Research and Library Skills Handbook

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 1

**Academic Integrity**

**Definition:**

Academic integrity means honesty and responsibility in scholarship. Students and faculty alike must obey rules of honest scholarship, which means that all academic work should result from an individual’s own efforts. Intellectual contributions from others must be consistently and responsibly acknowledged. Academic work completed in any other way is fraudulent.

(*Definition of Academic Integrity*, University of Illinois at Urbana-Champaign)

Qualities of Academic Integrity:

Honesty, trust, fairness, respect, responsibility

A person who does not uphold academic integrity may engage in the following activities:

•Plagiarism—taking credit for work that is not one’s own; copying; cheating.

•Omission—presenting as true information that is fabricated. Omission includes failing to do scholarly research and being careless in recording information and writing notes.

•Lack of Effort—not doing one’s best in academic situations. One’s performance affects other classmates or colleagues and their work. When one studies, does his/her homework, participates in class, upholds one’s part in a group project, s/he practices academic integrity.

Examples:

Plagiarism-Melania Trump’s speech at the Republican National Convention, 2016

Omission-Jayson Blair, a journalist for *The New York Times* who published articles with made up material, 2003.

Lack of Effort-We have all, at some point, worked on a project or participated in a class where everyone is not doing his/her best. How does that affect our own performance?

 **2**

**Tips on Academic Writing**

Formatted according to an acceptable style:

 •Modern Language Association (MLA)

 •American Psychological Association (APA)

 •Chicago

 •Kate Turabian

There are others.

The paper itself has to follow margin, spacing, and font rules.

 •Spacing: double

 •Font: legible, preferably Times, Times New Roman

 •Type: 12 point

 •Present or past tense

 •Margins- 1 inch on all sides

The writing adheres to academic style, preferably third person, because the audience is a scholarly one.

Dates are written in the foreign way with the day first: 15 August 2016.

Research papers originate from a statement that we want to prove through authenticated evidence. The internal references (or intext citations) show the reader we can back up what we are saying and the bibliography or works cited page lists all the sources we used to find that evidence.

Unless the teacher requests it, there is no dedicated cover page (like the one on this handbook). Name, Course Name, Teacher’s Name, and Date are in block form on the top left of the first page. Page numeration is surname followed by page number on the top right of each page. The order of the pages is the following: Body, Endnotes (if required), Works Cited.

 **Location and Access at the Library 3**

**Kinds of Sources:**

Primary Sources: primary sources are original materials on which other research is based.

Secondary Sources: interpretations and evaluations of primary sources. Secondary sources are not evidence, but rather commentary on and discussion of evidence.

Tertiary Sources; collection of primary and secondary sources. Ex., encyclopedia

Adapted from University of Maryland Library Guide.

**Location of Sources**

Dewey Decimal Classification System: classification of materials according to subject categories; used mostly in public and school libraries; developed in 1876 by Melvil Dewey.

Library of Congress System: classification of materials according to subject categories, used in college and university libraries.

 Catalog—register of all the materials in the library.

 Spine label—label on spine of the book recording the call number.

 Call number—classification that shows book’s location in the library.

 Fiction—works from the author’s imagination.

 Nonfiction—works of information.

 Reference—non-circulating works of general information used for answering inquiries.

 Graphic novels—works made up of comic content.

 Digital—materials able to be accessed electronically.

 Ebook—electronic book

 Circulation desk—area where library materials can be checked in or checked out.

 Periodical—magazine, journal, newspaper

 *Readers’ Guide to Periodical Literature*—source indexing available periodicals according to subject.

**Location Tools:**

Search on the library catalog by subject, author, or title. Record the

 call number and locate the material on the shelves.

Fiction—usually marked with a “F” or “FIC” arranged in alphabetical order according to author’s surname (cut to three letters), then first name, then title. In some libraries, children’s books have a “J” or “E.”

Nonfiction—arranged numerically, then by author’s surname (cut to three letters), then first name, then title.

Autobiographies, biographies, memoir—some school and public libraries maintain a separate section for biographies; others blend the books in with the specialty area of the person. 920-group biography, 921-individual biography, arranged by subject of biography.

**What to look for in nonfiction materials: authority, comprehensibility, utility.**

 **Primary Sources 4**

Questions for images

Who are the people in the image?

Are there any symbols?

What might those symbols mean? How do you know?

What do the surroundings tell you about the historical time?

Can you pinpoint a specific time period from the evidence in the image?

Questions for documents:

What do the words say?

Are some words bigger or set in a different font? Those words are often important.

If you find the document online, is there extra text or a caption that gives you more information?

Are there images with the text? What do the images show?

Now focus on what you think. Try to answer these questions:

Who is the audience?

Who is the author or creator? Who is the person making the document for?

What message is he or she sending?

When was the message created?

Where did this text appear? In a book? On a display?

Why was the message made? To persuade? To inform? To sell something?

How is the text arranged? Is that important? How do any images help get ideas across?

What new questions do you have?

Terms:

**Archives**-places where historical documents are preserved.

**Artifacts**-objects made or changed by people

**Assumptions**-ideas or statements that are not based on proven fact

**Documents**-text on paper or saved electronically that give information or proof of something.

**Foreground**-the part of a picture that appears to be nearest to the viewer

**Inferring-**drawing a conclusion after studying the facts

**Symbols**-pictures or objects that represent something or remind people of something else; for example, the U.S. flag is a symbol of the United States.

**Witnesses**-people who were present when an event occurred or have personal knowledge of something.

**Using the Library Catalog 5**

**Link in to your web-based school library catalog on Destiny:**

**http://** [**philasd.follettdestiny.com**](Destiny)**.**

**On the first page, go to the school’s link. The first screen will be the school library’s home page with various valuable resources for reading and research.**

**Next, click the tab for the catalog in the upper left hand corner. Patrons can search for material using a search term and clicking one of the icons. There is also links on the sidebar that will help find other resources on the catalog**.



**Features from sidebar:**

•Resource List—from **public** tab, find collected bibliography on various subjects generated through requests from teachers or students.

•FollettShelf—connects directly to the ebooks available in our collection. With an account, you can read one of these ebooks on the following devices: computer, ipad, smartphone, Kindle Fire, Nook.

•Destiny Quest—gives top checked out books at our school library; finds the newest titles added to the collection; discover books on topics that interest us.

**Parts of a Nonfiction Book 6**

* **Title Page**-page in front of the book containing the publication information needed for a citation.
* **Contents**-list of subjects or sections in a source at the beginning of the source
* **Index-**alphabetical list of subjects covered in the source in the back of source.
* **Appendix**—additional materials at back of the book
* **Glossary**—specialized dictionary of terms particular to the source
* **Timeline/Chronology**—display of the years and events particular to the source
* **Bibliography/References**—materials used by the author for researching the book.
* **Endnotes or Footnotes**—used in place of intext citations; cites sources or gives additional information
* **Images-**- photos or drawings
* **Features**— **chart graph table diagram**
* **Fast Facts**—lists of essential facts connected to the subject matter collected in one box. For example, Fast Facts on state would be flower, bird, animal, motto, *etc*.
* **Textbox—**box highlighting interesting information connected to but not essential to the subject.
* **Sidebar**—preview of critical information covered in the subject matter.

**Kinds of nonfiction:**

•Expository

 •Narrative

 •Procedural or How to

 •Biography, Autobiography, Memoir

**Reference Tools:** atlas, almanac, dictionary, encyclopedia, others such as annuals (primary source organized by year, chronicles (timelines), gazeteers (geographical index or dictionary), indexes.

 **Beginning to Research 7**

The Research Process

The Big Six developed by Bob Berkowitz and Mike Eisenberg gives us steps to follow to keep us organized:

**1. Task Definition**

1.1 Define the information problem

1.2 Identify information needed

**2. Information Seeking Strategies**

2.1 Determine all possible sources

2.2 Select the best sources

**3. Location and Access**

3.1 Locate sources (intellectually and physically)

3.2 Find information within sources

**4. Use of Information**

4.1 Engage (e.g., read, hear, view, touch)

4.2 Extract relevant information

**5. Synthesis**

5.1 Organize from multiple sources

5.2 Present the information

**6. Evaluation**

6.1 Judge the product (effectiveness)

6.2 Judge the process (efficiency)

All research starts with a question. A person wants to find out something or believes something about an issue or topic.

**Forming a Research Question**

 What is the general topic?

 What is the essential question?

 Design a **concept map** of the main ideas and show how they are connected to minor ideas.

What are some sources we could use to gather preliminary or background information on the topic?

How will the source contribute to the research?

**What Makes a Thesis? 8**

**Definition: Statement supported by expert evidence.**

**Or look at it this way:**

**Specific topic + Attitude/Angle/Argument = Thesis**

**What you plan to argue + How you plan to argue it = Thesis**

**Five Tests for a Good Thesis:**

1. Does the thesis inspire a reasonable reader to ask, “How?” or “Why?”

2. Would a reasonable reader NOT respond with “Duh!” or “So what?” or “Gee, no kidding!” or “Who cares?”

3. Does the thesis avoid general phrasing and/or sweeping words such as “all” or “none” or “every”?

4. Does the thesis lead the reader toward the topic sentences (the subtopics needed to prove the thesis)?

5. Can the thesis be adequately developed in the required length of the paper or project?

**Is it a Thesis Statement?**

**Put a check next to the statements that you thing are Thesis Statements.**

\_\_\_\_\_\_\_ 1. Child abuse hurts children in a variety of ways.

\_\_\_\_\_\_\_ 2. Water rafting is a challenging activity, both physically and mentally, and can transform an adolescent into an adult.

\_\_\_\_\_\_\_ 3. People use many lawn chemicals.

\_\_\_\_\_\_\_ 4. Hip-hop is the best thing that has happened to music in twenty years.

\_\_\_\_\_\_\_ 5. Many people object to today’s violent horror movies.

\_\_\_\_\_\_\_ 6. Though many people dismiss hip-hop as offensive, hip-hop music offers urban youth an important opportunity for artistic expression and allows them to articulate the poetry of the street.

\_\_\_\_\_\_\_ 7. The use of many popular lawn chemicals to kill weeds ends up poisoning the environment.

\_\_\_\_\_\_\_ 8. The American steel industry has many problems.

\_\_\_\_\_\_\_ 9. The primary problem of the American steel industry is the lack of funds to renovate outdated plants and equipment.

\_\_\_\_\_\_\_ 10. Today’s graphically violent horror movies do not convey the creative use of cinematography or the emotional impact found in the classic horror films of the 1940s and 50s.

Valenza, Joyce K.“What Is a Thesis?” *Springfield Township High School Virtual Library*. 5 April 2008.

 **Expository Essay Thesis Statement 9**

Sample Prompt: Explain why a healthy diet is important.

Weak Thesis Examples:

* Too broad: A healthy diet is important.
* Too narrow: People should include eight servings of fruits and vegetables in their diet everyday.
* Off topic: Bananas are one of the most nutritious foods on earth.

Strong thesis: A healthy diet is important because it increases energy, prevents illness and promotes well-being in all people.

**Persuasive Thesis Statement**

Sample Prompt: Convince the reader whether school uniforms should be mandatory in public schools.

Weak Thesis Examples:

* Too broad: It is outrageous for students to be forced to wear school uniforms.
* Too narrow: Students who are forced to wear school uniforms have their creativity stifled.
* Off topic: When kids grow up, they will have bad memories of school.

Strong thesis: School uniforms should not be mandatory in public schools because it would stifle students’ creativity, take away students’ rights, and cause students to lose interest in school.

**Literary Analysis Thesis Statement**

Sample Prompt: How does Gennifer Choldenko use literary elements to create conflict in the book, *Al Capone Does My Shirts*?

* Too broad: Gennifer Choldenko had many examples of conflict in her book.
* Too narrow: Gennifer Choldenko’s main character, Moose was embarrassed when he discovers his sister Natalie knows Piper.
* Off topic: The Federal Bureau of Investigation (FBI) arrested Al Capone for tax fraud.

Strong Thesis: In *Al Capone Does My Shirts,* Gennifer Choldenko creates conflict between the students at the mainland and those at the prison, between Moose Flanagan and his parents, and between Moose and his conscience.

 **Notetaking 10**

Accurate and clear notetaking is essential to avoiding plagiarism and crucial to writing an effective academic paper. Whether we take notes online or manually, we need to collect sufficient information to be able to use the notes in the intext citations and the works cited page.

Essential information: subtopic, citation, page number, information.

A shortcut is to have note cards and source cards. If we don’t use this shortcut, we will have to write the citation on every note card

we write.

Format for Notes

SOURCE CARD

|  |
| --- |
| **A**Freedman, Russell. *Kids At Work: Lewis Hine and the Crusade Against Child Labor.* With photographs by Lews Hine. Scholastic, 1994. |

NOTE CARD

|  |
| --- |
| **A**Influence92 •National Child Labor Committee (NCLC) •Hine traveled around w/ slideshow for middle class. |
| *Information is in bullet points and brief; quotes are used if we copy the phrase or sentence word for word.* |

The source card contains the information we need for the bibliographic citation and the intext citation. It is identified by the letter “A” so every time we write a note from this source—whatever the subtopic or page number—we will mark it with an “A” if it comes from this source. We eliminate the need to write the full citation on every note card from this source.

In addition to the identifier, the note card contains the subtopic, the exact page number the information is from, and the information. If we have information from the same source and the same subtopic, we can include this on the same card as long as we are careful to jot down the different page number. If there is no page number, we can note that: No Page.

**What to Take Notes On and What Kind of Notes to Take 11**

•Focus on the main ideas of the subtopics. Use a different card for different subtopic.

•Take notes on sections that help answer or prove the thesis and and relate to the subtopics.

•Evaluate the information:

 is it biased?

 Can some of the words (like pronouns and articles) be eliminated?

 Was care taken when writing names of cities, states, places, dates, numbers, and names of people and organizations?

•Use our own words. Put quotes around information taken directly from the source.

•Use quotes sparingly. The information in quotes should uniquely support the point.

•Write in phrases or bullet points. “Cave man talk”

Don’t be a yo-yo note taker. Before your leave the source, make sure all the information needed is recorded on the source card and note card—especially when using electronic sources. Keep in mind the core elements Modern Language Association suggests are required for citing:

Author

Title of source

Title of container

Other contributors

Version

Number

Publisher

Publication date

Location**.**

This is a generic template so not every source will have all the elements, but it is a good checklist to use to make sure the information for the citation is complete. For example, most books have an author, but many websites do not.

Make sure the information on the note card makes sense. We may not look at the note card to a few weeks in the future, and we don’t want to waste time having to redo work or return to the source. It may seem painful to take the time with these details while we are researching, it will be worth it when we sit down to write the paper.

WE WRITE FROM THE NOTES, NOT THE SOURCE.

**Website Evaluation 12**

**Google Chrome and Firefox are the names of two popular browsers. There are others. They are not websites.**

**Google and Bing are the names of two popular search engines. There are many others. Google and Bing are not websites.**

**The basic criteria for evaluating a website:**

Authority (Who wrote it?)

Accuracy (Is the information correct?)

Currency (Is the site current?)

Coverage (Is there in-depth information?)

Objectivity (Is there bias? Opinion? Is the

 site trying to sell or persuade? What is the extension?)

General Website Entry:

Author. (If given)  "Title of article." (If given) *Name of site*. (If given) Date of

 publication or last  update. (if given) Sponsoring organization or publisher. (If

 given or different from publisher). URL. Access date (optional).

Sample Website Entry:

“Giraffe: Giraffa Camelopardali*s.” National Geographic.* 2016,

 <http://animals.nationalgeographic.com/animals/mammals/giraffe>.

 Accessed 15 August 2016,

|  |  |
| --- | --- |
| **Website**Go to search engine, GOOGLE.Type in “cats.”How many hits did you get?Look for a significant article about cats from an authoritative source. (Wikipedia is not allowed.)How many pages did you scroll through before finding a suitable article?Does the site have an author?When was it updated?Is it biased?Does it serve your purpose?Is the information accurate?  | **Database**Go to Destiny, library catalog.Click on Power Library.Select *Middle Search Main Edition*.Select **Advanced Search**.Type in “cats.”Look for a significant article about cats from an authoritative source.How many pages did you scroll through before finding a suitable article?Does the site have an author?When was it updated?Is it biased?Does it serve your purpose?Is the information accurate?  |

**Online Databases 13**

**Information about databases:**

•Databases are authoritative sources.

•A database is a large collection of data organized for rapid search and retrieval. Databases are electronic storage systems for information that exists somewhere in print.

•Database is a collection of magazines, newspapers, journals, encyclopedia articles, pamphlets and more!

• Articles are organized and indexed according to subject headings, so they are easy to access.

•Many colleges and universities require the inclusion of database articles in academic papers.

•Many materials contained on databases exist somewhere in print form.

•A database is an electronic resource, but it is not a website!

**Access points from school subscriptions**

**Check Edline Masterman School Library website and Destiny Catalog for links.**

Log on directly using the web address, then username and password. Check at the school library for this information.

**Access points from FLP**: FIND – databases; SELECT- database; LOG IN--FLP library card; PIN for non-Power Library databases.

FAQ about Databases:

**•Why is a database more reliable than a website?**

A database is supported by **authoritative** sources.

**•What is the difference between a website and a database?**

¶We need a subscription or some membership to access the database. We cannot access the database by googling it.

¶Somewhere, the materials in a database exist in print. The database acts as an electronic storage.

¶Unlike a website, a team of experts has already evaluated the database for authority, reliability, credibility, and currency.

**•How do you search for information using an online database?**

¶Remember to use Boolean search terms: AND, NOT, OR. Do not string words with commas, as with Google searching.

¶Try a wild card. Use the root or stem of the word and type an asterisk. Ex., Farm\* gains results like farmer, farming, farm work.

¶Put quotation marks around phrases we want the computer to search together. Ex.,"Civil War"

¶Check **full text**. We cannot use an abstract for research; we need a complete article.

¶Take advantage of narrowed search on left-hand side.

¶Most databases allow us to search using “natural language.” This means we can string terms together using commas. For ex.,if we want to search for information about the Union soldiers during the Civil War in the United States, we can type in these search terms: **Civil War, United States, Union**. Be sure to click natural language under the search box.

**Citation guide for database article**: 14

Last name, first name. “Article Title.” *Magazine Title* Vol. Issue (Date): pages.

 Database Name, DOI. Access date (optional).

*Example:*

Langhamer, Claire. “Love and Courtship in Mid-Twentieth-Century

 England.” *Historical Journal,* vol. 50, no. 1, 2007, pp.

 173-96. *ProQuest*, doi:10.1017/S0018246X06005966. Accessed

 27 May 2009.

Most if not all databases have a feature for citations, so we can cut and paste the citation or even export it directly to an electronic citation tool like *EasyBib.*

**Prompts for examining a database article:**

1. What is the main idea of the article?
2. What is the author’s perspective?
3. What information does this article provide?
4. How easy or difficult is the article to understand? Is it long or short?
5. How is the information presented? (Lists, bullet points, interview, comments from experts, examples, stories, etc.)
6. Who would benefit from reading this article?
7. How would a researcher use this information?
8. Are there any other features in the article worth mentioning?

**Database Terms 15**

Power Library--**POWER** is an acronym for **P**ennsylvania **O**nline **W**orld of **E**lectronic **R**esources. Power Library is offered as a service of Pennsylvania’s public libraries, school libraries, and the State Library. We are entitled to use the subscription to the online database, Power Library, because we are citizens of the Commonwealth

Technology companies that host databases—ProQuest, Gale, EBSCOHost

Names of databases—*SIRS Discover*, *elibrary Curriculum, Gale Reference, Britannica School, Historical Newspapers, U.S. History in Context*

Annotation—a critical synopsis of the material that usually includes an overview of the material as well as special features and specific information the source may provide that may aid the researcher in selecting appropriate materials.

Abstract—a summary of the article to help the researcher determine if the information is relevant to his/her study; cannot be used in place of the actual article.

Full text—articles required in their original form must be searched by checking Full Text.

Boolean search terms-AND, OR, NOT, act as filters in searching for information.

Subscription-payment made for a prescribed length of time for a service to the database.

Digital Object Identifier or DOI- usually attached to a database article that allows the researcher to connect to the article; can be used in place of the URL because it is more reliable.

 16

Times to

Cite

**Quotations**

•match the source word

for word;

•are usually a brief segment of a text;

•appear between quotation marks;

•must be attributed to the original source.

**Paraphrasing**

•does *not* match the source word for word;

•involves putting a passage from a source into your own words;

•changes the words or phrasing of a passage, but keeps exactly the original meaning.

•may be longer than the original text;

•must be attributed to the original source.

**Summarizing**

•does *not* match the source word for word;

•involves putting the main idea(s) into your own words, but including only the main point(s);

presents a broad overview, so is usually much shorter than the original text;

•must be attributed to the original source.

“Quoting, Paraphrasing & Summarising.” The Learning Centre. 17 December 2008.

 University of New South Wales, <http://isppresearchskills.weebly.com/paraphrasing.html>.

 Accessed 15 August 2016.

**Intext or Parenthetical Citations 17**

 Intext citations specify exactly where we obtained the information. If we quote directly, summarize, or paraphrase, we need to cite the source of the information that is not our idea.

Intext citations are usually the author’s surname followed by the page number, but if we mention the author’s name in a signal phrase, we need only cite the page number in the intext citation.

To distinguish between two authors with the same surname, write the first initial (N. Jones 5).

To distinguish between two sources by the same author, write the surname, then part of the title

(Jones “Zika Virus” 54).

When the same information we are paraphrasing or summarizing is found in different sources, include the surnames of both authors with page numbers, separated by semi-colon (Jones 5; Regan 60).

*Original:*

During a Philadelphia celebration in 1874, Robert Green ran out of the cream he had been using. So, he added vanilla ice cream to carbonated water and syrup. His new creation, the ice cream soda, was a success, and his sales skyrocketed from $6 to $600 per day.

*In research paper:*

In an article on Philadelphia firsts, author Lee Ann Blankenship describes the invention

of a popular treat, the ice-cream soda: "Robert Green ran out of the cream he had been

using. So, he added vanilla ice cream to carbonated water and syrup" (25).

*In research paper:* A popular, confectionary treat, the ice-cream soda, originated from a seeming mistake, a

shortage of ingredients (Blankenship 25).

**Database or Website =no page number:**

*Original:*     **1875** "Soda," or bubbly water, became popular during the 1800s. Sweet syrups flavored the soda. Who thought of adding ice cream? That's a mystery. Depending on whom you believe, it happened in Philadelphia or New York or Detroit. In any case, going out for ice cream sodas was still a favorite activity in the 1950s.

*In research paper with signal phrase naming author:*

Author Peter Winkler in his article, "Ice Cream," leaves the invention of the ice-cream

 soda inconclusive.*In research paper without naming author:*

In the late 1800's flavored sodas (or "bubbly water") became popular, including

ice-cream sodas (Winkler).

**Quotes 18**

**When do we use direct quotes in our research paper?**

**When what the author has written captures precisely what we want to say and summarizing and paraphrasing the information will water it down.**

Use as few quotes as possible. The general rule is that a paper should include less than 20 percent quoted material.

**SHORT OR LONG OR BLOCK QUOTES**

**Quote from the speaker:**

Mahatma Gandhi shared his view of nonviolence with dignity:

I cannot teach you violence, as I do not myself believe in it. I can only teach you not

to bow your heads before anyone even at the cost of your life (43).

.

**Quote from the source:**

Though not a man of much means, Benjamin Franklin galvanized the young city to make progress:

 In 1743, he helped to launch the American Philosophical Society, the first learned society in America. Recognizing that the city needed better help in treating the sick, Franklin brought together a group who formed the Pennsylvania Hospital in 1751. The Library Company, Philosophical Society, and Pennsylvania Hospital are all in existence today (“Benjamin Franklin”).

**RULES FOR LONG OR BLOCK QUOTES:**

**•Signal phrase with power verb.**

**•More than three lines (or 40 words).**

**•Indented margins (looks like a block).**

**•No quotation marks.**

**•Intext citation.**

 **--for a book, use the author’s last name if not in the signal phrase, then the page number; use just the page number if the author is mentioned in the signal phrase;**

 **--for a website or a database article, write the author or, if no author, the title of the article only;**

 **--for a quote from one person in the work of.another, write**

 **(Original surname qtd. in Author of Work).**

**Blending Quotes 19**

"Readers should not have to guess why a quotation appears in your paper. If you use another writer's words, you must explain how they contribute to your point. It's a good idea to embed a quotation--especially a long one--between sentences of your own. In addition to introducing it with a signal phrase, follow it with interpretive comments that link the quotation to your paper's argument."

(Diana Hacker, *The Bedford Handbook*. Macmillan, 2005)

**Signal Phrases**

* When introducing a quote, we need a **signal phrase** to lead into it. We can use the author or main subject and work in the signal phrase or not. If we do, make sure we identify the author or main subject. We need to make sure your signal phrase prepares the reader to understand the quote. Always look at the writing from the reader’s perspective. Will the reader know what we are talking about? Is our meaning clear and concise?

Sample signal phrases:

Chancellor Chase observed that “The Army is . . .”

According to Frito-Lay research, women snack only 14 percent. . .

The candidate insisted that the tariff must be reduced to a “competitive basis” and taxes. .

Undernourished children have long been India’s scourge--“a national shame,” in the words of its prime minister . . ..

Author Russell Freedman in his book, *Immigrant Kids,* describes the awful conditions of the underage workers:

Researchers Linus Pauling and Jonas Salk showed their unselfish regard for human health by refusing to take a salary for their services:

Note the use of strong, precise verbs in presenting the information that will follow. The writer knows what s/he wants the reader to understand from the quote.

**Bibliography .or Works Cited Page 20**

**Bibliographic citations in Modern Language Association (MLA) Format 8th edition.**

**Formatting:**

 **•double spaced**

 **•alphabetical**

 **•overhanging indentation**

 **.final page of research paper**

**Aids:**

***Suggested online style manual: OWL at Purdue University <http://owl.english.purdue.edu/>***

***Some electronic citation sources: Easybib; Noodletools; Son of Citation (citation machine).***

**Style Guide for Citations:**

 **With the publication of the 8th edition last spring, the MLA tries to simplify the creation of citation and make it easy for the reader or researcher to locate the information written about in the academic paper. An emphasis is on the core elements:**

|  |  |
| --- | --- |
| Author | Number |
| Title of source | Publisher |
| Title of container | Publication date |
| Other contributors | Location |
| Version |  |

**This example shows a basic guide in forming citations :**

Author. Title. Title of container (self contained if book), Other contributors (translators or editors), Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages, paragraphs URL or DOI). 2nd container’s title, Other contributors, Version, Number, Publisher, Publication date, Location, Date of Access (if applicable.

Some things to remember:

**•If there is more than one author, list the second author with his/her first name, then last name.**

**• If there are three or more authors, list just the first author followed by *et al*.**

**•If the book is illustrated, copy the illustration information from the title page exactly as it appears. For example, Pictures by Paul Zelinsky; Photographs by Ansel Adams, etc.**

**Punctuation tips*:***

**•Titles of books and large works are italicized; chapters in books, short poems, articles have quotation marks.**

•Publisher, publication date, volume, number, database name, etc., is separated ty commas.

The author’s name, and the title are followed by periods.

**Works Cited Examples 21**

**Book** *With one author*:

Author’s last name, author’s first name. *Title*. Publisher, Publishing year.

**Encyclopedia or Dictionary (unsigned)**

“Term looked up.” *Encyclopedia*. # ed. Year.

**Periodical**

*Journal*

Author’s last name, author’s first name. “Title of Article.” *Periodical*, vol.--, no.--, Date, pp. ---.

*Magazine*

Author’s last name, author’s first name. "Title of Article."  *Periodical*, Day Month Year, pages.

**Online database:**

Author/editor name(s). “Name of article.” *Magazine or Journal*, vol. --, no.--, Date, pp. (if given).

 *Name of Database*, URL/DOI. Accessed on date (optional).

**Website**

Author (if known). “Title of Article.” *Website Name*. Date of article, Name of

 Organization sponsoring web site (if different). URL. Accessed on date (optional).

**Interview**

Person interviewed, relationship. Interview by author, Date, City.

**Video or DVD**

“Title of Episode.” Year of performance. *Title of video*, produced and

 directed by ----------. Number of min. Production company. Year dvd issued.

Please note: This page is just a sampling. Whatever source we cite, we need to format a citation for it. Refer to the suggested guides, pay attention to MLA’s core elements, and always be consistent.

**Bibliographic Annotation 22**

Annotated bibliographies a great way for the student to review all of his/her research. An annotated bibliography is a list of sources in full bibliographic form, followed by a brief 150-word paragraph about the source. It is more than a summary. Begin by writing out the full bibliographic citation using the proper format. The paragraph should include where we found the source, author’s credentials to validate the information’s credibility, a summary of the specific information that this source provides that supports the topic, and a comparison or contrast of this source with others we have listed. Think as the annotation as a recommendation to a friend for using the same source. What was good about it? What did it lack? Was there anything special the source showed that wasn’t seen anywhere else? How could a researcher use the source?

( Adapted from *Pentucket Regional H.S. Research Guide*, West Newbury, MA)

**Book**

Barber, Benjamin R. *Jihad vs. McWorld: How Globalism and Tribalism*

*Are Reshaping the World*. Ballentine Books, 1996.

In this book, Benjamin Barber discusses globalism, tribalism, democracy, and capitalism. Part I discusses McWorld and its invasion throughout the entire world. Barber writes that this global overtaking has been accomplished through music, various service industries, and the media. Part II focuses on Jihad, in opposition to McWorld, as people and countries struggle for their own individual and cultural identities. Part III describes the clash of McWorld and Jihad and the resulting disorder. Capitalism and democracy are debated as working against each other. Two appendices are included at the end of the book. The first appendix describes energy use and population by country in 1990 and the second lists the twenty-two countries' top grossing films in 1991. The book also includes an extensive notes section. The book was well-organized and the material covered presents globalization in a new way.

 **23**

**Popular Magazine Article in an Article Database** *(with only the starting page number provided)*

Thompson, Stephanie. "Targeting Teens Means Building Buzz."

 *Advertising Age,*  27 March 2000, *Academic Search Premier.*

EBSCO. doi/ URL, Accessed on 29 Sept. 2015.

This brief article talks about marketing to teens without their knowing that they are directly being targeted. Different strategies used to market products are described including those used for Cornnuts and Nabisco's Bubble Yum gum. The article describes this marketing as "anti-advertising" and portrays how teens react to various tactics. Although short, this article provides a current overview of how companies market to teens.

**Web Site**

“What’s the Buzz With Energy Drinks?” *McKinley Health Center*, 14 June 2011, doi: HEd. III-

 244/http://www.mckinley.illinois.edu/handouts/energy\_drinks.htm, Accessed on 15

 September 2015.

Web site which discusses the ingredient caffeine. On the site many questions are answered about caffeine including its effects and safety, reducing caffeine consumption, and whether or not it helps with studying. The amount of caffeine in common foods is listed in a table at the bottom of the page including various types of coffee and teas, chocolate, cocoa, and soft drinks. Medications that contain caffeine are also listed. The page is well-organized, contains useful information, and includes appropriate documentation.