



RESEARCH GUIDE: September 2009

Research is an investigation leading to the discovery, interpretation and presentation of information.

This manual is intended and prepared for students and teachers involved in academic research. It is a tool to assist students in the creation of a research paper, a multimedia project or an oral presentation. It is a resource, a reference and a responsibility. Use it well.

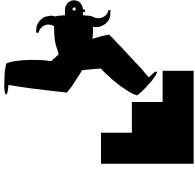
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THE PROCESS:

Step 1. Make sure you understand what you are being asked to do.
Understand the requirements of the assignment.
Assessment based on the PSSA Writing Rubric domains would include the following:

- A. Focus
- B. Content
- C. Organization
- D. Style
- E. Conventions



Step 2. Select the Topic and Develop a Thesis.

(For more information, see *School to Work* 236; *Writers Inc* 247-49; *Write for College* 286-88.)

If you are selecting your own topic:

- Select a general topic that is interesting to you.
- Gather some general information about the topic from an encyclopedia or other general source.
- Decide whether the topic will meet the requirements of the assignment.
- Be sure there are enough resources on the topic.

If your teacher has assigned the topic:

- Clarify the topic.
- Gather some general information about the topic.

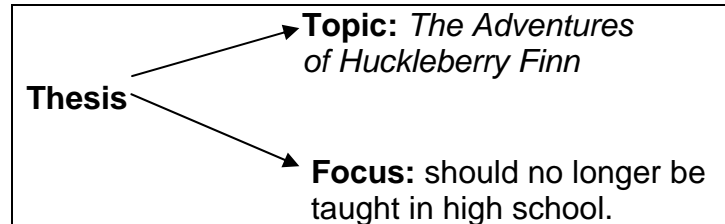
Develop your thesis:

- **Think** about the topic by asking yourself questions.
- You might want to begin with basic: who, what, where, when, how and why **questions**.
- Based on the general information you've gathered and your own thinking and questioning, **narrow/limit/focus** the topic.

Example A:

- General Topic: Censorship
- Focused Topic (based on information, thought and questioning): The Censorship of *The Adventures of Huckleberry Finn*
- Put the focused topic in the form of a **question**:
Why has *The Adventures of Huckleberry Finn* been censored?

- Turn that question into a **working thesis**:
Because *The Adventures of Huckleberry Finn* is so controversial, it should no longer be taught in high school.
- Your working thesis should have a topic and a focus.

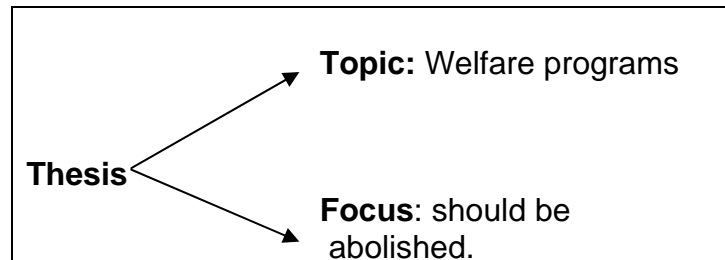


- As your working thesis guides your research, it should develop into a **final thesis statement**. Note that you might change your mind as you are researching. For example:

Although *The Adventures of Huckleberry Finn* has always been a controversial piece of literature, it should continue to be taught in high school.

Example B:

- General Topic: Welfare programs
- Focused Topic: Should be abolished
- Put the focused topic in the form of a **question**:
Should welfare programs be abolished?
- Turn that question into a **working thesis**.
Despite their immediate benefits, welfare programs erode personal initiative and deprive society of needed workers.



- As your working thesis guides your research, it should develop into a **final thesis statement**. Note that you might change your mind as you are researching. For example:

Although welfare programs in America have been historically controversial, their benefits to society far outweigh their perceived disadvantages.

- Evaluate your thesis statement before proceeding.

A thesis is **not neutral**.

Too Neutral: Gun control is a controversial issue that has been debated for years.

Good: Gun control legislation should prohibit civilian ownership of handguns and assault weapons.

A thesis is **not a question**.

Bad: Should eighteen-year-olds have the right to drink?

Good: Anyone who is old enough to fight in a war is old enough to drink.

A thesis is the **main idea** of your paper.

Too broad: Space exploration is a waste of money.

Good: Space exploration has long term benefits that far out weigh its expense.

(See Thesis Checklist in *Writers Inc* 249; *Write for College* 288.)

Step 3. Gather Information: Use specific search strategies related to your working thesis.

- Look for information related to your thesis statement.
- Locate reliable sources of information by:
 - Understanding Library Organization
 - Using the Library Catalog
 - Using Reference Books.



- Using Periodicals
- Using Online Subscription Databases (**Appendix A, pp.9-10**)
- Understanding the Steps in Online Searching (**Appendix B, pp. 11-12**)
- Using Internet Web Sites with teacher permission and careful evaluation of those sites.
Evaluation: RQD (**Appendix C, p. 13**)
- Using ACCESS Pennsylvania to obtain books from other libraries.
- You may also wish to gather information by:
 - Interviewing Experts
 - Talking to People
 - Taking a Survey
 - Observing and Experiencing Something Directly Related to your Topic

Compile and Keep a Paper Trail

- Keep copies of all drafts of work
- Make photocopies of research materials (include downloads from web sites)
- Keep notes, note cards, source cards
- Keep logs of work on assignments and papers
- Save drafts/versions of assignments electronically under individual file names

Step 4. Gather Information: Prepare a Working Source List.

(For more information, see *School to Work 237*; *Writers Inc 250*; *Write for College 289*.)



- Keep track of your sources on 3"x5" index cards or other hard copy.
- Note: A search engine is not a source.
See sample source cards (**Appendix D, pp. 14-15**)
- What to include on a **source card**:
 - All of the information needed for your final "Works Cited" page in proper MLA format.
Works Cited Format (**Appendix K, pp. 24-42**)
 - The call number of a book.
 - A code to connect the source to notes taken from this source. (**Appendix E, p. 16**)

Step 5. Gather Information: Before Taking Notes.

(For more information, see *School to Work 237*; *Writers Inc 250*; *Write for College 289*.)



- Before reading and taking notes, look again at your thesis.
- Think about what you hope to prove.
- Develop a **working outline/graphic organizer**

(subtopics).

▪ Or develop **subsidiary questions** to guide your research.

○ **Example:**

Thesis statement: Although *The Adventures of Huckleberry Finn* has always been a controversial piece of literature, it should continue to be taught in high school.

○ **Working Outline:**

General Background

Censorship when book was first published (Pro and Con)

Censorship issue in the present (Pro and Con)

Conclusion

○ **Subsidiary Questions:**

Why was the book censored in 1885?

What were both sides of the censorship issue?

Why is the book censored now?

What are both sides of the censorship issue?

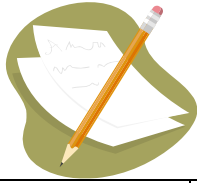
How is this issue best resolved?

Step 6. Gather Information: Taking Notes.

(For more information, see *School to Work* 237; *Writers Inc* 250; *Write for College* 290.)

- Record notes on sheets or cards of the same size and style. Sample note cards (**Appendix E, p. 16**)
- On one card or sheet, record information from only **one source**, on only **one subtopic** or subsidiary question, on only **one side** of the card or page.
- Use a short code to **identify the source**.
- If the source is a book, include the **page number**.
- Use a short code or title to **identity the subtopic**.
- Place quotation marks around **direct quotations**.
 - Use an ellipsis . . . if you leave words out.
 - Use brackets [] if you add words.
 - Include the name of the person you are quoting and that person's position.
- **Summarize** and **Paraphrase** in your own words.
 - Be sure not to distort or misrepresent what the author has written.
- Responsible note-taking and keeping track of sources will help you avoid **plagiarism**.





THREE TYPES OF NOTETAKING

TYPES	WHEN AND WHY TO USE THEM			
Quote: The Exact wording	To lend expert authority for your assertion	To paraphrase or summarize would be much longer	For accuracy	For unforgettable language
Paraphrase: A Detailed restatement	To change the organization of ideas for emphasis	To clarify the material	To simplify the material	
Summarize: A Condensed Version	To condense the material	To omit extras from the material	To simplify the material	

Step 7. Avoid Plagiarism.

(For more information, see *School to Work* 244-46; *Writers Inc* 256-58, 295; *Write for College* 295-99, 499.)

Plagiarism is the act of presenting information or ideas as your own, without crediting the source of that information or idea.

Academic Integrity Guidelines (**Appendix H, pp. 19-21**)

How to Paraphrase (**Appendix F, p. 17**)

The Difference between Plagiarism and Paraphrasing (**Appendix G, p. 18**)

Step 8. Organize, Synthesize, and Draft.

(For more information, see *School to Work* 238-39; *Writers Inc* 48-54; *Write for College* 114-20; *MLA Handbook* 48-59)

- Refine your thesis based on your research.
- Organize your notes and delete material that is not relevant to your thesis.
- Shape a structure for the paper based on the notes that are relevant to the thesis.
- Transform the working outline into a more formal outline that is logical and reflects the thesis, organization and development you have discovered by making connections between ideas and information. (**How To Do an Outline, Appendix I, p. 22**)
 - Bring related material together under general headings.
 - Arrange these sections so that they logically connect.



- Order the subjects under each heading so that they proceed logically.
- Plan an introduction and a conclusion appropriate to the thesis and organization.
- Indicate the examples, quotations, and reference sources you will use.

- Write the First Draft.

Step 9. Prepare Works Cited Page(s).

(For information, see *School to Work* 257-301, 311; *Writers Inc* 265-74; *Write for College* 311-61, 371.)

In-Text Citations and Works Cited Format (**Appendix K, pp. 24-42**)

Step 10. Final Draft: Revise, Edit and Proof.

(For more information, see *School to Work* 240-42; *Writers Inc* 59-79; *Write for College* 29-40.)

Step 11. Submit the final product and reflect on the product and the process.

Step 12. Celebrate and be proud of your accomplishment!



For more information, see Sebranek, Patrick et al. *School to Work*. New York: Houghton, 1996. Print; Sebranek, Patrick et al. *Writers Inc.* New York: Houghton, 2001; Print; Sebranek, Patrick et al. *Write for College*. New York: Houghton, 1997. Print.

Appendix A: Databases

Resources	Description
Biography Resource Center Bridges	Extensive biographical information An online career exploration system that provides education, career and recreation articles in a magazine-style format.
Countrywatch e-library	An excellent database of information on countries of the world. Offers more than 2,000 full-text sources, with improved functionality, and a fun and easy-to-use search interface. Includes magazines, newspapers, books, television/radio transcripts, maps, pictures, and audio/video clips.
Gale Virtual Reference Library	Gale Virtual Reference Library is a database of encyclopedias, almanacs, and specialized reference sources for research.
Grolier Encyclopedia Americana Grolier Multimedia	A standard encyclopedia to help upper-grade students find a wealth of information A multimedia encyclopedia for middle grades and up
New Book Of Knowledge America the Beautiful	Reference and Current Events for Elementary Readers and Up State-by-State History and Current Events for Elementary and Middle Schools
Literature Resource Center	Combining Gale Group's core literary databases in a single online service, the Literature Resource Center covers more than 120,000 novelists, poets, essayists, journalists, and other writers.
Literary Reference Center	The Literary Reference Center (LRC) is a highly graphical interface intended for public, academic and high school libraries.
NetLibrary	Collection of eBooks available to use online.
Opposing Viewpoints	Online version of the current issues series. Access: viewpoint articles, topic overviews, statistics, primary documents, links to websites, and full-text magazine and newspaper articles.
POWER Library	<p><u>Associated Press - AP Images</u> More than 500,000 current and historical photographs and graphics can be searched by date, place and subject. More than 800 photographs are added to the archive daily.</p> <p><u>Commonwealth Libraries - Access Pennsylvania Database</u> Catalog holdings of almost 3,000 Pennsylvania school, public, academic and special libraries are included in this database. Search by author, title, subject or keyword to locate over 50 million items.</p> <p><u>EBSCO Publishing - EBSCOhost</u> Click on this link to access all the EBSCO host databases.</p> <p><u>EBSCO Publishing - ERIC</u> The Educational Resource Information Center (ERIC) provides full text of 2,200 digests in addition to citations and abstracts from over 980 education or education-related journals.</p> <p><u>EBSCO Publishing - Funk & Wagnall's New World Encyclopedia</u> Over 25,000 encyclopedia entries are provided.</p> <p><u>EBSCO Publishing - GreenFILE</u> Offers information covering all aspects of human impact to the environment. Its collection of scholarly, government and general-interest titles includes content on the environmental effects of individuals, corporations and local/national governments, and what can be done at each level.</p> <p><u>EBSCO Publishing - Health Source Plus: Consumer Edition</u> Search for information on medicine, food and nutrition, childcare, sports medicine and general health. Over 200 general health publications and more than 190 journals can be searched.</p> <p><u>EBSCO Publishing - Health Source: Nursing/Academic Edition</u> Full text articles from nearly 600 medical journals are provided.</p> <p><u>EBSCO Publishing - MAS Ultra - School Edition</u> The MAS Ultra - School Edition database, designed specifically for high school libraries, provides full text from more than 550 popular general interest and current events publications covering general reference, health, science, and other areas, with information dating as far back as 1975 for key magazines.</p> <p><u>EBSCO Publishing - MasterFILE Premier</u> Covering virtually every general interest subject area, this database provides full text information dating as far back as 1975. Reference books, biographies, primary source documents, and a collection of photos, maps and flags are included.</p> <p><u>EBSCO Publishing - Middle Search Plus</u> Suggested for middle and junior high research, full text information is available from more than 150 magazines – some from as far back as 1990. All articles are assigned a reading level indicator (Lexile.)</p> <p><u>EBSCO Publishing - Newspaper Source</u> Selected full text articles are available from over 180 regional U.S. newspapers, international newspapers, newswires, newspaper columns and other sources. Indexing and abstracts are available for national newspapers.</p> <p><u>EBSCO Publishing - Business Source Premier</u></p>

Provides full text articles from general business magazines, trade publications, business journals and business publications with an international scope. Some titles start as far back as 1985 and more than 200 journals have PDF full text materials back to 1965 or first issue published. Over 10,000 company profiles are included. Topics include accounting, management, marketing, economics, finance, international business and more.

EBSCO Publishing - NovelList

Includes fiction authors, titles and themes. Provides suggestions of books that are similar to those of a particular author or a certain title. Expand your reading horizons with NovelList. Librarians can use this database as a readers' advisory service to assist patrons who enjoy fiction. Teachers can use this resource for enhancement of curriculum.

EBSCO Publishing - NovelList K-8

Information about more than 38,000 fiction titles of interest to students in grades K-8. Full text reviews from professional journals and book talks for selected titles are available in this database. A good resource to expand student reading interest by introducing new authors or additional books in a subject area.

EBSCO Publishing - NovelList K-8 Plus

Online database with over 78,000 fiction and nonfiction titles for juvenile readers making this a powerful and creative educational tool for media specialists, teachers and students. Grab and Go Book Lists, BookTalks, Recommended Reads book lists, and Book Discussion Guides are just some of the additional features available with this database. Ideas for integrating reading into a variety of content areas at multiple grade levels is available through the Curricular Connections section.

HW Wilson - Biography Reference Bank

Links to biographical articles on over 470,000 individuals. Full text articles, abstracts and photographs are available from periodicals, feature articles, interviews, essays, performance reviews, speeches and obituaries.

Oxford University Press - Oxford Art Online

Provides access to the complete text of the 34-volume Dictionary of Art, The Encyclopedia of Aesthetics and the Concise Oxford Dictionary of Art Terms. Links to images from galleries and museums from around the world are included as well as Learning Resources and timelines.

Oxford University Press - Oxford Music Online

Provides access to the complete text of the 29-volume New Grove Dictionary of Music and Musicians, New Grove Dictionaries of Opera and Jazz, The Oxford Companion to Music and the Oxford Dictionary of Music. Links are available to musical sites on the Internet; some examples use Sibelius (music notation software.) Learning Resources are also available through this database.

Oxford University Press - Oxford Reference Online

Provides information on many subjects including general reference, language and quotations, science and medicine, humanities and social sciences, business and professions. Bilingual dictionaries provided in English/French, English/German, English/Spanish, and English/Italian.

ProQuest - SIRS Discoverer

Includes full text articles and images from over 1,600 domestic and international newspapers, magazines and government documents. Articles are assigned a reading level –Easy, Moderate or Challenging- based on age-appropriateness, educational content, interest and reading level. This database is an excellent student resource.

Thomson Gale - Contemporary Authors

A guide to current writers of fiction, nonfiction, poetry, journalism, drama, motion pictures and TV.

Thomson Gale - LitFinder

Search for full text poems, citations and excerpts using Poem Finder. Poet biographies, a Kids' Korner, and the Year's Best Poetry are included. Story Finder provides thousands of full text short stories with explanations, biographies, and more...

ProQuest Historical
Newspapers (NYT)
Science Resource Center

SIRS

Student Resource Center:
Gold

World Book

- New York Times from 1851 to 2001

Science Resource Center: thousands of topic overviews, experiments, biographies, pictures and illustrations are just a few clicks away and the latest scientific developments are covered in articles from over 200 magazines and academic journals and links to quality web sites.

SIRS Researcher® Full text articles and images on current and past social and health issues

- Full text magazine and newspaper articles
- Reference book articles on: literature, people, history, cultures, primary source materials
- Includes Student Resource Center-Health Module
- A multimedia encyclopedia for middle grades and up

Appendix B

Steps in Online Searching

(From School District of Springfield Township with Permission
<http://www.sdst.org/rguide/page14.html>)

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

1. Identify the problem

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

2. Select appropriate databases or search tools

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

3. Brainstorm keywords

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

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

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

- d. Can I search by field?
5. Refine the search online (Searching is an interactive process!)
 - a. Are my hits relevant, readable, accessible?
 - b. Have I used all the strategies I planned to use?
 - c. Have I tried different combinations of keywords?
 - d. Should I use broader or narrower terms?
 - e. Have I searched with "peripheral vision"? (Have I examined the most promising hits for better vocabulary, especially in the "subject" or "descriptor" fields?)
 - f. Did I spell my search terms correctly?
 - g. Do I need to ask the library information specialist for advice?
 - h. Should I try another database?
 - i. Is my topic really not "doable"? Should I consider another?
 6. Evaluate the search offline; examine that printout; ask, "What if?"
 - a. How relevant were my results?
 - b. Which of the results are the best? (relevant, timely, credible, readable, available, and promote the point of view I support)
 - c. Which of my strategies worked best? Should I try them in another database?
 - d. Are there additional keyword clues in my printout?
 - e. Did I select the best possible databases?
 - f. What is my next step?



Appendix C



RQD

Here is a
REAL QUICK AND DIRTY
 METHOD FOR EVALUATING WEB SITES:

REAL = RELEVANCE

Is this site **RELEVANT**?

Does the site have the information that I need?

QUICK = QUALIFICATIONS

Who is the author of the web site?

What **QUALIFICATION** does the author/organization have
 as an expert on the topic?

Does the author/organization give contact information?

DIRTY = DATE

What **DATE** is on the web site?

How recently was the site up**DATED**?

How current are the links? Have some expired or moved?

If the site is not **RELEVANT**,
 or author/publisher/organization is not **QUALIFIED**,
 or the up**DATE** is not recent, you should not use the site.

Appendix D

Sample Source Cards

BOOK SOURCE CARD

Call Number

Code

<p>813.4 CHA</p> <p style="text-align: center;">Chadwick-Joshua, Jocelyn. <i>The Jim Dilemma : Reading Race in Huckleberry Finn</i>. Jackson : UP of Mississippi, 1998. Print.</p>	<p>A</p>
--	----------

ARTICLE IN BOOK SOURCE CARD

Call Number

Code

<p>813.4 SAT</p> <p style="text-align: center;">Henry, Peaches. "The Struggle for Tolerance: Race and Censorship in <i>Huckleberry Finn</i>." <i>Satire or Evasion : Black Perspectives on Huckleberry Finn</i>. Eds. James S. Leonard, Thomas A. Tenney, and Thadious M. Davis. Durham : Duke UP, 1992. 25-48. Print.</p>	<p>B</p>
--	----------

JOURNAL ARTICLE SOURCE CARD

Code

<p>Lane, Lauriat, Jr. "Why <i>Huckleberry Finn</i> Is a Great World Novel." <i>College English</i> 17.1 (1955): 1-5. Print.</p>	<p>C</p>
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WEB SITE SOURCE CARD

Code

G

"Huck and the Concord Library." *Mark Twain in His Times*. Web. 31 Jul. 2009.

Title of Article. Title of Internet site. Date of Access

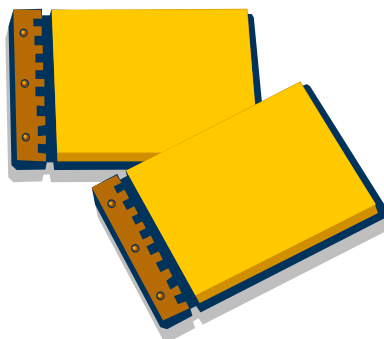
ARTICLE FROM SUBSCRIPTION SERVICE SOURCE CARD

Code

H

Brownell, Frances V. "The Role of Jim in *Huckleberry Finn*." *Boston Studies in English* 1 (1955): 74-83. *Literature Resource Center*. Gale. Web. 31 Jul. 2009.

Original Publication Information. Database. Date of Access.



Appendix E

Sample Note Cards

Source Code

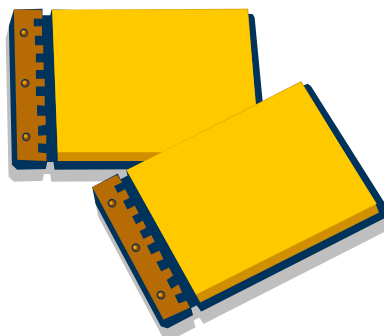
Subtitle

	B
<p>Current Controversy: Con</p> <p>“...concerns voiced by parents and other would-be censors . . .” (43)</p> <p>Novel is ambivalent about race</p> <ul style="list-style-type: none"> Jim flees slavery Most of the slaves in the novel are content <p>Characterization of Jim is inconsistent</p> <ul style="list-style-type: none"> Superstitious Childlike Surrogate father to Huck (43-44) 	

Source Code

Subtitle

	H
<p>Current Controversy: Pro</p> <p>Role of Jim:</p> <ul style="list-style-type: none"> “moral catalyst” “key to Huck’s moral growth” Gentle Dignified Loyal Jim’s only rebellion (his escape) is “born of love” (76) 	



Appendix F

How to Paraphrase

From the Academic Center, the University of Houston-Victoria with Permission
Copyright 2003 by the Academic Center and the University of Houston-Victoria
<http://www.uhv.edu/ac/research/write/paraphrase.html>

How do I Paraphrase?

When paraphrasing, follow the guidelines listed below:

- Include all important ideas mentioned in the original passage but not in the same order.
- Keep the length approximately the same as the original.
- Do not stress any single point more than another.
- Do not change the meaning by adding your own thoughts or views.
- Do not use the original sentence structure.

You may find it helpful to use the following five steps when paraphrasing:

1. Understand the meaning of the passage thoroughly. You may have to read the passage several times and consult a dictionary.
2. Outline the passage or subdivide the information into smaller sections. Remember that the paraphrase must include all the important ideas mentioned in the original passage.
3. Restate the information remembering the following:
 1. Replace as many of the words as possible with appropriate synonyms. Sometimes you may have to substitute a phrase in place of a word, or a word in place of a phrase. When changing words, keep in mind that most words have more than one meaning and association. You must consider the context in which the word is used. Using an inappropriate synonym may change the entire meaning of the passage. (Dictionaries are frequently better for this step than thesauruses.)
 2. Change the order and structure of the ideas or argument.
 3. Change the structure of the sentences. All of us have our own writing style. Change the sentences to reflect yours. Be careful not to change the meaning by adding or leaving out any important information.
4. Make sure that you are faithful to the meaning of the source and that you have accurately represented the main ideas.
5. Cite appropriately and integrate the paraphrase into the text effectively.

Appendix G

The Difference between Plagiarism and Paraphrasing

(Based on Material fro Springfield School District with Permission <http://www.sdast.org/rguide/page7.html>)

Original Text from Jocelyn Chadwick-Joshua's *The Jim Dilemma : Reading Race in Huckleberry Finn*. Jackson : University Press of Mississippi, 1998:

“As teachers and supporters of this novel, we often ask how students can fail to comprehend and appreciate Jim. How can students and parents, even legislators, determine without reading the novel — without truly reading it — that it possesses racist overtones? How can readers of the novel miss Jim’s and the other slaves’ importance to the entire working out of the novel’s plot tensions? Are readers deliberately closing their eyes to what Jim brings to the narrative? Why do Jim’s strengths somehow also become grounds for his condemnation? Consider the constellation of his virtues: his sense of honor, ethics, loyalty, indomitable faith in the nuclear family (a faith that extends into guardianship of Huck Finn), masterful ability to manipulate language, sturdy sense of duty, grasp of the deep meaning of friendship, clear perception of himself as a man, unintimidating wisdom, desire to be self-reliant, and conscious awareness of taking risks. These traits are the marks of a hero” (Chadwick-Joshua xii).

Example 1:

Teachers and supporters of this novel, often ask how students can fail to comprehend and appreciate Jim. One wonders how people can determine that the novel has racist overtones without reading the novel. One wonders how readers can fail to see Jim’s significance to the plot tensions of the novel. One wonders why Jim’s strengths become a basis for disapproval. Jim displays the traits of a hero with his sense of honor, allegiance, responsibility, and his wisdom, morals, self-reliance and faith.

Comment on Example 1:

Plagiarism is not avoided by substituting a few words and transforming some sentences. This example is plagiarism because it copies Chadwick-Joshua 's sequence of ideas. The student has not cited Chadwick-Joshua as the source.

Example 2:

Jim displays the heroic qualities of honor, ethics, loyalty, duty, friendship, wisdom, self-reliance, and courage.

Comment on Example 2

Examples like # 2 are usually the result of careless note taking. The student writer was probably trying to record basic information and intended to put these into his or her own words later. This example is plagiarism because the student used Chadwick-Joshua's words and ideas without giving her credit. Plagiarism could be avoided in this example by citing Chadwick-Joshua as the source.

Example 3

In *The Jim Dilemma : Reading Race in Huckleberry Finn*, Jocelyn Chadwick-Joshua of Harvard University’s Graduate School of Education, indicates a concern about readers who fail to see Jim’s traits as “the marks of a hero” (xii). She lists Jim’s sense of honor, ethics, loyalty, duty, friendship, wisdom, self-reliance, and courage as among his many heroic qualities (xii).

Comment on Example 3

Example 3 is an example of the proper use of a source. The student has integrated the source of the idea into the text and established a context for the authority of that source.

Example 4

While there may be issues of concern with regard to some of Jim’s activities in the Tom Sawyer episodes of *The Adventures of Huckleberry Finn*, it is important not to overlook the heroic qualities that Jim displays for much of the narrative, such as, his sense of honor, ethics, loyalty, duty, friendship, wisdom, self-reliance, and courage (Chadwick-Joshua xii).

Comment on Example 4

Example 4 is another example of the proper use of a source. The student is properly crediting the source. He or she has incorporated some ideas from the source, but has added other ideas. The student is following his or her own plan and not simply taking another author’s material.

Appendix H

Council Rock School District Academic Integrity Guidelines High School

(Adapted from the Academic Integrity Policies of
Springfield Township High School and Fairleigh Dickinson University with permission)

ACADEMIC INTEGRITY GUIDELINES

Statement:

Academic Misconduct in any form, whether intentional or unintentional, is unacceptable in Council Rock School District.

Definitions:

Academic Integrity is a commitment to the values of honesty, trust, fairness, respect, and responsibility in the academic process.

Council Rock School District Academic Integrity Committee will be comprised of seven members to include:

The Director of Elementary Education

One High School Administrator (appointed by the Superintendent)

A parent of a high school age student

Two teachers from each high school (appointed by the high school principal)

The Superintendent will serve as the chair of this committee but will be a non voting member of the committee.

Academic Misconduct includes but is not limited to cheating, plagiarism, falsification, multiple submission, complicity or interference.

- Cheating – Giving or receiving unauthorized assistance (e.g., copying, using crib sheets, stealing exams, using electronic aids/devices, Internet sources, using aids like Cliff's Notes instead of reading the original work) in any academic work or examination. Using or attempting to use any unauthorized materials, information or study aids in an examination or academic work.
- Plagiarism – Representing the ideas or language of others as one's own.
 - Using text from another source (e.g. web sites, books, journals, newspapers, etc.) without documenting the source.
 - Using a direct quotation from a text without quotation marks, even if the source has been cited correctly.
 - Paraphrasing or summarizing the ideas or text of another work without documenting the source.
 - Substituting a word or phrase for the original while maintaining the original sentence structure.
 - Citing sources incompletely with intention to deceive.
 - Using graphics, visual imagery, video or audio without permission of the author or acknowledgment of the source.
 - Translating text from one language to another without citing the original work.
 - Obtaining packaged information (e.g. foreign language translation or a completed paper from an on-line source) and submitting it as one's own work without acknowledging the source.
 - Falsification of citations
- Falsification – Falsifying or inventing information or data.

- Multiple Submission – Submitting substantial portions of any academic exercise more than once without prior authorization and approval of the teacher.
- Complicity – Facilitating any of the above actions or performing work that another student then presents as his or her own work. (e.g., copying someone's homework, allowing someone to copy homework)
- Interference – Interfering with the ability of a fellow student to perform his or her assignments. (e.g., stealing notes or tearing pages out of books).

Teacher Responsibilities for Encouraging Academic Integrity:

- To create a learning environment that supports academic integrity.
- To educate and hold students accountable for complying with the Council Rock Academic Integrity Guidelines.

Student Responsibilities for Maintaining Academic Integrity:

- To read, understand, and follow the Council Rock School District Academic Integrity Guidelines.
- To authenticate any assignment submitted to a teacher. Students must be able to produce proof that the submitted assignment is actually their own work. Authentication of an assignment may include:
 - Keeping copies of all drafts of work.
 - Keeping photocopies of research materials (including downloads from web sites).
 - Keeping notes, note cards, source cards.
 - Keeping logs of work on assignments and papers.
 - Saving drafts or versions of assignments electronically under individual file names.

The inability to authenticate work is sufficient grounds for a charge of plagiarism.

- To provide proper documentation by including one or more of the following:
 - Following the district-approved documentation format per teacher direction.
 - Submitting an "*acknowledgments page*" (when applicable) to credit help given by others (e.g., help that has been approved by the teacher giving the assignment).
 - Using in-text or in-project documentation (e.g., media presentation) accurately and appropriately.
 - Using Works Cited and/or Works Consulted pages accurately and appropriately.
 - Submitting only his or her own work.

Academic Misconduct Consequences: Except for the progressive consequences outlined below for plagiarism, *verified* violations of these Academic Integrity Guidelines for Academic Misconduct will be within the discretion of the teacher who may:

- refer a student to a school administrator for their misconduct.
- award a zero (0) for the assignment, test, or examination.

Plagiarism Consequences: The progressive discipline outlined below is a guideline for administrators and teachers. There is a presumption that the nature of the infraction and the age/grade of the child will be taken into consideration as these

consequences are applied. All “verified” instances of plagiarism will be documented and referred to the school administrator.

- Any “verified” first offense of this policy – whether intentional or unintentional – will result in a grade of zero (0) for the assignment. The teacher will provide a second chance opportunity for the student to correct the assignment and learn from the mistake. The teacher has discretion, given the nature of this offense, to remove the zero and grade the newly submitted project or, where this first offense is clearly intentional, to assign the lowest possible passing grade for this assignment.
- A second “verified” offense is deemed **intentional**. That second offense will result in the following:
 - An automatic and irrevocable zero (0) for the assignment.
 - A referral to the school administrator with a recommendation for school discipline that may include a suspension from school.
 - A requirement that the assignment be resubmitted in conformity with the guidelines established herein.
- A third “verified” offense of this policy will result in the following:
 - A referral to the **Council Rock School District Academic Integrity Committee**. Within three (3) days of this referral, the student and his parents or guardians will be given notice of the date, place and time of this hearing and be given the opportunity to be present and speak before the committee. The teacher and a school administrator will also appear before the committee to present the assignment and the prior verified violations.
 - The Academic Integrity Committee is empowered to fashion a consequence for this third violation of the policy that takes into account the nature of the violation, the timing and nature of prior violations and the testimony of both teacher and student. A finding of the Academic Integrity Committee of a verified third violation of this policy may include, among other consequences, a failure for the marking period for the course in which the violation occurred and/or a recommendation to the school administrator for further school discipline.

Academic Misconduct in a Graduation Project

When the second or third verified offense involves a Graduation Project, the student will receive an “NS” for the project and must complete a new Graduation Project in a different course.

Unless circumstances dictate otherwise, all hearings before the Council Rock School District Academic Integrity Committee will be held in the Board Room at the Chancellor Center, 30 N. Chancellor St., Newtown, PA.

Adapted from the Academic Integrity Policies of
Springfield Township High School and Fairleigh Dickinson University with permission

**Developed and approved by a representative committee of Council Rock Teachers and Administrators
October 2006**

Appendix I

HOW TO DO AN OUTLINE:

An outline is a way of organizing information.

An outline uses key words to show main topics, subtopics, and details.

Sample Outline Format:	Sample Outline:
Outline Title	The Sixties
<ul style="list-style-type: none"> I. Main topic <ul style="list-style-type: none"> A. Important subtopic B. Important subtopic <ul style="list-style-type: none"> 1. Detail 2. Detail II. Main topic <ul style="list-style-type: none"> A. Important subtopic B. Important subtopic <ul style="list-style-type: none"> 1. Detail 2. Detail C. Important subtopic <ul style="list-style-type: none"> 1. Detail 2. Detail III. Main topic <ul style="list-style-type: none"> A. Important subtopic <ul style="list-style-type: none"> 1. Detail 2. Detail B. Important subtopic <ul style="list-style-type: none"> 1. Detail <ul style="list-style-type: none"> a. Sub-detail b. Sub-detail 2. Detail C. Important subtopic D. Important subtopic <ul style="list-style-type: none"> 1. Detail 2. Detail 	<ul style="list-style-type: none"> I. Violence <ul style="list-style-type: none"> A. Assassinations B. Civil Unrest <ul style="list-style-type: none"> 1. Marches 2. Riots II. Vietnam War <ul style="list-style-type: none"> A. Involvement B. U.S. Troops <ul style="list-style-type: none"> 1. Demographics 2. Statistics C. Protest <ul style="list-style-type: none"> 1. Draft Dodgers 2. Demonstrators III. Youth Culture <ul style="list-style-type: none"> A. Clothing <ul style="list-style-type: none"> 1. Mini-skirts 2. Hippie-look B. British Invasion <ul style="list-style-type: none"> 1. The Beatles <ul style="list-style-type: none"> a. Music b. Influence 2. Other Groups C. Protests and Demonstrations D. Hippie Culture <ul style="list-style-type: none"> 1. Drugs 2. Meditation

Appendix J

Graceful Integration of Quotes

Integrate quotes as smoothly as you can into your own writing. Don't just drop a quote in the text without warning. Provide clear signal phrases, including the author's name, to prepare the reader for the quote. Vary these signal phrases (see list below). Often, rather than quoting a full sentence, you can weave a phrase from the source into your sentence. Examples of graceful integration of citations and quotes:

Example 1:

Maria Tatar, a Harvard professor in Literature, says that the story is about the “triumph of children over hostile predatory adults” (44), where the children are innocent victims of their adult aggressors. If this is the case, then the story is intended to be a celebration of the goodness of children. The opposing viewpoints have more Christian overtones, where children share the faults of the adults, and the story gives a moral warning. Sheldon Cashdan, a psychology professor, sees the story as a moral tale against gluttony (64), one of the seven deadly sins. A similar idea is that the tale shows the dangers of giving in to temptation in general, which includes gluttony (Bettelheim 161).

Example 2:

The tale “Rapunzel” encompasses the mythic quest, with Rapunzel herself fulfilling the role of the heroine, whose journey parallels that of the hero in the hero monomyth. It also can be considered a “rite of passage” tale because of both Rapunzel’s and the prince’s growth into maturity (Stallman). Rapunzel’s journey begins before she is even born; her call to adventure occurs when her father steals rapunzel (a plant) from an enchantress’s garden (Phelps). As punishment for stealing, the enchantress states: “You must hand over your child after your wife gives birth. I will take care of it like a mother...”(Grimm). The enchantress is characterized as a possessive mother; her act of locking Rapunzel in a tower at the age of twelve is not evil or wicked in the Grimm version, but selfish instead. Therefore, according to Katherine Phelps, “the heroine must bear the burden of her parents’ mistakes” and as Bruno Bettelheim affirms, “the hero[ine] is projected into severe dangers” (145). She requires supernatural aid to overcome her challenges, and her aid comes in the form of her long golden hair which acts as a ladder that the enchantress can climb to enter the tower (Phelps). Her hair can be seen in two ways: as a symbol of love and the possibilities it holds for both good and evil or as a symbol of sexual maturity (Stallman).

Example 3:

In *The Jim Dilemma : Reading Race in Huckleberry Finn*, Jocelyn Chadwick-Joshua of Harvard University’s Graduate School of Education, indicates a concern about readers who fail to see Jim’s traits as “the marks of a hero” (xii). She lists Jim’s sense of honor, ethics, loyalty, duty, friendship, wisdom, self-reliance, and courage as among his many heroic qualities (xii).

Signal phrases. These are phrases which precede the quotation. They may include the author’s name and a verb (argues, compares, suggests, demonstrates, points out, claims, implies, indicates, asserts,

acknowledges	endorses	emphasizes	confesses
compares	observes	admits	illustrates
agrees	denies	confirms	refutes
implies	suggests	asserts	infers
claims	proposes	disputes	rejects

Appendix K

Works Cited Format and In-Text Citations

In-Text Citations

As suggested in the *MLA Handbook for Writers of Research Papers*, 7th Edition (call number 808 MLA), and other standard sources on proper bibliographic format, the best way to give credit to one's source of information is to add a brief note, citing the source-- immediately after the information--in the body of the paper. This note leads your reader to more complete information about the source in the works-cited list.

In-text or parenthetical citation is easy to use. The following are some examples to help you. For each example, the full source is listed as it would appear in your works-cited list followed by an example of an in-text citation for that work. You can apply one of these example types to any kind of source, no matter what its format. Notice the placement of the in-text citation in relation to punctuation in the sentence.

For a source with one author, where the author's name is mentioned in your text:

If the full source is....

Nakashima, George. *The Soul of a Tree: A Woodworker's Reflections*. New York:

Kodansha, 1981. Print.

Then an example of its in-text citation might be....

George Nakashima believes that, "Trees have a yearning to live again, perhaps to provide the beauty, strength and utility to serve man, even to become an object of great artistic worth" (93).

**In this example, your reader will know to look in the works cited for Nakashima, so you need only to give the page number or numbers on which the quotation is found.*

For a source with one author, where the author's name is not mentioned in your text:

If the full source is....

Gordon, Richard. *The Alarming History of Medicine*. New York: St. Martin's,

1993. Print.

Then an example of its in-text citation might be....

"Wars were one of the most important factors in stimulating the improvement of surgical methods. Increased casualties gave the physician many chances to practice his craft" (Gordon 123).

**In this example, you need to use your author's name in the citation because it is not mentioned in your text.*

For a source entered in your works-cited list by its title with no author listed:

If the full source is

"Hemingway." *Merriam-Webster's Biographical Dictionary*. Springfield: Merriam-Webster, 1995. Print.

Then an example of its in-text citation might be....

Hemingway's richly detailed novels were enhanced by his life experiences as he "served in World War I as a volunteer in an American ambulance unit in France and later in Italy" ("Hemingway").

**In this example, you do not include a page number because this reference source is arranged alphabetically.*

Or, if the source entered is a webpage with an, editor, follow this format:

If the full source is.....

Kauderer, Amiko, ed. "Space Station Assembly." *NASA*. NASA, 23 Nov. 2007. Web. 6 July 2009.

Then an example of its in-text citation might be...

"This robotic system plays a key role in space station assembly and maintenance: moving equipment and supplies around the station, supporting astronauts working in space, and servicing instruments and other payloads attached to the space station" (Kauderer).

Or, if the source entered is a magazine article or the title of a webpage, follow this format:

"Suffrage History." *Susan B. Anthony Center for Women's Leadership*.

University of Rochester, 2006. Web. 6 July 2009.

Then an example of its in-text citation might be...

"Although Susan B. Anthony and Elizabeth Cady Stanton devoted 50 years to the woman's suffrage movement, neither lived to see women gain the right to vote" ("Suffrage History").

For a source with two authors:

If the full source is....

Manguel, Alberto, and Gianni Guadalupi. *The Dictionary of Imaginary Places*.

San Diego: Harcourt, 1987. Print.

Then an example of its in-text citation might be....

"Snark Island is an island of unpleasant chasms and crags, and dismal, desolate valleys, somewhere in the Ocean" (Manguel and Guadalupi 357).

For a source in which the author's work has been reprinted or excerpted in a secondary source:

If the full source is....

Phialas, Peter. "As You Like It." *Shakespeare's Romantic Comedies*. Chapel Hill:

U of North Carolina, 1966. Excerpt in *Shakespearean Criticism*. Ed. Mark

Scott. Vol. 5. Detroit: Gale, 1987. 122-25. Print.

Then an example of its in-text citation might be....

"In Shakespearean romantic comedy, though romance is its subject, the dramatist refuses to reproduce, merely to dramatize, romance. Instead, he chooses to present it in a comic mode" (Phialas 125).

Stevenson, Robert Louis. "Literature: 'The Works of Edgar Allan Poe'," *The*

Academy VII.139 (1879): 1-2. Rpt. in *Nineteenth-Century Literature*

Criticism. Ed. Laurie Lanzen Harris. Vol. 1. Detroit: Gale, 1981. 499-500.

Print.

Then an example of its in-text citation might be....

"He has the true story-teller's instinct. He knows the little nothings that make the stories, or mar them" (Stevenson 500).

**Note: For this kind of citation, use the page(s) on which you found the information, not the page(s) from the original source.*

TIPS ON FORMATTING THE WORKS-CITED SECTION:

A works-cited section must be included with a research project whether the project you produce is a traditional term paper or a multi-media project, such as Photo Story, web page, or a videotape, etc. The works-cited list contains sources to which there are direct references in the project and from which quotations, pictures, audio or video clips, etc. have been taken. The purpose of the list is to lead the examiner/reader of the project to the original sources of your information. You may use the examples of entries given here as models. Not every source you use will fit these examples exactly. The most important things to remember are to be consistent and to give the examiner/reader of your project the information needed in order for him/her to find your original source. These examples are based, for the most part, on the format suggested in the following source: Modern Language Association. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: Modern Language Association, 2009. Print. You may obtain a copy of this book in the Council Rock High School Libraries (call number 808 MLA), from other libraries, and from bookstores or online booksellers. Many online sources also offer examples of proper bibliographic format.

The following information should help you to format your **Works Cited**:

Title & Placement of Section: Works-cited section begins on a new page (or can be placed at the end of a media project). When included in a traditional research paper, numbering of pages continues the format used in your written paper. For example, if the last page of the paper is 17, then the first page of the Works Cited is 18 and so on. Works Cited title should be centered and one inch from top of page. Works-cited list should be entitled Works Cited **without** quotation marks, underlining or italicizing.

Entries: All entries are double spaced, as is the entire works-cited section. The first line of each entry begins flush with left margin. Subsequent lines of an entry are indented ½ inch from left margin. (Use the default hanging indent feature of any word processing program (.5 indent) to achieve the correctly indented spacing.) Title page and the reverse of the title page are helpful in gathering information for book entries. Printed periodicals may have information in Table of Contents as well as on pages of article, but website information can be scattered throughout website (review entire site to gather accurate citation information).

Entries in the works-cited list are arranged alphabetically by the first letter of the author's (or in some cases editor's) last name or, in the absence of a specified author, by the first word of the title, not including the articles "a," "an," and "the." For examples of alphabetization in a works-cited list see the lists under each section below.

Authors: The name of first author listed in entry should be last name, first name with a comma separating the two. Additional names are listed with first name then last name (e.g., Smith, Mary C., John Jones and Mark Anthony).

If two or more entries begin with the same author, begin all entries for that author, following the first entry, with three dashes in place of the author's name; these entries are sub-alphabetized by title. In the following example of a partial works-cited list, there are three items written by F. Scott Fitzgerald:

Aiken, Conrad. "F. Scott Fitzgerald....."
 Fitzgerald, F. Scott. *The Great Gatsby*.....
 ---. "Letter to Edmund Wilson."....
 ---. "Letter to His Daughter.".....
 "Fitzgerald Plain." *The New Yorker*.....
 Hanzo, Thomas A. "The Theme and the"

Titles: Capitalize each word in the titles and subtitles of articles, books, etc. However, do not capitalize articles, prepositions, coordinating conjunctions, or the to infinitive, when they fall in the middle of a title or subtitle (e.g.: *The Origin of Species*, *There Is Nothing Left to Lose*, "Italian Literature before Dante," *Save Our Children*, *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*).

Use italics for titles of larger works (books, whole websites, magazines, etc.) and quotation marks for titles of shorter works (poems, articles, pages of websites, etc.).

Publication Information: If the place of publication, the publisher, or the date of publication is not given, or pages are not numbered, use the following abbreviations in their place:

N.p.	for no place of publication
n.p.	for no publisher
n.d.	for no date of publication
N. pag.	for no pagination

Publisher: Use a shortened form of the publisher's name. Omit the articles (a, an, the), business abbreviations (e.g., Co., Inc.), and descriptive words (e.g., Books, House, Press, Publishers). Shorten "University" to U and "University Press" to UP. Omit first names and initials in publishers (e.g., Norton, not W.W. Norton; Wiley not John Wiley). Use standard abbreviations as in MLA Handbook 7.4-7.5.

Place of publication. If several cities are listed, provide only the first.

Publication Date: Usually, the latest copyright date should be cited. Never abbreviate the year.

Multiple Publishers: If more than one publishing company is listed on the title page (not just offices of one company), list each of them with a place of publication, separating each with a semicolon; e.g., London: Routledge; New York: Barnes).

Works Cited

Books: Original Material (Non-periodical print publications)

Possible Components of Entry

- A. MAIN CONTRIBUTOR: Author, editor, compiler or translator: Last name, First name.
- B. Title of the part of the book used (i.e. essay, poem, article), in quotation marks.
- C. Title of work – italicized.
- D. Secondary Contributor[s].
- E. Edition used.
- F. Number(s) of volume(s) used – Arabic numerals.
- G. Publication information: City, publisher, year.
- H. Page numbers (for B above).
- I. Medium of publication (Print)
- J. Series
- K. Supplementary information.

Examples:

1. Book with one author:

Irving, John. *The World According to Garp*. New York: Pocket, 1978. Print.

2. Book with more than one author:

Li, Xia, and Nancy B. Crane. *Electronic Styles*. Medford: Information Today, 1996. Print.

Magrath, C. Peter, Elmer E. Cornwell, and Jay S. Goodman. *The American Democracy*. New York: Macmillan, 1969. Print.

Schultz, Robert A. et al. *The Many Faces of China*. New York: Harper, 1994. Print.

(Note: If the book has more than three authors, use the first author's name followed by et al, which means "and others.")

3. Article from a reference book:

Campion, Edmund. "Shoeless Joe Jackson." *Great Athletes*. Pasadena: Salem, 1992. Print.

(Note: This article has an author listed, so the author's name comes first. Since this reference book is part of a set that is arranged alphabetically, volume numbers and page numbers are not needed.)

"The Hobbit: Plot Summary." *Novels for Students*. Ed. Marie Rose Napierkowski and Deborah A. Stanley. Vol. 8. Detroit: Gale, 2000. 203-05. Print.

"India." *Lands and Peoples*. Vol. 2. Danbury: Grolier, 1999. 195-229. Print.

(Note: This article has no author listed, so the source is entered under the title of the article. The article appears in a set of reference books that is not arranged alphabetically, so the volume and page numbers should be listed.)

Inge, Tonette Bond. "Kate Chopin." *American Short Story Writers, 1880-1910*. Ed. Bobby Ellen Kimbel. Detroit: Gale, 1989. Print.

(Note: If an editor is listed on the book's title page, include the editor and the author as shown here. Though this book is part of a set of reference books, it has its own title, so the set/series title and the volume number do not need to be listed. Since the arrangement is alphabetical, the page numbers are not needed.)

"Proprietary." *Dictionary of Law*. Ed. P. H. Collin. 2nd ed. Chicago: Fitzroy Dearborn, 1999. Print.

(Note: Do not enter a reference work under the name of an editor (secondary contributor) even if no author is listed. If an edition is listed, include it in the entry.)

4. Article, story, play, poem, etc. from an anthology:

Wells, H.G. "The Magic Shop." *Great English Short Stories*. Ed. Christopher

Isherwood. New York: Dell, 1957. 156-71. Print.

5. Essay, article, or excerpt previously published in another source:

Possible Components of Entry:

- A. **MAIN CONTRIBUTOR: Author, editor, compiler or translator: Last name, First name.**
- B. **Title of the part of the book used (i.e. essay, poem, article), in quotation marks.**
- C. **Title of work – italicized.**
- D. **Original Publication information.**
- E. **Rpt. in or Excerpt in**
- F. **Title of book – italicized**
- G. **New publication information..**
- H. **Page numbers.**
- I. **Medium of publication (Print)**
- J. **Series**
- K. **Supplementary information.**

Examples of essay, article, or excerpt previously published in another source:

Bell, Millicent. "Her Own Rough Truth." *New York Times Book Review* 12 June 1966: 4-5. Rpt. in *Short Story Criticism*. Ed. Thomas Votteler. Vol. 6. Detroit: Gale, 1990. 223-24. Print.

Hughes, Douglas A. "Cracks in the Psyche: Elizabeth Bowen's 'The Demon Lover.'" *Studies in Short Fiction* 10.4 (1973): 411-13. Rpt. in *Short Stories for Students*. Ed. Tim Akers and Jerry Moore. Vol. 5. Detroit: Gale, 1999. 121-23. Print.

(Note: Include original publication information; then, use Rpt. in – reprinted in – and follow it with complete bibliographic information for the source in which you found the information.)

Matthews, Dorothy. "The Psychological Journey of Bilbo Baggins." *A Tolkien Compass*. Ed. Jared Lobdell. Open Court, 1975. 29-42. Excerpt in *Novels for Students*. Ed. Marie Rose Napierkowski and Deborah A. Stanley. Vol.

8. Detroit: Gale, 2000. 112-13. Print.
- Olshen, Barry N. *John Fowles*. Ungar, 1978. Excerpt in *Contemporary Literary Criticism*. Ed. Daniel G. Marowski and Jean Stine. Vol. 33. Detroit: Gale, 1985. 163-66. Print.
- Phialas, Peter. "Review of *Twelfth Night*." *Shakespeare's Romantic Comedies*. Chapel Hill: U of North Carolina, 1966. 256-305. Rpt. in *Shakespearean Criticism*. Ed. Mark Scott. Vol. 5. Detroit: Gale, 1987. 122-25. Print.

Print Periodicals

Possible Components of Entry:

- A. Author: Last name, First name.
- B. Title of article – in quotation marks.
- C. Title of periodical – italicized.
- D. Series number or name. (If needed.)
- E. Volume number. (For scholarly journals.)
- F. Issue number. (If needed. See note.)
- G. Date: For scholarly journal, the year in parenthesis; for magazine or newspaper, the day month year.
- H. Page numbers (for B above).
- I. Medium of publication (Print).
- J. Supplementary information.

6. Examples for articles from magazines or newspapers:

Lewis, Scott Alan. "Trouble on Top." *Sierra* July 1995: 54-58. Print.

Moss, Desda. "Debate on Abortion Shifting to State Capitols." *USA Today* 13 Mar. 1995: 8A. Print.

(Note: For a date that includes a day of the month, the day comes first.)

Seachrist, L. "Tired Cats Make Lipid Sleep Hormone." *Science News* 10 June 1995: 356. Print.

(Note: For a weekly magazine, use the day and month of the issue.)

"Slow Gains for Women Who Would Be Partners." *New York Times* 23 Feb.

1996, sec. 3: 10. Print.

7. Examples for articles from scholarly journals:

Bentz, Joseph. "The Influence of Modernist Structure in the Short Fiction of

Thomas Wolfe." *Studies in Short Fiction* 31.2 (1994): 149-61. Print.

(Note: Since scholarly journals are often bound together after all issues in a volume have been published, it is necessary to give the volume and issue number as well as the year. In this example, "31" is the volume number. Because the volume and issue number are given, no date except the year is necessary.)

Kozlova, Natalya. "A Methodology to Analyze Human Documents." *Social*

Sciences 35.4 (2004): 90-105. Print.

8. Personal interview conducted face-to-face, by telephone, or by e-mail:

Jackson, Peter. Personal interview. 23 Mar. 2005.

(Note: The date cited is the date on which you conducted the interview.)

Jones, Esther. Telephone interview. 3 June 2004.

Thomas, Amy. E-mail interview. 26 Oct. 2003.

9. TV or radio broadcast:

Possible Components of Entry:

- A. Title of episode or segment -- in quotes.
- B. Title of program or series – italicized.
- C. Name of the network.
- D. Call letters and city of local station.
- E. Broadcast date.
- F. Medium of reception (e.g. Television, Radio)
- G. Supplementary information.

"Game 3." *Stanley Cup Finals for 2001*. ABC Sports. WPVI, Philadelphia. 31 May

2001. Television.

Audiovisual source.

Possible Components of an entry:

- A. Title.

- B. Series.**
- C. Producer, Writer, Director, Narrator, Producer and/or Performers.**
- D. Original release date.**
- E. Distributor.**
- F. Copyright date.**
- G. Medium.**

10. Examples of audiovisual sources:

Asia Rising: Japan and Korea Rebuild. People's Century. WKBG Boston Video, 1999. Videocassette.

Crete and Mycenae. Kartes Video, 1986. Videocassette.

Halaris, Chrisodoulos. "Hymn to the Sun." *Music of Ancient Greece.* Orata, n.d. CD.

Holiday, Billie. *The Essence of Billie Holliday.* Columbia, 1991. CD.

(Note: If you are citing the contribution of a particular individual, begin with that person's name.)

The 70's: Bellbottoms to Boogie Shoes. Goodtimes Entertainment, 2003. DVD.

The Roaring Twenties. Pavilion, 2000. CD.

To Kill a Mockingbird. Screenplay by Horton Foote. Dir. Robert Mulligan. Perf. Gregory Peck. 1962. Universal Home Video, 1998. DVD.

11. A document from an Internet site (not an Internet site paid by a library or personal subscription service):

Free Internet sources are of two general types: works that were published for the Internet and works that were published somewhere else and duplicated in electronic format on the Internet. Always include information needed in order to give the original author credit for his/her work and in order to lead your reader to the Internet source where you found the information. Since sites and other resources on the web tend to disappear you should consider downloading or printing the material, so you can verify, if it is inaccessible later.

Possible Components for a Nonperiodical Publication on the Web

A Work Cited for resource found only on the Web

- A. Author, compiler, director, editor, narrator, performer, or translator of the work
- B. Title of the work (italicized if the work is independent; in roman type and quotation marks if the work is part of a larger work) (Untitled works may be identified by a genre label (e.g., Home page, Introduction, Online posting), neither italicized nor enclosed in quotes in place of where the title goes.)
- C. Title of the overall Web site (italicized), if distinct from B.
- D. Version or edition.
- E. Publisher or sponsor of the site; if not available, use N.p.
- F. Date of publication (day, month, and year, as available); if nothing is available, use n.d.
- G. Medium of publication (Web)
- H. Access information: Date of access (day, month, year)
- I. If some of this information cannot be found, cite what is available.

The following entries include citations for some works cited only on the web. Model your entries using the following examples:

Landmarks for Schools. David Warlick & The Landmark Project, 2009. Web. 9 July 2009.

Zamosky, Lisa "6 Daily Habits That May Make You Sick." *WebMD*, n.d. Web. 9 July 2009.

Lovrien, David. Home page. *John Philip Sousa. Dallas Wind Symphony, Dallas*, n.d. Web. 7 July 2009.

"Newtown, Pennsylvania." Map. *Google Maps*. Google, 6 July 2009. Web. 6 July 2009.

"Oh That G-8." Editorial. *New York Times*. New York Times, 7 July 2009. Web. 9 July 2009.

Shell, Ellen Ruppell. "Could Mad Cow Disease Happen Here?" *The Atlantic.com*. Atlantic Monthly Group, Sept. 1998. Web. 6 July. 2009.

Silberner, Joanne. "White House Proposes New Rules For Food Safety." *National Public Radio*. Natl. Public Radio, 8 July 2009. Web. 8 July 2009.

“Smallpox Fact Sheet: Smallpox Disease Overview.” *CDC Smallpox*. Centers for Disease Control, 6 Feb. 2007. Web. 6 July. 2009.

(Note: 6 Feb. 2007 is the date the site was last updated; 6 July 2009 is the date the researcher accessed the site.)

Nonperiodical publications on the Web that have a previous or concurrent publication in print.

A Work Cited on the Web with Print Publication Data

Begin the entry with relevant facts about the print publication, instead of ending with print as the medium of publication, include the following information:

Title of database or web site (italicized)

Medium of Publication (web)

Date of access (day, month, and year)

Model your entries using the following examples:

Bierce, Ambrose. *Tales of Soldiers and Civilians*. San Francisco: Steele, 1891.

The Ambrose Pierce Project. Web. 6 July 2009.

Frost, Robert. *A Boy's Will*. New York: Holt, 1915. *Bartleby.com*.

Web. 6 July 2009.

Kipling, Rudyard. *Just So Stories*. New York: Double Day, 1912. *Google Book*

Search. Web. 6 July 2009.

A Work on the Web Cited with Publication Data for Another Medium Besides Print.

Begin the entry with relevant facts about the publication (film, images, sound), instead of ending with print as the medium of publication, record the following information:

Title of the Database or web site (italicized)

Medium of Publication (Web)

Date of Access (day, month, and year)

Monet, Claude. *Camille Monet (1847–1879) on a Garden Bench*. 1873. The

Metropolitan Museum of Art. *Works of Art*. Web. 7 July 2009.

NASA, Buzz Aldrin. *Astronaut (Buzz Aldrin) Stepping Off Lunar Lander onto Moon*. Getty Images. *Archive Films*. Web. 7 July 2009.

A Scholarly Journal in electronic form on the web

Kowler, Michael. J. MD. "Inpatient Diabetes Management." *Clinical Diabetes*. 27.1 (2009):119-122. *American Diabetes Association*. Web. 9 July 2009.

Jackson, Gregg "Accounting for Accountability." *Phi Delta Kappa* 90.9 (2009): n.pag. *Phi Delta Kappa International*. Web. 9 July 2009.

12. A document from a fee-based Internet service (paid for by a library, another kind of agency like the state, or a person):

Much of the information on the Internet is free and may be accessed by anyone with an Internet connection. There are, however, many sites that are not free; the information on these sites may be accessed only by paying a fee and gaining access through the use of a password or other logon procedure. The Council Rock School District pays for its students to use some of these online services through its libraries; the Commonwealth of Pennsylvania pays for others. The examples below show how to cite information from the various fee-based online services that are available to CRHS North/South students via icons on the library webpage.

Possible Components of Fee-Based Internet Service Entry:

- A. Author and or editor names (if given)**
- B. Title of article, poem, or material (italicized)**
- C. Name of the print source with publication information (if available).**
- D. Name of the database (italicized).**
- E. Medium of publication (web)**
- H. Date of access**

Examples:

"Armenia." *The World Almanac and Book of Facts* 2007 2007:745+. *SIRS Researcher*. Web. 9 July 2009.

"The Asian Continent." Map. *Maps.com Digital Earth Maps*. 1999: *eLibrary*. Web. 9 July 2009.

Benning, Victoria, and Raja Mishra. "Medicare: Cuts and Consequences." *Detroit Free Press* 2 July 1995: F1+. *SIRS Researcher*. Web. 9 July 2009.

Budiansky, Stephen. "The Doomsday Myths." *U.S. News and World Report* 13 Dec. 1993: 81-91. *eLibrary*. Web. 9 July 2009.

"Burundi" *World Encyclopedia*. Philip's, 2008. *Oxford Reference Online*. Web. 14 Aug. 2009.

Clark, Michael. "Empty Orchestra." *Beloit Poetry Journal*. 50:2 Dec. (1999): 24. *LitFinder*. Web. 9 July 2009.

Cotter, David A., et al. "The Glass Ceiling Effect." *Social Forces*. 80.1 (2001): 655-81. *MasterFile Premier*. Web. 9 July 2009.

(Note: If there are more than three authors, you may name only the first and add et al. Note: Re:Cotter [above]: For newspaper articles, not printed on consecutive pages, write only the section, the first page and a plus sign: "F1+" If a Library Subscription Service provides only the starting page of a magazine or journal article's original print publication, give the number followed by a + sign")

"F. Scott Fitzgerald." *Concise Dictionary of American Literary Biographies: The Twenties, 1917-1929*. Gale. 1989. *Biography Resource Center*. Web. 9 July 2009.

Hurst, Karen. "Suspect Terrain: Mary Wollstonecraft Confronts Mother Nature in *Letters Written During a Short Residence in Sweden, Norway, and Denmark*." *Women's Studies* 25.5 (1996): 483-505. *Gale. Literature Resource Center*. Web. 9 July 2009.

"In the Matter of Baby M." *Great American Court Cases*. Gale. 1999. *Opposing Viewpoints Resource Center*. Web. 9 July 2009.

"Koala." *Encyclopedia of Animals*. 2006. *Middle Search Plus*. Web. 3 July 2009.

- McConnell, Tandy, ed. "Voice from Moon: The Eagle Has Landed." *American Decades*. Gale, 2003. *Student Resource Center - Gold*. Web. 3 July 2009.
- Minter, David. "Faulkner, Childhood, and the Making of *The Sound and the Fury*." *American Literature* 51.3 (Nov. 1979): 375-94. *Literary Reference Center*. Web. 3 July 2009.
- Moore, Kathleen. "Jason Compson and the Mother Complex." *The Mississippi Quarterly* 53.4 (2000): 533. *Literature Resource Center*. Web. 3 July 2009.
- Tallent, Elizabeth. "Storytelling with a Vengeance." *New York Times* 22 Dec. 1991: 1. *ProQuest Historical Newspapers*. Web. 3 July 2009.
- "Yoga Workout." *AOL Health*. America Online, 2009. Web. 03 July 2009.

13. An electronic book (e-book) accessed via the Internet:

Some electronic books are available only through fee-based services; in this case, cite as much original publication information about the source as possible, then list the online service and the agency that provided access to the e-book. If the e-book is in the public domain and free on the Internet, cite as much information about the original source as possible, and then list other information as for any other Internet site.

- Æsop. Fables*. Rtd. Joseph Jacobs. New York: Collier, 1909–14. *Harvard Classics*. Bartleby.com, 2001. Web. 3 July 2009.
- Sullivan, Otha Richard, and James Haskins. *African American Inventors*. New York: Wiley, 1998. *Black Stars*. *NetLibrary*. Web. 3 July 2009.
- Hacht, Anne Marie. "Aurora Leigh." *Poetry for Students*. Vol. 23. Detroit: Gale, 2006. 40-53. *Gale Virtual Reference Library*. Web. 3 July 2009.

14. CD-ROM or other computer file:

If the kind of disk on which a computer file is stored is known, list the type of disk in the citation (DVD-ROM, CD-ROM, etc.)

- "Iron." *The Chemistry Set*. Oxfordshire: New Media, 2000. Computer software.

“Scanning Software for PaintShop Pro.” *Scanners for Dummies*. N.p.: Hungry Minds, 2001. CD-ROM.

15. Visual art (painting, sculpture, photograph):

Possible Components for Images:

A. Creator.

B. *Title*.

C. Date created (if unknown, put the abbreviation *n.d.*)

D. Name of the place where the original can be found, followed by the city where that place is located.

(Stop here if you have the actual piece of art, continue for reproductions.)

E. Title of database, website or book.

F. Author.

G. Publication information (place, publisher, date)

H. Access information: Page number (if print, medium of access (such as web or print) and date of access

Examples of Images:

Associated Press. *Dust Bowl*. 1935. Springfield, CO. *AP Images*. Web. 3 July 2009.

Associated Press. *Mark Twain*. n.d. *AP Images*.. Web. 3 July 2009.

Associated Press. *Michael Jackson*. n.d. Photograph. *Abridged Encyclopedia of World Biography*. Ed. Andrea Kovacs Henderson. Vol. 5. Detroit: Gale Group, 1999. 349. Print.

Da Vinci, Leonardo. *Vitruvian Man*. 1942. *Bettmann/Corbis*. Corbis Corporation. Web. 3 July 2009.

Kemble, E. W. *Huckleberry Finn*. 1884. *John Bull and Uncle Sam*. Rare Book and Special Collections Division, Library of Congress, 2005. Web. 3 July 2009.

16. Sound/musical recording:

Possible Components for Sound Recordings:

- A. Creator.**
- B. Title.**
- C. Date created (if unknown, put the abbreviation *n.d.*)**
- E. Title of database or website.**
- F. Author.**
- G. Publication information (place, publisher, date)**
- H. Access information: Page number (if print, medium of access (such as web or print) and date of access**

Examples of Sound Clips:

Joel, Billy. "We Didn't Start the Fire." n.d. *MP3Realm*. Web. 22 July 2009.

Martin, Michel, host. "The King Of Pop Is Gone." *NPR Tell Me More*. 26 June 2009. *eLibrary*. Web. 23 July 2009.

"Mr. Edwin B." Interview by Paul Thompson. *Edwardians Online: Family Life and Work Experience before 1918*. University of Essex, 2003. Web. 3 July 2009.

17. Video**Possible Components for Videos on the Web:**

- A. Title.**
- B. Creator.**
- C. Date created (if unknown, put the abbreviation *n.d.*)**
- E. Title of database or website.**
- F. Medium of Publication (Web)**
- G. Date of access**

Examples of Videos:

Immigration & Cultural Change. Schlessinger. 2003. *Safari Montage*. Web. 28 July 2009.

Mary Cassatt. Arts4All. 2004. *Discovery Education*. Web. 28 July 2009.

"Saying Goodbye to Michael Jackson." *ABC World News Tonight*. ABC. 7 July 2009. Web. 28 July 2009.

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2004-2009

EASTERN MICHIGAN UNIVERSITY ARCHIVED ARTICULATION GUIDE September 2009 Updated: June 2010 Delta College " Associate in Applied Science in Chemical Technology Eastern Michigan University " Bachelor of Science in Polymers & Coatings" 4
** CHM 231 Troubleshooting for Analytical Instrumentation . 1 * PHY 112 General Physics II (or PHY 212 Physics II) . 4-5 ** SCI 250
Research Project in Science . 2 Complete one course: . 3-4 CST 133 Comp Concepts & Competencies (4) CST 134 Micro Computers in
Business/MS Office (3) LW 220 + any approved LWA OR LW 221 . Guideline watch (september 2009): practice guideline for the
treatment of patients with schizophrenia. Lisa Dixon, M.D. Diana Perkins, M.D. Christine Calmes, Ph.D. APA's Practice Guideline for
the Treatment of Patients With Schizophrenia, Second Edition, was published in April 2004 (1). This watch highlights key research
studies published since that date. Research on psychosocial interventions suggests that smokers with schizophrenia will attend
psychosocial smoking cessation programs, that interventions can have some benefit in terms of smoking reduction, and that, for those
who attend, quitting is possible (89).