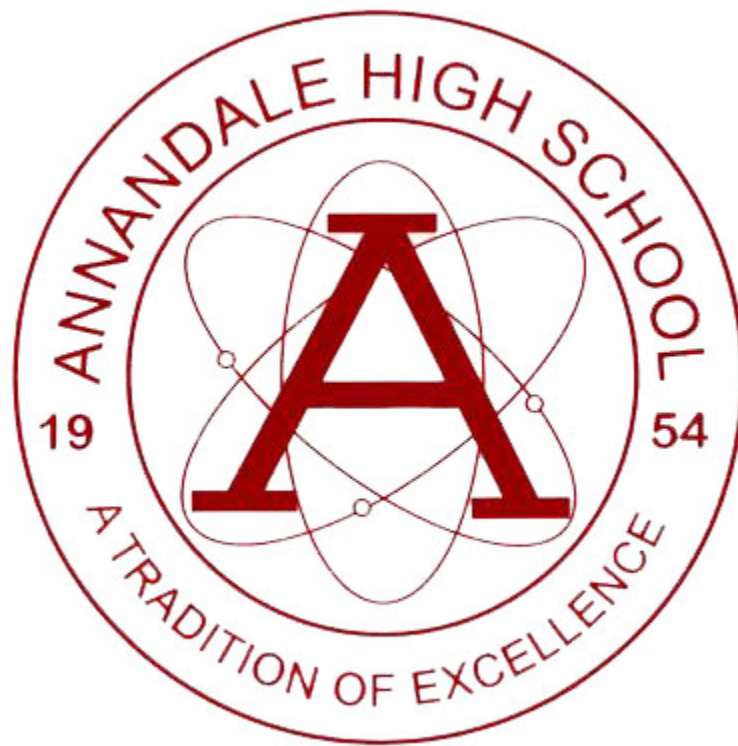


*The Annandale High School
Research and Writing Guide
Student User Edition*



Acknowledgements

This guide is the result of year long collaboration between the history and English departments at Annandale High School. Special thanks for their dedication to this project are extended to Kathlyn Berry, history; Amy Graham, English; Tim Kelly, history and Anna Kate Prum, English, Paule Woolsey, Librarian.

Brian Dunnell, History Chair
Augustine Twyman, English Chair
John Ponton, Principal

Updated
Research and Writing Guide Rationale
Spring, 2009

Annandale High School aims to build a community of lifelong learners. Developing skills in writing and research will move students closer toward this goal. Effective writers and researchers are able to develop a plan, follow instructions, organize ideas, and communicate clearly. Learning, developing, and implementing these skills will empower the Annandale student to succeed and garner respect in higher education and in the workplace. This guide is designed to be an effective tool for Annandale High student writers from freshman year until graduation.

PREWRITING

1. Purpose for writing

- An essay or research paper is an argument that is based on evidence that has been carefully selected, analyzed, and evaluated.
- Your task is to examine the evidence found in a variety of sources in order to develop an argument.
- An argument involves taking a position that corresponds with the evidence found and your interpretation of that evidence.

2. Getting started

A checklist for essays that DO NOT require outside research

- ✓ Read the question or prompt carefully.
- ✓ Underline key words that will need to be addressed.
- ✓ **Make sure you understand each part of the question.**
- ✓ Brainstorm ideas
- ✓ Include key vocabulary words and ideas from the unit and evidence from the sources you have examined in class. For example: textbooks, literature, articles, class notes, videos, personal experience, visual images, and primary documents.

A checklist for essays that DO require outside research

- ✓ Narrow the topic.
- ✓ Write down initial questions and ideas.
- ✓ Create a guiding question for your research.

FINDING INFORMATION AND EVIDENCE

1. Finding sources:

Books

- ✓ Use the online catalog.
- ✓ Type a topic in the search window, a list of titles on that topic appears.
- ✓ Select titles to look at.
- ✓ Write down the call number for each book.



Example: Search term “mythology”

Result: **292.13 DAL** (this is the call number)

Greek and Roman Mythology A to Z

Kathleen N. Daly

- ✓ Find the book *Greek and Roman Mythology A to Z* at 292.13 DAL.
- ✓ Go to the shelves, look for the number 292.13.
- ✓ There may be than one book numbered 292.13; that is useful.
- ✓ There will be a sticker on the spine of the book, like this:

292.13
DAL
- ✓ Look at nearby books, since they will typically be on the same topic.
- ✓ Examine the table of contents and the index to find the needed information.
- ✓ Reference books, such as encyclopedias, dictionaries, almanacs, and literary criticism collections, have an “**R**” before the number. These are located **in the reference section** of the library.

Online Databases

Databases **provide** all kinds of **documents**: magazines, journals, newspapers, encyclopedia articles, scholarly essays, interviews, pictures, and transcripts of radio and television broadcasts.

- ✓ Access these databases directly in the **school** library or from a home computer.
- ✓ Request a user name and password from your school librarians.

The Internet

- ✓ Use **only information from reliable, reputable, and scholarly sources**.
- ✓ The Internet offers very good, very bad, and sometimes questionable, unconfirmed or undocumented information.
- ✓ Remember, there are no editors to check the content of Web sites for accuracy.
- ✓ **Evaluate the source.**
 1. Who and or what organization wrote the page?
 2. Is the author an expert on the subject?

3. Where did the author get the information?
 4. What was the purpose or intention of the author?
 5. Is the page dated?
 6. Is the page as strong a source as printed sources or documents from databases?
- ✓ If the answer to questions 1, 2, and 3 is “I do not know,” DO NOT use that information.

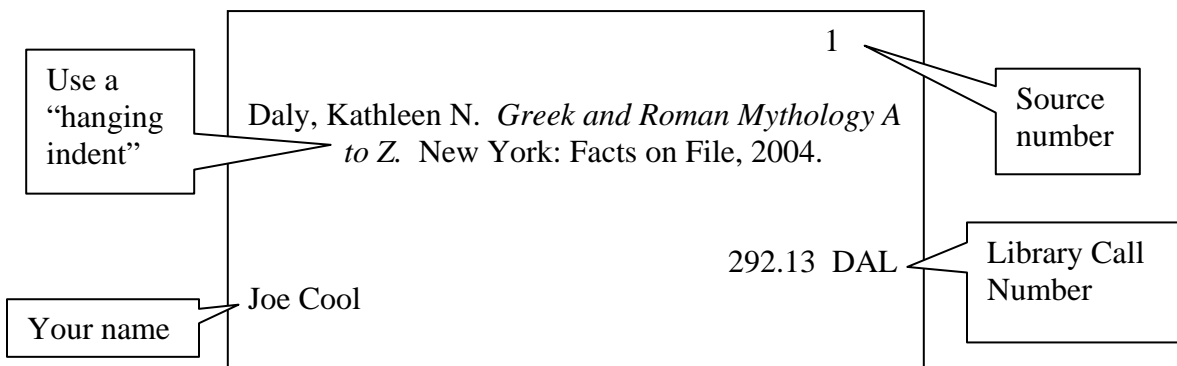
2. Keeping Track of Sources

While gathering information, keep track of the sources used. There are several ways to keep track of sources. The simplest ways are source cards and/or a research notebook.

For each source, keep track of the following information.

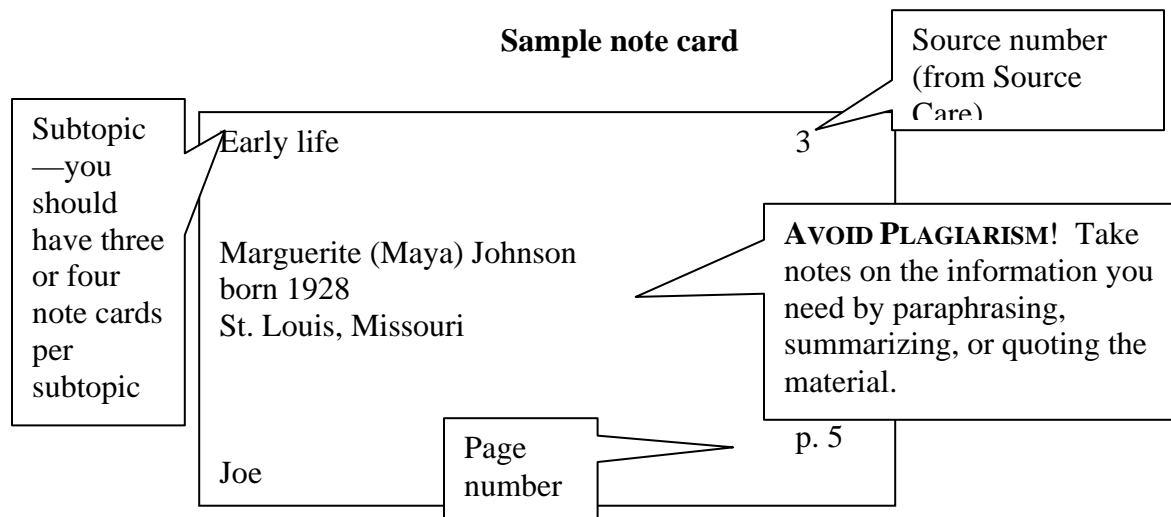
- ✓ Author
- ✓ Title
- ✓ Publication details such as city, company and copyright date
- ✓ Specific volume/issue information for magazines and journals
- ✓ Call number
- ✓ These details will be used later in the Works Cited section.

Sample source card



3. Taking Notes

Note taking should focus on answering the research question. Keep track of notes on note cards or in a research notebook. Use only one fact per note. Paraphrase the source or use source words verbatim with quotation marks.



ORGANIZING EVIDENCE AND IDEAS

Organize evidence and ideas into a **coherent** and **defensible** written argument.

1. Developing a thesis statement

- Develop a thesis statement when enough information and evidence is gathered.
- Revise the thesis at any time during the organizing process to better encompass developing ideas, the information found, and the evidence analyzed.
- A thesis statement should include:
 - ✓ the topic
 - ✓ the position argued about the topic
 - ✓ the specific points that will be used to support the position taken
 - ✓

2. Creating an outline

Creating an outline will help to organize your writing and reveal if enough information has been gathered to support the thesis. The more detailed your outline is, the easier it will be to write your paper. Essays typically contain three distinct parts: an introduction, a body, and a conclusion. The number and length of paragraphs in each section will vary depending on the individual assignment.

- I. **The INTRODUCTORY PARAGRAPH is a “road map” for the audience. It lets the reader know “where you are going” with the argument. It includes:**
- a. Background information that places the topic/thesis in context
 - b. The thesis



- II. **The body paragraphs or supporting paragraphs provide specific information and evidence to support the claim(s) made in the thesis. Each paragraph should include:**
- a. A topic sentence
 - b. Points designed to support the claim made in the topic sentence
 - c. Extensive evidence—facts, examples, and details—to support each point and, ultimately, the thesis
 - d. Clear connections between the evidence and your thesis
 - e. Concluding and/or transition sentence(s)



- III. **The CONCLUDING PARAGRAPH summarizes the key points of the argument. Remind the reader “where you have been” with the argument. The conclusion should:**
- a. Restate your thesis
 - b. Summarize how you supported the thesis
 - c. Tie the essay together

3. Writing a first draft

- Refer to the instructions and rubrics provided for specific assignments.
- Follow the outline carefully as you write, but be flexible and make changes as needed to be clear. Be sure changes are reflected if necessary in the thesis.
- If necessary, revisit original sources or find additional evidence.
- Type each of the drafts you write.
- Save and print a copy of each draft.

MLA FORMAT: PARENTHETICAL CITATION AND WORKS CITED PAGE

1. Modern Language Association or MLA

There are several different formats that you could use when writing a paper. When documenting sources it is best to use one consistent format. Although there are different styles for citing sources, many academic disciplines use the MLA style. That is the style we will use at Annandale High for research projects and essays in history and English classes.

2. The Purpose of Parenthetical Citations and Works Cited Page

- To give credit to the authors and experts whose ideas/words are used in your paper
- To link internal documentation (parenthetical citations) to the Works Cited page
- To demonstrate that your argument is based on verifiable evidence

3. Parenthetical Citations

Parenthetical citations tell your reader when the facts and ideas in your paper are not yours but someone else's. When you use (cite) a quotation or paraphrase an idea that is not your own, you must insert a parenthetical citation. Be sure to explain the relevance of the information cited. Avoid a "cut and paste" feel to the use of cited information.

Sample Parenthetical Formats

- **The author of the text is known:** the author’s last name and page number go inside the parentheses. Example: (Smith 5).
- **The work has no known author:** use a shortened form of the title instead of the author. Example: (“Best High Schools” 5).
- **The source is from a database or Internet site:** no page number necessary. Example: (“Excellent Schools”).

Place the citation immediately after the quotation or paraphrase and before the period.

Examples

Quotation: One source claims that “Annandale High School is an excellent center for learning and creativity” (Smith 5).

Paraphrase: One expert believes that Annandale High school is a great place for students to gain knowledge and express themselves (Smith 5).

If the author’s name is used in the sentence, do not include the last name in the parenthetical citation: Smith states that “Annandale High School is an excellent center for learning and creativity” (5).

REVISING

This step ensures that you have said what you meant to say in ways that are easy for the reader to understand. Give yourself a few hours away from the paper before you begin this step.

The Necessary Steps for Revision:

1. Locate your thesis.

- ✓ Is the thesis in your introductory paragraph?
- ✓ Does it include a position and specific points to support your position?
- ✓ Is your position arguable, would someone disagree?

2. Look at the topic sentence of each body paragraph.

- ✓ Does it relate directly to a specific point from the thesis?
- ✓ Is the specific point in the same order as it was in the thesis?
- ✓ Does the topic sentence capture the main idea of the paragraph?

3. Look at the supporting sentences that follow the topic sentence.

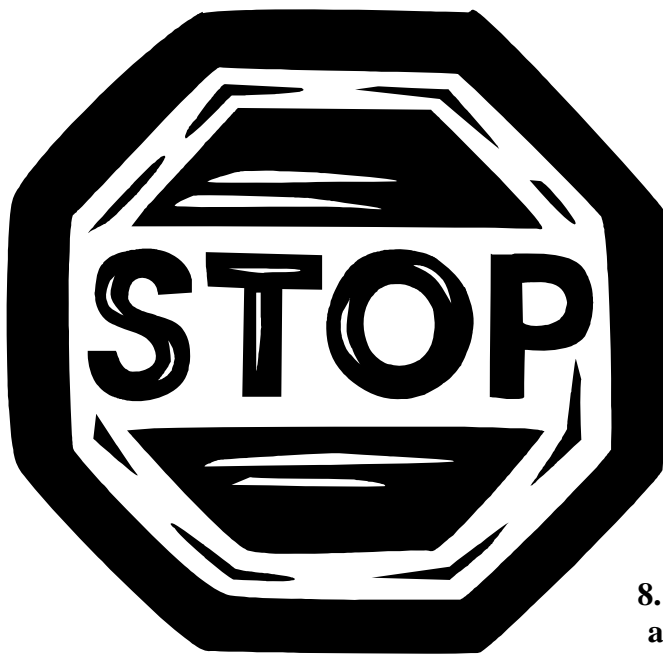
- ✓ Does each supporting sentence present evidence that supports or explains the topic sentence? If not, eliminate the sentence.
- ✓ Are there gaps in your argument? Add in supporting details which will increase the strength of your argument.
- ✓ Is the paragraph relevant to your argument?

4. Look at the concluding sentences in each of your body paragraphs.

- ✓ Does it clearly summarize the topic of the paragraph?
- ✓ Does it include transitions to the topic in the next body paragraph? (Some good examples of transitional words are: *thus, subsequently, therefore, nevertheless, incidentally, yet*)

5. Locate your concluding paragraph.

- ✓ Did you summarize your main points by restating the thesis in different words?
- ✓ Did you finish strongly with a statement that pulls together your essay and offers a unique final thought?
- ✓ Make sure that your paper does not end with the following:
 1. So, now I hope that you know more about...
 2. And that is why...
 3. In conclusion . . .
- ✓ Do not introduce new evidence in your concluding paragraph.



6. Have you explained the relevance of each citation and how the information proves your thesis? Try to avoid a “cut-and-paste” feel to this paper.

7. Do your paragraphs make sense in the order they are presented? Is there another way to organize the argument to make it more readable?

8. Ask a teacher, parent, or trusted friend look at your paper.

EDITING

This step ensures that your grammar and spelling do not block communication of your ideas. Give yourself a few hours away from the paper before you begin this step.

1. When writing in a formal way, DO NOT:

1. Do not begin sentences with “Well” or “So”.
2. Do not use contractions (for example: can’t, it’s, don’t, couldn’t, they’re).
3. Do not use any personal pronouns (for example: I, me, you, we, us).
4. Do not use slang or colloquialisms (for example: gonna, wanna, ‘til, ain’t, scrub, hater).
5. Do not use idioms and cliché (for example: “it is raining cats and dogs,” “when life gives you lemons, make lemonade,” “he is going to kick the bucket”).
6. Do not use shorthand (for example: b/c, w/, idk, i, u).

2. When writing in a formal way, DO

1. Do make sure all of your sentences are complete.
 - a. Each sentence has a subject, a verb, and a complete thought.
 - b. No fragments: (a sentence that lacks a subject or a verb and is not a command)
 - i. Born October 16, 1978. (This is a fragment.)
 - ii. James Baker Hyatt was born October 16, 1978. (This is fixed.)
 - c. No Run-ons. (Two or more sentences are improperly put together as one sentence.)
2. Do make your sentences have varying lengths and structures.
3. Do make sure that you maintain the same verb tense throughout your paper.
4. Do make sure that you check the use of all commas.
5. Do make sure that you proofread for correct spelling.
6. Do make sure that you use elevated language (different from the way you would talk with your friends).

WORKS CITED PAGE

The works cited page lists all the sources used in a research paper or project. It begins on a new page at the end of the essay.

Follow the instructions below to create a Works Cited page:

MLA format for Works Cited Page

- Center the title Works Cited on the page in the same font size as the paper. Do not underline, bold, or italicize.
- The header should include your last name and the essay page number in the upper right hand corner of the page.
- Arrange citations in alphabetical order by the first word of the entry.
- Double-space all lines (between and within citations).
- Create a “hanging indention” for all entries by indenting one tab for the second and subsequent lines of each entry. Use the hanging indent feature in Microsoft Word under “Format, Paragraph.”
- Indicate the type or category of the source e.g. print, web, etc.

Examples and Instructions

Books

Author’s name (Last name, First name). *Title of Book in italics*. City of Publication:

Publisher, Copyright Date. Print.

Book with one author

Alterman, Eric. *When Presidents Lie: A History of Official Deception and its*

Consequences. New York: Penguin Group, 2004. Print.

Book with two or more authors

Bernstein, Carl, and Bob Woodward. *All the President’s Men*. New York: Simon and

Schuster, 1974. Print.

Book with editor

Egendorf, Laura K., ed. *English Romanticism*. San Diego: Greenhaven Press, 2001. Print.

Reference Books

Name of the author of the article (Last name, First name). "Title of the Article." *Title of the Reference Book*. Name of editor. Edition. Volume number. City of Publication: Publisher, Copyright Date. Print.

Examples:

"Annie Dillard." *Contemporary Literary Criticism*. Eds. Roger Matuz et al. Vol. 60. Detroit: Gale, 1990. Print.

Brunsdale, Mitzi. "Henrik Ibsen." *Critical Survey of Drama*. Ed. Carl Rollyson. 2nd ed. Vol. 4. Pasadena: Salem Press, 2003. Print.

Lerner, Brenda Wilmoth. "The Discovery of Vitamins and their Relationship to Good Health." *Science and Its Times: Understanding the Social Significance of Scientific Discovery*. Eds. Neil Schlager and Josh Lauer. Vol. 6. Detroit: Gale, 2000. Print.

Toby, Jackson. "Schools and Crime." *Encyclopedia of Crime and Justice*. Ed. Joshua Dressler. 2nd ed. Vol. 4. New York: Macmillan Reference, 2002. Print.

*When citing articles that have been previously published in another text, use the following format. Give the information for the earlier publication first, type "Rpt. in" ("Reprinted in"), and then give the newer publication information. The following example is from the 7th edition of the *MLA Handbook for Writers of Research Papers*.

Roberts, Sheila. "A Confined World: A Rereading of Pauline Smith." *World Literature Written in English* 24 (1984): 232-38. Rpt. in *Twentieth-Century Literary Criticism*. Ed. Dennis Poupard. Vol. 25. Detroit: Gale, 1988. 399-402. Print.

Online Databases

Author's name (Last name, First Name). "Title of the Article." *Title of the Original*

Source of the Article. Publication information for the original source. *Name of*

Database. Name of the Service. Library name, City, State. Web. Date of access.

Examples:

Freedman, Bill, and Larry Gilman. "Greenhouse Effect." *Gale Encyclopedia of Science*.

Eds. K. Lee Lerner and Brenda Wilmoth Lerner. Detroit: Gale, 2004. *Student*

Resource Center - Gold. Thomson Gale. Web. 12 Mar. 2007.

Jozefowicz, Chris. "Climate Control: Why Does a Nobel Prize Winner Want to Pollute the

Atmosphere?" *Current Science*. 12 (March 2, 2007): 10. *Student Resource Center -*

Gold. Thomson Gale. Web. 12 Mar. 2007.

* **Note** : More and more database services are adding a new *cite now* feature which automatically generates a citation for each article included in their databases.

Internet Sites

Name of Site. Date of Posting/Revision. Name of institution/organization affiliated with the site (sometimes found in copyright statements). Date you accessed the site [electronic address]. If all the information listed above is not available, provide what you can find.

For example, if no author is stated, begin the citation with the title of the article.

Example:

Shepherd, Anne. "Overview of the Victorian Era." *The Victorian Era*. 2001.

Institute of Historical Research. Web. 12 May 2005.

Interviews

Name of person interviewed. Kind of interview (Personal, telephone or e-mail interview).

Date (s) of interview.

Example:

Smith, John. Personal interview. 13 July 2007.

Periodicals

Author's name (Last name, First name). "Title of the Article." *Publication Title* volume number date of publication: page numbers.

Example of Scholarly Journal

Rubinstein, William. "Who was Shakespeare?" *History Today* 51 (2001): 28-32. Print.

Example of Magazine, Newspaper

Kinsley, Michael. "Support the Troops: Bring Them Home." *Time* 5 Mar. 2007: 26. Print.

To cite other sources such as interviews, photographs, paintings, sound recordings or television and radio programs consult the *MLA Handbook for Writers of Research Papers* by Joseph Gibaldi, available in the Annandale High School library.

Source:

Gibaldi, Joseph. *MLA Handbook for Writers of Research Paper*. 6th ed. New York:

Modern Language Association of America, 2003. Print.

Using websites to help with Works Cited page

- Certain websites will be helpful in formatting your works cited entries.
 - ✓ Enter the correct information into the template, and the website will produce a Works Cited entry.
 - ✓ Cut and paste the entry into the Works Cited page.
- **A WORD OF CAUTION:** You are responsible for checking over the entries that these websites create to see if they are written correctly.
- Some databases provide Works Cited entries at the end of the articles. Be sure that this entry is in the correct format before you use it on your Works Cited page.
- The following websites could be helpful in creating your Works Cited page:
 - ✓ Noodle Tools: <http://www.noodletools.com/quickcite/citbook.html>
 - ✓ Citation Machine: <http://citationmachine.net/>
 - ✓ KnightCite: <http://www.calvin.edu/library/knightcite/index.php>
 - ✓ EasyBib: www.easybib.com

FINAL PRODUCT

Paper: Use 8.5 x 11” white, unlined paper for computers. If your teacher indicates that you should use a cover sheet, folder or title page, follow his/her specific instructions to do so; otherwise, begin with page one of the essay. Staple in the upper left hand corner.

Ink: black

Type size: 12 point

Typeface: Times New Roman. No bold; no italics.

Heading: Upper LEFT hand corner of page one, double-spaced.

Name

Teacher

Class

Date

Title: When using an original title, do not use quotation marks. Capitalize all major words and center your title. Do not underline it or make it bold. **Your paper is NOT complete without a title.**

Example: William Shakespeare – Real or Mythical?

Example: The Nasty Habits of Snakefish

Header: Use the header feature to insert your last name and the page number in the upper right hand corner of all pages except page one. Start numbering with 2; stop numbering with last Works Cited page.

Spacing: Double space throughout from the title to the last line. Indent one tab for new paragraphs, and leave one space after each end mark such as a period.

Margins: One inch all around (you may need to change default settings).

Quotations:

- Short – three or fewer lines. Use quotation marks. Put parenthetical citation inside final period.
- Long – four or more lines. No quotation marks. Indent every line two tabs. Place parenthetical citation outside the final period in long quotations.

Short

“This is a short quotation – fewer than four lines – which will be placed inside the paragraph in which it is introduced and explained” (Lattimer 48).

Long

A long quotation of four or more lines must be separated from the paragraph in which it is introduced. It is always indented two tab stops from the left margin. Notice that this quotation has no quotation marks around it, and the parenthetical is placed outside the final period. (Latimer 48)

Examples

The diagram illustrates a page layout with a right margin of one inch. A callout box on the left indicates "One inch margins all" with a bracket pointing to the right margin. The page content includes a header "Cool 1" in the top right, followed by a title "Joe Cool" and author "Mr. Hardgrader". The course "English 13" and date "February 30, 2027" are listed below. A long quotation is centered on the page, starting with "Bertie Wooster, Fool or Victim of his Upbringing?" and continuing with "Bertie Wooster, the bumbling hero of P. G. Woodhouse's novel, *Jeeves and the Feudal Spirit* is generally considered to be of "minimal"

Cool 1

One inch margins all

Joe Cool
Mr. Hardgrader
English 13
February 30, 2027

Bertie Wooster, Fool or Victim of his Upbringing?

Bertie Wooster, the bumbling hero of P. G. Woodhouse's novel, *Jeeves and the Feudal Spirit* is generally considered to be of "minimal"

Works Cited

Blake, Denice, Susan Latour, Creta Pyne, Wendy Pinhey, Kathryn Russell, and Polly

Woodard. The Writer's Guide: A Style Manual. Springfield, VA: WS Publications, 1989.

Kinneavy, James L. and John E. Warriner. *Elements of Writing: Third Course*. Austin: Holt Rinehart, and Winston, 1998.

Online Writing Lab. Purdue University. 5 Feb. 2005

<http://owl.english.purdue.edu/handouts/research/r_mla.html>