronto. [On Line Video Clip] 5 October 2001.

<http://www.thenyc.com/mobilitycup/mc0912.rm>

Pioneer, Chris. 41 foot Lord Nelson cutter. [On Line image] 5 October 2001.

<http://www.motorcities.com/contents/01D1D052388641.html>

FTP (FILE TRANSFER PROTOCOL is a protocol that allows the transfer of files between computers): [1] author or originator's last, then first name. **[2]** "Title of Item." **[3]** [Online] Date or download day, month, year. **[4]** <URL> **.**

USENET NEWSGROUPS: [1] author or originator's last, then first name. **[2]** "Title of Item." **[3]** [Online] Date or download day, month, year. **[4]** <URL> **.**

Electronic Data Bases and Digitized Information from CDs (for example, MCIS, Grolier's Electronic Encyclopedia)

[1] author or originator's last, then first name. **[2]** "Title of Item." Printed source title, date and inclusive page numbers. **[3]** Title of Electronic Database, **[4]** Publication medium (i.e. CD-ROM, database, online). **[5]** Name of vendor or computer service. **[6]** Electronic publication date, or date of access

Pastor, Ed. "Don't Let Our Values Fall Prey to Fear." The Arizona Republic, 9 September 2001,

pp V2. Electric Library, Database. Online Infonautics. 10 October 2001.

University of Oregon. "Schools That Match My Selection Criteria." Montana Career

Information Services, Database. CIS for Windows. 1994-2000.

Walter Cronkite. "The Eagle has Landed." We Interrupt This Broadcast, CD-ROM.

Sourcebooks, Inc. 2000.

Annotations–Summary information on sources used in research

Your instructor may require that you "annotate" your works-cited list. This common requirement helps make your works-cited list, or bibliography, more "user-friendly" for others who may be doing research on similar subjects. The well-written annotation provides your readers with a more thorough understanding of the sources from which you have gathered your information.

Annotation requirements may vary; however, typical information included is as follows:
1. Summary of the content and scope of the source
2. Bias of the source
3. Usefulness of the source to you.

Annotations are written in sentences and/or phrases. The well written annotation gives your reader an accurate "snapshot" of the source, its content, bias and usefulness.

Format Example: Begin your annotation on the first line following the source information.

Works Cited List – Writing Poetry

Greene, Jennifer. *What I Keep*. Greenfield: The Greenfield Review Press, 1999.

    A member of the Confederated Salish and Kootenai Tribes, Jennifer Greene is also Chippewa/Cree. Her collection of poems paints a vivid picture of contemporary reservation life. The poems are deeply personal, yet the feelings and emotions cut across all racial boundaries. Her intensely imagistic poems were of great help in understanding the possibilities afforded this writer.

Pence, Amy. "Poems from God: a Conversation with Li-Young Lee." *Poets and Writers Magazine,* November-December, 2001, pp 22-27.

    Pence 's interview focuses on the spiritual connection to writing poems as well as cultural and family influences. The spiritual bias and exploration prevent us from learning more technical aspects of poetry. Still, Lee's explanation of the meditative quality of poetry was useful in writing this paper.

Solari, Rose. "The Sound of What Matters." *Common Boundary*, Jan./Feb. 1996: 24-32.

    The author and poet discusses the resurgence of poetry in the 1990's in America. Contemporary poets are quoted about the movement as well. Solari focuses on the meaning audiences and poets gain from the experience of engaging in poetry as writers, listeners, readers. This article helped me greatly, especially with the thesis of my paper.

Untermeyer, Louis. *Story Poems: An Anthology of Narrative Verse*. New York: Washington Square Press, Inc., 1957.

    Hundreds of story poems organized by subject and purpose: people, heroes and legends, fables and fantasies, adventures, laughter and rhyme, even ballads and poems of the heart. Many are from well known writers both American and British but many are from relatively obscure poets. As for how to write narrative verse, there are many examples but no explanation regarding form. This source was only marginally helpful to my research.