

ABRHS Guide to Writing and Research



A Guide Prepared by

The Acton-Boxborough
Regional High School
English & Social Studies
Departments

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Materials adapted from *MLA Handbook for Writers of Research Papers*, by Joseph Gibaldi

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Guidelines for Writing Papers in Social Studies and English

What is a research paper?

The term “Research Paper” needlessly strikes fear into the heart of many a young scholar. Adding research to a paper is an effective means of either strengthening an argument one already has or helping one to form a new argument. Generally speaking, there are three types of research papers. They include:

- A research paper designed to gather information and arrive at a conclusion based upon the opinions of a majority of critics or historians.
- A research paper designed to gather and organize primary and secondary sources with different points of view to enable the writer to present his or her own conclusions.
- A research paper designed to gather and organize primary and secondary sources to prove or disprove a thesis.

What is an analytical paper on a literary topic?

- A paper that uses evidence from a literary work or works to support a focused thesis.
- A paper that uses primary and secondary sources to support an arguable thesis.

These are the steps to follow when writing a research paper:

1. Select a topic.
2. Find sources (books, articles, etc.).
3. Take notes.
4. Create a thesis (if required).
5. Take more notes.
6. Refine and finalize the thesis.
7. Write an outline.
8. Write and edit a rough draft.
9. Edit the final draft (have an adult proofread the paper).
10. Format the final draft.
11. Write the Works Cited or Works Consulted sheet.
12. Print out and turn in the final copy.
13. Save the paper on the computer and save a hard copy in case of emergencies.
14. Save all notes and materials in case you need to document your research.

These are the steps to follow when writing a literature-based paper:

1. Carefully and deliberately read literature.
2. Take notes on evidence that points to your desired topic or question.
3. Select from your notes the evidence that best supports your thesis.
4. Formulate a thesis.
5. Establish an organizational plan based on evidence you intend to use to support the thesis.
6. Write a rough draft.
7. Review the draft for accuracy of ideas, quality of supporting evidence, effectiveness of organization, and viability of thesis.
8. Edit and proofread the final draft.
9. Format the final draft.
10. Write the Works Cited page.
11. Save the paper on the computer and save a hard copy in case of emergencies.
12. Save all notes and drafts in case you need to document your research.

1. Selecting a Topic:

Selecting a topic of genuine interest to the researcher results in a better paper. The possibilities are endless and this could be a problem, so how does one select a topic?

Think about:

Intriguing persons, events, or areas of study

Connections between literary works

Ideas prevalent in a single literary work or multiple works

Similarities and differences between or among literary works

Also think practicalities:

Are there sources?

Is the topic too narrow or too broad?

Too narrow a topic will result in a short paper that is not comprehensive enough and too broad a topic will result in a paper that is too general.

Is there enough varied textual evidence to support your thesis, including secondary sources, if required?

Here are examples of how to narrow a topic for a history paper:

Person

Kings

Kings in Europe

Kings in France

King related to the French revolution

Louis XVI

Event

US Wars

Domestic Wars

Civil War

Gettysburg

Here are examples of how to narrow a topic for a literature-based paper:

Thematic Idea

Love

Familial Love

Paternal Love

Atticus's devotion to his children in

To Kill a Mockingbird

Research Paper

Poetry

Robert Burns's poetry

Scottish Politics in Robert Burns's poetry

2. Sources

You will need a variety of sources to obtain information for the paper. The number and kinds of sources will vary depending on the teacher and topic. Be careful to select VALID sources for the paper.

All potential sources need source cards. These source cards will help you create a "Works Consulted" (all works you read to develop your paper) or "Works Cited" (only the works that you cite in your paper) page at the end of the paper.

Source Cards:

1. For each source consulted (looked at and found useful to some degree) a source card is required.
2. Source cards should **contain all the information needed to write a "Works Consulted" or "Works Cited" entry** (title, author, publisher, place and date of publication, page numbers if necessary. See appendix for internet and other non-book sources)).
3. Use the guideline sheets from the library to help write source cards for **internet** sources. **Be sure to evaluate the validity** of any internet source before deciding to use it.
4. Source cards should also contain the **CALL number (or url) of the source** so that it can easily be found again.
5. Sources should be **assigned a letter and that letter should be placed at the top left-hand side** of the source card. The call number should go on the right-hand side. **See examples below.**
6. Sources should be assigned a letter so that all notes taken from that source can also be labeled with the same letter which eliminates the need to re-write all the source information on each individual note card.

A 330 Levitt

Steven D. Levitt and Stephen J. Dubner

Freakonomics

New York

William Morrow

2005

B

Peter Tyson

"A Tree's Secret to Living Long"

Methuselah Tree

November 2001

NOVA online

May 22, 2001

< <http://www.pbs.org/wgbh/nova/methuselah/long.html> >

3. Note Cards

Once useful sources have been found, it is time to take notes. As the research progresses, the notes will become increasingly detailed. Using note cards allows the information to be organized by topic instead of by source once it is time to structure the paper.

Note Cards:

1. Each note card should have the **letter of the source** (see source card page) at the top of the card as well as the **page number** (unless from an internet source) of the information that is written on the card.
2. Each card should have a **subject category** at the top of the card. This is to enable all notes, regardless of which source they came from, to be grouped together once the note-taking process is completed.
3. **Each card should contain only one or two facts** about the topic. If it is a direct quotation be sure to use quotation marks.

A online dating 81

More than 40% claim to make
more than two hundred thousand
dollars per year

less than 1% actually make that
much

A online dating 82

"of the many ways to fail on a
dating website, not posting a photo of
yourself is the most certain"

B tree lifespan

"after all, the biblical Methuselah,
ancestor to Noah, was said to live 969 years,
while the Methuselah tree, thought to be the
world's oldest living thing, has endured almost
five times as long"

C serfdom 28

lords could not kill serfs

could kill slaves

4. See appendix 3 for use of electronic notecards.

4. Thesis

Tips on coming up with a good thesis statement:

General questions to consider...

1. *How does the topic fit into the particular time-period, or larger sphere of events (Renaissance, Reformation, etc.)*
2. *What was the impact of the topic on society?*
3. *How was the topic affected by other events occurring at the time?*
4. *What is an educated opinion (based on research) of a controversy about the topic?*
5. *What insights does the literature provide?*
6. *What conclusions can you draw about the literature?*
7. *What connections are evident between and among works?*
8. *Consider author's purpose for writing or style.*
9. *How does the author fit into his or her social context?*

So...

1. **Make sure to prove something.** Do not just describe or explain the topic – the reader will be looking for an argument.

2. **Do not state the obvious.** “The Reformation started a new branch of Christianity” is a widely held belief and easily provable. The best theses prove things that are not immediately apparent. This makes them interesting to read. Here is a less obvious thesis – “The Reformation was a revolution in Christianity.” Is it true? Who knows, but it would make a fascinating argument.

3. **Avoid theses that are interesting, but have no backbone.** The thesis should be significant. Proving that “George Washington was the greatest general in history” is so subjective as to be unarguable. Stay away from “The greatest _____ in all of history,” “_____ changed the world as we know it today.”

4. **Go for depth as opposed to breadth.** Instead of skimming many accomplishments focus in on one or two in depth.

Good thesis statements can...

PRIORITIZE

_____ was the single most important event in the American Revolution because...

COMPARE

The assassinations of Lincoln and JFK are similar because.....

CONTRAST

While both were absolute monarchs, Louis XIV and Elizabeth I left starkly different legacies.

CONSIDER IMPACT

Louis XIV's role in increasing the power of the king caused...

TURNING POINT

The invention of the printing press was a turning point in history.

EXAMINE CAUSES AND EFFECTS

US involvement in WWI was primarily caused by...

Because Santiago from *The Alchemist* and Odysseus overcome obstacles, they achieve wisdom.

*Remember that history papers are written in past tense, and English papers are written in present tense.

CHALLENGE ASSUMPTIONS

Contrary to the popular belief that Columbus was a hero of exploration, he actually set into motion a dark period in New World history.

COMPARE AND/OR CONTRAST

Although Mercutio and Benvolio advise Romeo, Mercutio has more influence over Romeo.

EXPLORE THEME (*Thesis supplied by Alex Kazberouk.*)

A scientific investigation of humanity fails because humans are naturally emotional and irrational.

DEFINE

A hero is someone who puts the welfare of others before his personal interests.

ANALYZE STYLE, PATTERNS OR CHANGES

Blood and darkness images mirror Macbeth's growing malignancy and the disruption of nature in *Macbeth* because of the unnatural nature of regicide.

EXPLORE OR ARGUE PURPOSE

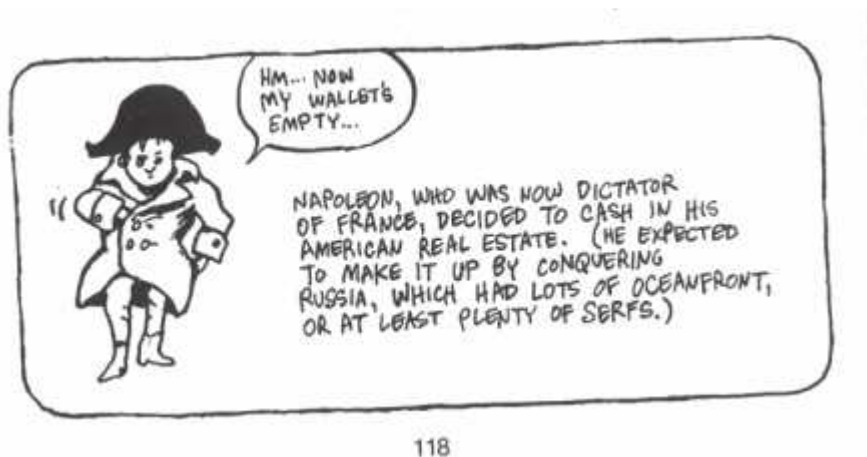
Orwell depicts a society in order to show that totalitarianism is dangerously close to democracy.

5. Take More Notes

Having selected a more specific topic, continue taking notes with the thesis in mind.

6. Finalizing the Thesis and Supporting Evidence

With a greater understanding of the topic, revisit the evidence and the thesis and make any necessary modifications.



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7. The Outline

Creating an Outline:

The purpose of an outline is to provide a blueprint for the paper. A formal outline, like the one in the samples below, follows a strict format. The basic rule to follow is to always have **at least two** sub-points (there may be more). In other words, an A must have a B and a 1 must have a 2.

The Roman numerals (I, II, III, IV, etc.) refer to topics. **Some topics may require more than one paragraph to explain the argument adequately.**

Apart from the thesis and topic sentences, the rest of the outline should be in phrases.

Sections of the paper:

1. Introduction: The introduction introduces the topic and provides the direction of the argument. It has three parts: General Statement/Context, Thesis Statement, and Structure Statement. The introduction should contain all three elements but not necessarily in this order. Check with your teacher for specific instructions.

General Statement: This creates context for the reader, telling them in general, what the paper is about. Your general statement should lead your audience to the topic of your paper.

Thesis Statement: This is the main argument or focus of the paper.

Structure Statement: This sentence or sentences provides an overview of the main evidence and the way in which the paper will be organized to develop the thesis idea. In a history paper, these elements or organization should correspond to the Roman numeral topics of the outline and should appear in the same order in the paper.

2. Body: Each body paragraph should include a topic sentence that supports the thesis, follows the established organization, and leads into the paragraph's evidence.

Topic Sentence: This will introduce the paragraph and state the main idea. It should be connected to both the thesis and structure statements.

3. Conclusion: This paragraph will wrap up the paper. It should reemphasize the thesis or add new insight on the topic. It should NOT contain new information, ideas, questions, or evidence.

Outline Format for History Research Paper:

I. Introduction:

- A. General statement: Countless debates occur at the breakfast table over what to pack for lunch.
- B. Thesis statement: Although peanut butter and jelly sandwiches are the classic, bologna sandwiches provide the better cafeteria experience.
- C. Structure statement: Bologna sandwiches are preferable because bologna does not aggravate allergies, it has a catchy jingle, and bologna sandwiches can be pre-made.

II. First Topic (context): Topic Sentence- Bologna and peanut butter and jelly sandwiches first became popular in the 1950's, simplifying lunch-making for parents.

- A. introduction of peanut butter
- B. invention of bologna
- C. advent of the school lunch-box

III. Second Topic (supporting evidence): Topic Sentence- Peanut-butter is potentially deadly and divides student populations.

- A. peanut allergies
 - 1. reactions
 - 2. epi-pens
- B. peanut-free tables
- C. evaluate the evidence

IV. Third Body Paragraph (supporting evidence): Topic Sentence- Bologna fosters creativity and light-hearted fun.

- A. song
 - 1. singing song
 - 2. creating variations of song
- B. finger-food
 - 1. does not need bread
 - 2. not sticky
- C. evaluate the evidence

V. Fourth Body Paragraph (supporting evidence): Topic Sentence- Peanut butter and jelly sandwiches cannot be pre-made.

- A. bread becomes soggy
- B. bologna saves time
- C. evaluate the evidence

V. Conclusion

- A. re-state thesis
- B. evaluate argument

8. Write and Edit a Rough Draft

Use the outline as the basis for writing the rough draft. Avoiding plagiarism becomes extremely important once the writing begins.

Plagiarism:

Plagiarism is the act of using another person's ideas or expressions without acknowledging the source. In short, to plagiarize is to take credit for material or ideas someone else has created. The most blatant form of plagiarism is to copy from another author word for word without giving credit. A more subtle form of plagiarism is to take someone else's ideas without giving them credit. It is expected in a research paper to use the ideas and words of others but credit **MUST** be given to the original author with the use of parenthetical references.

Plagiarism often carries severe penalties, including failure on the paper or project. At the collegiate level penalties can include course failure or expulsion from school.

Please refer to the ABRHS Student Handbook for the school procedure.

Avoiding Plagiarism:

Information which requires parenthetical references includes:

1. **An author's thoughts, ideas, opinions, analysis, interpretations and conclusions.**

EXAMPLE: High schools and colleges were partly responsible for the youth rebellion of the twenties (Buffum).

2. **Direct quotations or exact words.**

EXAMPLE: "In War: Resolution. In Defeat: Defiance. In Victory: Magnanimity. In Peace: Good Will" (Churchill).

3. **When in doubt, cite the sources.**

Information which does NOT require parenthetical references includes:

- 1. Common knowledge- dates, names, and events that can be found in multiple sources.**

EXAMPLE: Thomas Jefferson wrote the Declaration of Independence.

- 2. Common quotes.**

EXAMPLE: "I have a dream."

How to incorporate research: quoting and paraphrasing:

The two ways of incorporating research are through quoting and paraphrasing. Quoting is using someone's exact words set off in quotation marks. Paraphrasing is taking the idea or information from an author and putting it into your own words.

The rules for quoting:

- 1. Use the exact wording of the original.**
- 2. Use quotation marks.**
- 3. Select quotations that clearly support your ideas.**
- 4. Be selective to avoid overquoting.**

"Quotations are effective in research papers when used selectively. Quote only words, phrases, lines, and passages that are particularly interesting, vivid, unusual, or apt, and keep all quotations as brief as possible. Overquotation can bore your readers and might lead them to conclude that you are neither an original thinker nor a skillful writer" (Gibaldi 109).

Guidelines for paraphrasing:

- 1. Read the quote or passage to yourself several times until you understand the meaning the author is trying to express.**
- 2. Put the passage aside and try to retell the information in your own words. You might pretend you are trying to explain the quotation to your reader in your own way. *This does not mean merely changing a word or two in a sentence or rearranging the order of words in your sentence!***

3. Compare your version to the original to make sure that you accurately reflected the original meaning and that you did not accidentally borrow any phrases directly from the original author.
4. Remember, failure to give credit to the original author for paraphrased ideas is considered **plagiarism!**

Parenthetical referencing: giving credit to the source

There are many ways to do this, but our school uses the MLA format. This means that you will put a reference to the source of your quotation or paraphrase at the end of your sentence. If the reader is curious about the source, he or she can look up the source based on your parenthetical reference that is linked to your Works Cited (or Works Consulted) page. **Usually, the first piece of information you include in a citation for your works cited is what you put in the parenthetical reference.**

Rules for formatting and punctuating quotations and paraphrases:

1. **Paraphrased information-** the parenthetical reference goes **AFTER** the paraphrased material and **BEFORE** the punctuation.

EXAMPLE: Merriwether Lewis was a leader in every sense of the word. He understood the men on his team and when to use discipline and humor (Ambrose 482).

2. **Quotations requiring fewer than four lines of text-** the parenthetical reference goes **AFTER** the final quotation mark and **BEFORE** the punctuation.

EXAMPLE: Grant commented about the 1864 campaign against Lee, "I propose to fight it out on this line if it takes all summer" (Winik 95).

3. Quotations requiring more than 4 lines of text- double-space the quotation and indent one inch (2 tabs) from the left margin. Do not enclose with quotation marks. The final punctuation goes BEFORE rather than after the parenthetical reference.

EXAMPLE:

According to one historian:

The most singular- and to many the most shocking- characteristic of *Common Sense* was its vehement personal attack on the figure of the “crowned ruffian,” King George III. Until *Common Sense* singled out the king as the chief architect and villain of British policy toward the colonies, American writers had spared George III from the brunt of their criticism even after the war had begun. (Liell 76)

4. An ellipsis is used to indicate the omission of text from quoted material. It is formed by typing three periods with one space in between each.

EXAMPLE: “In America, Magna Carta is revered as the foundation stone of modern freedom...[and] has always been regarded as a romantic, informative piece of legislation...” (Danzinger and Gillingham 13).

When the ellipsis comes at the end of the sentence, the fourth period is the mark of punctuation.

5. Use of a quotation within a quotation requires single quotation marks.

EXAMPLE: The English teacher said, “I do not appreciate Mr. Noeth’s repetitive remark, ‘Math is Life!’”

6. Poetry, including Shakespeare's plays.

You may either indent the lines of poetry as they appear on the page or you may incorporate the poem's lines into your word processed document indicating the line breaks with slash marks (/). *Quotes provided by Rashmi Jasrasaria.*

EXAMPLE: In "Do Take Muriel Out," Smith accounts the story of Muriel, whose friends are lost:

All her friends are gone

And she is alone

And she looks for them where they have been

And her peace is flown. (9-12)

Muriel's life is miserable without the friends she loved...

OR

EXAMPLE: In "Do Take Muriel Out," Smith accounts the Story of Muriel, whose friends are lost. The speaker

describes that "[a]ll her friends are gone/ And she is alone/

And she looks for them where they have been/ And her

peace is flown" (9-12). Muriel's life is miserable without the

friends she loved...

7. Literature prose of four or more typed lines.

Scout asks Jem about Dolphus Raymond's mixed race family when her brother points out one of Raymond's sons:

"Jem," I asked, "What is a mixed child?"

"Half white, half colored...They don't belong anywhere. Colored folks won't have'em because they're half white; white folks won't have'em because they're half colored." (Lee 161)

Jem relays that the town's intolerance includes individuals who don't fit into rigid class divisions...

8. Literature prose of less than three typed lines.

EXAMPLE: Lieutenant Jimmy Cross realizes that his responsibility for the deaths of his men "...was something he would have to carry like a stone in his stomach for the rest of the war" (O'Brien 16). Cross's sensitivity leads him to misery.

Rules for parenthetical referencing:

See the appendix for the works cited and parenthetical referencing guides prepared by the library. These guides provide the accurate format for referencing different types of sources. The following examples are from the most common types of sources used by ABRHS students.

1. If the **author has not been previously mentioned in the paper**, include the author's last name and page numbers (if appropriate) in parentheses.

EXAMPLE (print): "Of the many ways to fail on a dating website, not posting a photo of yourself is the most certain" (Levitt and Dubner 82).

EXAMPLE (electronic): "After all, the Biblical Methuselah, ancestor to Noah, was said to live 969 years, while the Methuselah tree, thought to be the world's oldest living thing, has endured almost five times as long" (Tyson).

2. If the **author's name has already been mentioned in the paper**, document the source as shown in the following examples.

A. If the **author's name or source is included in the sentence**, do not repeat that information in the parenthetical citation that follows, but just use the page number.

EXAMPLE (print): According to Levitt and Dubner, "of the many ways to fail on a dating website, not posting a photo of yourself is the most certain" (82).

EXAMPLE (electronic): As Tyson notes, “after all, the biblical Methuselah, ancestor to Noah, was said to live 969 years, while the Methuselah tree, thought to be the world’s oldest living thing, has endured almost five times as long” (“A Tree’s Secret”).

B. If the **next reference is to the same source but the page number is different**, use just the page number in the parentheses at the end of the sentence.

EXAMPLE: Adams had no illusions as to where Europe stood on American independence (McCullough 233). Regardless of their enthusiasm for the American Revolution, nations would always act in their own best interests. As Adams told Congress, “I have many reasons to think that not one of them, not even Spain or France, wishes to see America rise very fast to power” (235).

C. If the **next reference is to the same source and the page number is the same**, place only the author's last name in the parentheses at the end of the sentence.

EXAMPLE: "There is far less street crime per capita in rural areas than in cities, in large part because a rural criminal is more likely to be known (and therefore caught)" (Levitt and Dubner 49). Following this thought, a criminal in Acton is more likely to be caught than one in Boston. "Also, a smaller community tends to exert greater social incentives against crime, the main one being shame" (Levitt and Dubner).

D. If the **next reference is to an author mentioned earlier in the paper but not the last author mentioned**, use the author's last name and the appropriate page number.

3. If there are **two or more authors**, include the last name of each and the page number in parentheses.

EXAMPLE: "Current federal guidelines say that public schools may teach religion but neither promote nor inhibit its practice" (Hartman, Mersky, and Tate 320).

4. If there are **multiple works by one author**, then include the author's last name, a shortened version of the title and the page reference.

EXAMPLE: The author gives an ominous description of Lenny, "a huge man shapeless in face with large, pale eyes, with wide, sloping shoulders; and he walked heavy, dragging his feet a little, the way a bear drags his paws" (Steinbeck *Mice* 2).

5. When using **one volume from a collection of multi-volume works**, document the source as shown in the following examples.

EXAMPLE: Botticelli's renderings of mythological scenes provide key insight into the importance of the Greek and Roman traditions in the Florentine Renaissance (Amy 264).

6. If **more than one volume from a collection of multi-volume works is used**, document the source as shown in the following example. Include the volume number followed by a colon and then the page numbers.

EXAMPLE: Botticelli's renderings of mythological scenes provide key insight into the importance of the Greek and Roman traditions in the Florentine Renaissance (Amy 1: 264). Botticelli was not alone in his interest in ancient art. "Donatello's exceptional experimentation with materials, techniques, and modes of expression continued in the 1430s, while his interest in ancient art intensified" (Pelta 2: 171).

7. When **no author is given**, use the title and page number for print sources. For electronic sources use the next appropriate element of the works cited entry. **NOTE:** if there are two or more entries with no author but the same title in the works cited page, then in the parenthetical reference add a distinguishing element from the works cited entry.

EXAMPLE (print): "[Michelangelo's] originality, independent spirit, and success shaped modern ideas of the artist as a creative genius" ("Michelangelo" 9).

EXAMPLE (electronic): “Berserkers were Viking warriors who went into a frenzied state during battle. During this state they felt no pain, had superhuman strength and believed they were actually wolves or bears” (“Vikings: On the Job”).

8. When any kind of image is used, either from print sources or electronic sources, credit must be given to the artist. If there is no artist, use the title of the work. In some cases, one must create a title for the image. See the examples on the following page.

EXAMPLE (print):



(Tobin)

EXAMPLE (electronic):



(Larson)

9. Editing the Final Draft

Edit the final draft of the research paper to eliminate any errors and weaknesses in language usage, logic, style, organization, and mechanics. Proofread the final document out loud to prevent any unintentional errors or omissions.

10. Formatting the Final Draft

The format of a research paper generally includes the following items:

- 1.** The title page (if required) should be a separate page preceding the paper itself. It contains only the following information: title, student's name, course title and date. If a title page is not required, follow MLA guidelines for first page of a research paper.
- 2.** Margins should be 1 inch on all four sides.
- 3.** Use double-spacing and 12 pt. font (easily readable) throughout the paper unless instructed otherwise.
- 4.** Indent the first line of each paragraph. Tab once from the left margin.
- 5.** Type your last name followed by the appropriate page number beginning with the first page and including the Works Cited page. This should appear at the top right-hand corner of the page.
- 6.** Do not forget to save a copy of your paper in case it is lost and to save all your research materials, outlines, and rough drafts in case you need them later.

11. Works Consulted and Works Cited Pages

A **Works Consulted** page is a list of all the sources that were consulted to write the paper. If a source was not used in a parenthetical reference but was used to learn about the topic then it must still appear in the Works Consulted page.

Some teachers might ask for a **Works Cited** page, which would ONLY contain those sources actually referenced in the paper.

Either way, the Works Consulted or Works Cited page is a separate page that appears at the end of the text of the paper.

Preparation of Works Consulted and Works Cited pages:

1. Center the title, Works Consulted (or Works Cited), at the top of the page.
2. **Do not number the entries.**
3. Items are arranged in **alphabetical order**, according to the **last name of the author**. If the author's name is not given, alphabetize by the first word of the entry (usually the title). If the first word of the title is the, an, a, alphabetize by the second word in the title.
4. Use a **hanging indent** by beginning each entry at the left-hand margin and indenting subsequent lines five spaces (1 tab) from the left-hand margin.
5. **Double space the entire list**, both between and within entries.
6. Use proper **punctuation**.
7. Double check everything one more time before handing in the assignment.
8. See the sample in the appendix at the end of the sample research paper.

*** **2009 Updates to MLA Citations** - Note the following changes:

- No more underlining. Instead italicize titles of books and names of websites.
- No more URLs. These are not required, but your teacher may still want them.
- Publication Medium. Every entry should be listed as Print or Web – or another format such as DVD, lecture, etc.

Works Consulted

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Tyson, Peter. "A Tree's Secret to Living Long." *Methuselah Tree*. Nov. 2001. NOVA Online. Web. 22 May 2007.

"Vikings: On the Job." Warrior Challenge. 2003. PBS. Web. 22 May 2007.

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Appendix

Appendix 1- Student Paper

Appendix 2- Library Source Guides

Appendix 3 – Electronic Note Cards

The Spanish Inquisition

Kylie McKenzie
May 12, 2007
Mrs. Watkins
Period 7

Queen Isabella I, King Ferdinand V and their successors manipulated the Spanish Inquisition to ensure sustained growth and power for the Crown. The Spanish Inquisition was a fierce movement to prosecute heretics which lasted 300 years and claimed the lives of many in 15th century Spain. **The Spanish Inquisition was initiated by the Church, but was used by the Crown for political gain.** The Crown benefited from a decreased risk of civil war, reduced chance of being overthrown and increased wealth from confiscated property and riches.

The key tenant of the Spanish Inquisition was the conviction of converted Jews and later, Muslims and Protestants of heresy. In 1233, the Medieval Inquisition was founded in the kingdom of Aragon. However, in the 14th century, heresy was rare because the Church did not have authority over those Jews and Muslims who had not yet been baptized into the Church. To enhance a Christian state, Spain re-conquered southern regions and worked feverishly to convert the Muslims in those regions to Christianity. Simultaneously, Jews were expelled from England in 1290 and France in 1306. At this time, Jews had limited rights in Spain and the mass conversion between 1391 and 1418 provided them much sought out benefits. Those converted were referred to as New Christians, conversos (converts), or marranos (pigs). However, these Jews did not convert out of their own will. The conversos benefited economically and personally. They avoided the threat of being killed and the danger of dying from starvation and exposure (Netanyahu 942). However, the problem, according to the Crown, was the legitimacy of their Christian practices.

By the middle of the 15th century, there were 250,000 conversos in Spain. These newly converted Jews started to cause more problems within Spain as the Old Christians developed a harsh resentment towards them (“1478 Establishment...” 463). In 1449, there was a violent anti-converso riot in Toledo, Spain. The Toledo riot resulted in *Sentencia-Estatuto* which was a harsh ordinance that limited the rights of conversos in Spain. Although the ordinance was widely supported by the public, it lacked true substance since it was not enforced by the Crown (“1478 Establishment...”). The riots continued and harsh attitudes towards the conversos eventually became apparent to the Crown. The engagement of the Crown in the Inquisition changed significantly, in 1474, when Ferdinand V and

Isabella I became monarchs after Henry IV's death. More and more evidence was being aired about the conversos committing heresy. Finally, in 1478, Pope Sixtus IV authorized the bull, officially starting the Inquisition in Spain. The bull not only condemned heresy but initiated the long period of severe questioning, harsh punishment and death that impacted thousands and became the hallmarks of the Inquisition. According to Alonso de Oropresa, an order of St. Jerome, "No one knows better than the leaders of this movement that they operate with lies and falsehoods and no one is as aware as they are of the criminal aims for which they invented them" (Netanyahu 941). This cruel institution officially ended in 1834, however, the Crown's motives for the establishment of this repression were both cruel and selfish.

The rising tension between the Christians and Jews in 15th century Spain gave the Crown an excuse for their harsh actions. Ferdinand and Isabella did their best to win the public's favor. They claimed Henry IV was lazy in investigating heresy cases and said they were going to do their part in attacking heresy by ridding Spain of its evils ("1478 Establishment..."). Ferdinand and Isabella proactively acted on heresy and strived to eliminate the cause of the tension, the New Christians in Spain. They hoped this would prevent any civil disruptions. Pope Sixtus IV argued with the Crown on its harsh ways, but did not stop them. (Refer to picture) Furthermore, the monarchs enforced the concept of *limpieza de sangre* (Purity of Blood), which stressed racial purity, to justify their actions. For, in the 15th century, this ethnocentric concept stressed that Old



A typical torture scene during the Spanish Inquisition ("Torture")

Christians remain ethnically pure to ensure that one's ancestry was not contaminated by Jews or Muslims. "The founding of the Inquisition has often been cited as evidence that the Catholic monarchs desired to impose uniformity of religion on Spain. The expulsion of the Jews would seem to confirm it" (Kamen 61). By doing this, the Crown lowered the risk of civil unrest between the Christians and conversos

by eliminating the conversos and, in turn, reducing the chance of being overthrown by a disgruntled constituent.

The government of Spain established this concept of racial purity to ensure that their governmental positions were not to be dominated by the Jews. In 15th century Spain, Jews held important roles in society. They were a growing force seen within royal, nobilar, clerical, and urban administrations. For example, Jews occupied religious offices such as bishop, archbishop, cardinals, deacons, abbots and more. As a result of these high positions, New Christians had authority and importance in society, as well as significant income. Historian Jamie Vicens Vives once said, “Continuing in the footsteps of their [Jewish] fathers, they [New Christians] became great financiers, good artisans and excellent public officials” (Netanyahu 971). Thus, a raging competition developed between Old and New Christians to get honorable jobs. A great rivalry and jealousy grew between these two groups. The Old Christians began to believe that their problems could be solved if Spain had laws forbidding the conversos to practice. The opposition to the New Christians continued to grow. The Crown began to see a risk of being overthrown. There was a large amount of conversos in Spain at the time and if they continued to hold significant jobs, then there would have been a possibility for these rising powers to overthrow Ferdinand and Isabella. Even if they did not overthrow them, the New Christians would still be taking up positions that the Crown would prefer to appoint to their fellow Christians. Ferdinand and Isabella sided with the Old Christians and realized the only way to deal with the threat of the New Christians was to eliminate them. “It was under the reign of the Inquisition that the soul of Spain expired, and that a great power in arms and in arts, in literature and in commerce, fell from its high place into almost utter annihilation” (Gainor). Not only did the Crown reduce their chance of being overthrown, but also benefited economically by confiscating the belongings of the wealthy Jews.

The Spanish Inquisition was used by the Crown to achieve wealth by means of their gained power. The government of Spain was in financial difficulty due to the extent of their investment in the New World pursuits. They concealed this information from the public. If the public had known about the

financial issues, then they might have acted upon that knowledge by trying to overthrow the monarchs. Thus, the Crown used the Spanish Inquisition as a way to bring wealth back into the government.

The Chronicler of Aragon, Jeronimo de Zeruita, once said, “Those newly converted from the Jewish race....claimed that the procedure was against the liberties of the realm, because of this offence [of heresy] their goods were confiscated and they were not given the names of witnesses who testified against them” (Kamen 51). Ferdinand and Isabella had secret procedures to accept accusations because they wanted the cases to be brought to the courts so that the people could be persecuted and they could confiscate their property. They were motivated by greed and took away the right of people to have witnesses. If there were witnesses, then they would not have been able to persecute as many conversos as they did. For, fewer persecutions implied less money for the Crown in the end. The Crown used the confiscated property of the prosecuted and shared it between government officials and themselves. Since the conversos had high positions in different administrations, this meant that many were wealthy. In regards to the Inquisition, “nothing else, perhaps, was more instrumental in draining the Peninsula of its accumulated wealth during the course of the 16th, 17th and 18th centuries” (Gainor). In fact, because of the deaths of the wealthy New Christians, Seville’s revenues dropped by a third (Liss 176). The riches of the conversos were very appealing to the Crown. During the Inquisition, the tribunal was expected to live from “spoils of the heretics” (Gainor). According to Peggy Liss, author of the book, *Isabel the Queen: Life and Times*:

There is no question that for Isabel the Inquisition was a means to fused political, religious, and economic ends, to extending, heightening, and maintaining monarchical authority and to building a broadly Spanish consensus based upon religious orthodoxy and the social superiority of longtime Christians. (Liss 177)

Ferdinand V and Isabella I leveraged the Church-imposed Spanish Inquisition as a way to ensure their power over Spain and its colonies. By establishing this fierce movement, they benefited from its killings by the decrease of the possibility of civil war. With the myriad persecutions and deaths of

conversos, the Crown reduced the chance of being overthrown. The Crown also used their authority to increase their wealth by consuming confiscated property and riches of the conversos. The Spanish Inquisition was a tool used by the Crown to ensure their power over Spain and its colonies.

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“1478 Establishment of the Spanish Inquisition.” *Chronology of European History 15,000 B.C.*

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Gainor, Michael. “Spanish Inquisition.” *Papacy Uncovered*. Web. 10 Feb. 2007.

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Web. 8 Jan. 2007.

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Press, 1998. Print.

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Netanyahu, Benzion. *The Origins of the Inquisition in Fifteen Century Spain*. New York:

Random House, Inc., 1995. Print.

“Torture.” Online image. *Florida Holocaust Museum: Virtual History Wing*. Web. 1 Mar.2007.

Works Cited Guidelines for Print Sources (Revised 09)

- A Works Cited list (or bibliography) must be **alphabetized by entry**: Author's Last Name or Title of the Work (or article) if no author is given.
- **Tab** in consecutive lines in each entry. (Hanging Indent: indent all lines after the 1st by ½ inch = 1 tab)
- New 2009 MLA guidelines require using **italics for print titles and names of websites** rather than underlining.
- You must put **Publication Medium** (Print or Web) at the end of each entry.
- Note that **dates go in this order**: day month year : 28 Sept. 2009

Use Basic format as model for all entries on this page; add information as necessary.

BASIC FORMAT (BOOK with one author)

Author's Last name, First name. *Title*. Place of Publication: Publisher, Date of Publication. Publication Medium.

Blainey, Geoffrey. *A Short History of the World*. Chicago: Ivan R. Dee, 2000. Print.

TWO AUTHORS (Follow basic format: *note that second name is not in reversed order*)

Atmore, Anthony and Gillian Stacey. *Black Kingdoms Black Peoples*. New York: G.P. Putnam's Sons, 1979. Print.

EDITOR INSTEAD OF AUTHOR (*Use editor's name in place of author's, followed by, ed.*)

Editor's Last name, First name, ed. *Title*. City of Publication: Publisher, Date of Publication. Publication Medium.

Smart, Ninian, ed. *Atlas of the World's Religions*. Oxford: Oxford University Press, 1999. Print.

ONE AUTHOR WITH MULTIPLE WORKS

After the first work (organized alphabetically), type in 3 hyphens followed by a period.

Nardo, Don. *The French Revolution*. San Diego: Greenhaven Press, 1999. Print.

---. *The Medieval Castle*. San Diego: Lucent Books, 1998. Print.

MORE THAN THREE AUTHORS (*Follow basic format, list all authors - only first author has last name listed first*)

Beck, Roger, Linda Black, Larry Krieger, Phillip Naylor and Dahia Ibo Shabaka. *World History: Patterns of Interaction*.

Evanston, IL: McDougal Littell, 1999. Print.

CORPORATE AUTHOR (*for instance The Editors of Time-Life Books, The American Medical Association*)

Use the name of the group that published the book in place of the author; omit articles (A, The)

Time-Life Books. *What Life was Like in Europe's Golden Age*. Alexandria, VA.: Time Life Inc., 1999. Print.

MAGAZINE

Author's Last name, First name (if given). "Title of Article." *Name of Periodical* Publication date: Day (if

given) Month Year: Page number(s). Publication Medium.

Edwards, Mike. "Marco Polo in China." *National Geographic* June 2001: 20-45. Print.

NEWSPAPER

Author's Last name, First name (if given). "Title of Article." *Name of Periodical* Publication date: Day (if

given) Month Year: Section Page number(s). Publication Medium.

Arnold, Wayne. "Chinese on a Grand Tour." *New York Times* 21)ct. 2005: C1. Print.

NEWSWIRE (AP, Reuters, etc.)

Author's Last name, First name (if given). "Title of Article." *Name of Wire Service*_Day Month Year. Rpt. in
Title of Book in which you accessed article. Vol. #. (if relevant) Place of Publication: Publisher, Date of
Publication. Page #s. Publication Medium.

ENCYCLOPEDIA

There are 2 types of encyclopedias- general and specific. The key feature of an encyclopedia is that entries are arranged alphabetically (or sometimes chronologically). The author's name is generally found at the end of the entry.

GENERAL ENCYCLOPEDIA (Well known title and covers all topics: *World Book, Compton's, Britannica*)

Author's Last name, First name. "Title of Entry." *Title of Encyclopedia*. Date of edition. Publication Medium.

Entry with an author

Spitzer, Leo. "Mali." *World Book Encyclopedia*. 1999 ed. Print.

Entry with no author

"Mali." *Compton's Encyclopedia*. 2004 ed. Print.

SPECIALIZED ENCYCLOPEDIA (focuses on a specific subject: Postwar America, Medieval World)

Author's Last name, First name. "Title of Entry." *Title of Encyclopedia*. Vol. #. Ed(s). Editor's First Name
Last Name. City of Publication: Publisher, Date of Publication. Publication Medium.

Entry with an Author

Hockings, Paul. "India." *Countries and their Cultures*. Vol 2. Eds. Melvin Ember and Carol R. Ember.
New York: Macmillan Reference, 2000. Print.

Entry with no author

"Hildegard of Bingen." *Medieval World*. Vol. 4. Ed. Sally MacEachern. Danbury, CT: Grolier, 2001. Print.

MULTIVOLUME WORK

NOTE: If you use two or more volumes of a multivolume work, cite the total number of volumes; if you use only one volume, cite the volume number you used.

McPherson, James, ed. *Battle Chronicles of the Civil War*. 5 volumes (OR vol 3). New York: MacMillan, 1989. Print.

SOURCE WITHIN A SOURCE (such as Gale volumes of Literary Criticism)

Author's Last Name, First Name. "Title of Article." *Title of Original Source*. Original publication date. Rpt. in
Title of Book in which you accessed article. Vol. #. (if relevant) Ed(s).First Name Last Name (may be more
than one). Place of Publication: Publisher, Date of Publication. Page #s. Print.

White, Deborah Elise. "The Seashore's Path: Shelley and the Allegorical Imperative." *Studies in Romanticism*. 1995. Rpt. in
Nineteenth-Century Literary Criticism. Vol. 93. Ed. Juliet Byington. Detroit: Gale, 2001. 330-342. Print.

WORK IN AN ANTHOLOGY

Use quotation marks for the title of shorter works: poems, essays, and short stories, but italicize the title of any work originally published independently: novels and plays.

Author's Last Name, First Name. "Title of Work." (Or *Title of Work.*) *Title of the Anthology*. Ed. First Name

Last Name. Place of publication: Publisher, date of publication. Page #s. Publication Medium.

Howe, Marie. "What the Living Do." *Light-Gathering Poems*. Ed. Liz Rosenberg. New York: Henry Holt and Co, 2000.
37-38. Print.

Miller, Arthur. *The Crucible*. *Arthur Miller's Collected Plays*. New York: Viking Press, 1957. 225-329.

CHAPTER IN AN EDITED BOOK

Author's Last Name, First Name. "Title of Chapter." In *Title of Book*. Ed. Editor's First Name Last Name.

Place of Publication: Publisher, Date of Publication. Publication Medium.

Foss, Clive. "Life in City and Country." In *The Oxford History of Byzantium*. Ed. Cyril Mango. New York: Oxford
University Press, 2002. Print.

BOOK IN A SERIES WITH SERIES EDITOR INCLUDED

Author's Last Name, First Name. *Title*. Ed. Editor's First Name Last Name. *Series Title*. Place of Publication:

Publisher, Date of Publication. Publication Medium.

Remini, Robert. *John Quincy Adams*. Ed. Arthur Schlesinger, Jr. *The American Presidents*. New York: Henry Holt and
Co., 2002. Print.

PLAY: citing a specific edition

Author's Last name, First name. *Title of Play*. Ed. Editor's First Name Last Name. Place of Publication:

Publisher, Date of Publication. Publication Medium.

Shakespeare, William. *Romeo and Juliet*. Ed. Barbara A. Mowat and Paul Werstine. New York: Washington Square
Press, 1992. Print.

ARTWORK, REPRODUCTION (painting, sculpture, etc. found in a museum)

Artist's last name, first name. *Title of artwork*. Name of Institution that houses the work, City. In *Title of Book*

in which you accessed reproduction. Vol. # (if given). By Author's (or Editor's) Name. Place of

publication: Publisher, Date of Publication. Publication Medium.

Copley, John Singleton. *Boy with a Squirrel*. Museum of Fine Arts, Boston, MA. In *Encyclopedia of Artists*. Vol. 2. Ed.
by William Vaughan. New York: Oxford University Press, 2000. Print.

GOVERNMENT PUBLICATION (Print and Web)

Name of government (if applicable). Name of Agency that issued document. *Title of Document*. Name of author or editor (if given). Place of publication: Publisher, Date of publication. Publication Medium.

United States. Department of Labor. Child Care: A Workforce Issue. Washington: GPO, 1988. Print.

United States. Department of Labor. Child Care: A Workforce Issue. 1988. *Education Resources Information Center*. Web. 10 June 2009.

NONPRINT SOURCES

WEB VIDEO CLIP (YouTube)

“Title of Clip.” Name of creator. Original creation date (if known). *Name of Website*. Date clip posted.

Publication Medium. Your access date.

“Duck and Cover.” Autogrimes 85. 1950. *YouTube*. 08 Jan 2008. Web Video Clip. 21 Oct 2008

FILM OR VIDEO RECORDING

Title. Director. Studio, year of original release. Distributor, date of (re)release. Publication Medium.

Gone with the Wind. Victor Fleming. M-G-M, 1939. Turner Entertainment Co., 1999. DVD.

TELEVISION PROGRAM (Live as opposed to on video)

“Title of the episode or segment.” *Name of the Program*. Writer’s or Director’s Name if relevant. Title of the Series (if any). Name of the Network. Call Letters, City of local station (if any), broadcast date. Medium.

“A Necessary War.” *The War*. Directed by Ken Burns and Lynn Novick. PBS. WGBH, Boston, 23 Sep. 2007. Television.

SOUND/MUSICAL RECORDING

Name of recording artist. “Title of Song.” *By* name of composer (if different than recording artist). *Title of CD/Album*. Recording Company, year of issue. Medium.

Beatles. “Come Together.” By John Lennon and Paul McCartney. *Abbey Road*. Capitol Records, 1969. CD (or MP3 file).

INTERVIEW

Last name, First name of person interviewed. Type of interview. Interview date.

Galilei, Galileo. Personal Interview (or Telephone interview). 20 July 1630.

BROADCAST INTERVIEW

Name of person interviewed. *Interview with* Name of interviewer. *Name of Program*. Name of the Network.

Call Letters, city of local station (if any), broadcast date. Medium.

Colbert, Stephen. Interview with Terry Gross. *Fresh Air*. NPR. WHYY, Philadelphia, 09 Oct. 2007. Radio.

LECTURE (including class at ABRHS)

Last name, First name of author of lecture. “Title of Lecture.” Sponsoring Organization, (Location), date.

Green, David “World-changing Worm Spit.” World History class, ABRHS, 18 Oct. 2005. Lecture.

Works Cited Guidelines for Online Sources (Revised 09)

- **Not all websites provide all the information required;** include what you find in the correct order.
- **URLs are no longer required;** some teachers may still want them—check if unsure.
- 2009 MLA guidelines require **using italics for print titles and names of websites** rather than underlining.
- You must put **Publication Medium** (Print or Web) at end of each entry (before access date).
- Note that **dates go in this order: day month year:** 01 Jan. 2009; put n.d. if no date given.

INTERNET SOURCE: BASIC FORMAT

Author's Last Name, First Name (if given). "Title of web page/article." *Name of Website*. Date of publication or latest update (put n.d. if no date given). Name of Sponsor or Publisher of site (put N.p. if none given).
Publication Medium (Web). Your access date.

Sanderson, Nicole. "Runes through Time." *Vikings*. November 2000. PBS. Web. 15 Sept. 2005.

ONLINE ENCYCLOPEDIA

Author's Last Name, First Name (if given). "Title of Article." *Title of Encyclopedia*. Date of publication or latest update. Name of Sponsor or Publisher of site. Publication Medium. Your access date.

Signed Encyclopedia Article

Davis, Richard L. "Silk Road." *World Book Online Reference Center*. 2009. World Book, Inc. Web. 6 Sept. 2005

Unsigned Encyclopedia Article

"Silk Road." *Encyclopedia Britannica*. 2009. Encyclopedia Britannica Online School Edition. Web. 6 Sept. 2005.

ONLINE PERIODICAL (magazine or newspaper)

Author's Last Name, First Name (if given). "Title of Article." *Title of Periodical*. Name of Sponsor or Publisher of site (put N. p. if none given), Date of Publication. Medium. Your access date.

Magazine

Owen, James. "Papyrus Reveals New Clues to Ancient World." *National Geographic News*. National Geographic Society, 22 April 2005. Web. 26 Sept. 2007.

Newspaper

Winchester, Simon. "China's Ancient Skyline." *New York Times*. New York Times, 15 July 2007. Web. 11 Oct 2007.

News wire (AP, Reuters, etc)

Author's Last name, First name (if given). "Title of Article." *Name of Wire Service*. Medium. Date: Day
Month Year.

"Al Gore, UN Panel Share Nobel for Peace." *Associated Press*. Web. 12 Oct. 2007.

SUBSCRIPTION DATABASES (such as Gale Databases)

Biography Resource Center

Author's Last Name, First Name (if given). "Title of Article." *Title of Print Source*. Publisher, Date of Publication. *Name of Database*. Medium. Your access date.

"Erik the Red." *Explorers and Discoverers of the World*. Gale Research, 1993. *Biography Resource Center*. Web. 16 Sept. 2008.

Gale Databases – magazines, newspapers, journals: (General Reference Center Gold, etc.)

Author's Last Name, First Name (if given). "Title of Article." *Name of Periodical* volume and issue number (for a journal) Date of publication: page numbers (if given). *Name of Database*. Medium. Your access date.

Mills, Stephen and Melanie Menagh. "Who Discovered America?" *Omni* 13 Sep. 1991: 33. *General Reference Center Gold*. Web. 23 September 2005.

BOOK OR PERIODICAL REPRINTED IN A WEBSITE

Author's Last Name, First Name. "Title of Article or Section used." *Title of Original Source*. Original Publisher, publication date. (if given) Page #s (or N. pag.) *Name of Website*. Date of electronic publication. Sponsor or Publisher of site. Medium. Your access date.

More, Thomas. "Of Their Military Discipline." *Utopia*. 1516. N. Pag. *Literature Project*. Web. 10 June 2009.

IMAGE (photograph, illustration, map, graph, etc.)

Creator's Last Name, First Name (if given). "Title or Description of Image." Label type of image (i.e. photograph, map, cartoon, etc.). Date of image (*if given*). *Name of Website*. Sponsor of Site (or N. p.). Medium. Your access date.

Kirkebo, Jan Egil. "Viking Ship." Photograph. *travel-earth*. .N. p. 2007. Web. 10 June 2009.

- ▶ **If the image has no title, you should create a descriptive title:** "Floor plan of Chartres Cathedral."
- ▶ **Information about the image should come from the original website, NOT Google Images.**

ARTWORK REPRODUCTION

Artists's Name. *Title of Artwork*. Date (if known). Name of Institution which houses the work, City of Institution. *Name of website*. Medium. Your access date.

Raphael. *Cowper Madonna*. 1505. National Gallery of Art, Washington. *WebMuseum*. Web. 17 Feb 2006.

Guidelines for Using Electronic Note Cards

The research and citation process is the same for traditional (3x5) and electronic note cards. Electronic note cards are intended for the more experienced researcher who is ready for an alternative to the traditional note card format.

1. Electronic note cards for print and online sources can be found on the library web site. Links are “read only” so students should copy the note card templates into a word document that can be saved into their document folders.
2. Students may choose to print the note cards to handwrite their research, or they may prefer to type or “cut and paste” directly into the document. Students should make some indication in their notes of “cut and paste” material to avoid inadvertent plagiarism when writing their papers.
3. Citation information is listed at the top of the electronic note card as opposed to creating a separate bibliography note card in the traditional format. The citation information is listed in the order followed for a Works Cited entry.
4. Researched information will be listed as bullets underneath the citation information on an electronic note card rather than as separate note cards in the traditional format. Students should double space between bullets, and no more than eight to ten bullets should appear on one page.
5. Students should be careful to include in one bullet no more information than would be included on a single traditional note card.
6. Students should remember to include page numbers at the end of every individual bullet collected from a print source.
7. To help organize their research, students may choose to write or type a “topic reminder” in the left margin before every bullet, or they may use highlighters to color code information for different topics or paragraphs.
8. Students may need to use more than one electronic note card for a given source. Students should print and staple together the electronic note cards from each source before handing in the research.

eNote Basic Website Citation Notecard

Source Letter:

Author's Name (Last, First):

***“Title of Web Page / Article”:**

****Name of Website*:**

***Date of Publication or Latest Date (No date = n.d.):**

***Name of Sponsoring Organization / Publisher (None = N.p.):**

***Publication Medium = Web.**

***Your Access Date (day month year):**

Note: The URL is not required in the citation, but if you want to go back to the website for further information you should copy and paste it here:

eNote Online Encyclopedia Citation Notecard

Source Letter:

Author's Name (Last, First):

***"Title of Web Page (Article)":**

****Name of the Website (Encyclopedia):***

***Date of Publication or Latest Update (No date = n.d.):**

***Name of Sponsor / Publisher:**

***Publication Medium = Web.**

***Date of Your Access (day month year):**

Note: The URL is not required in the citation, but if you want to go back to the website for further information you should copy and paste it here:

eNote Online Magazine/Newspaper Citation Notecard

Source Letter:

Author's Name (Last, First):

***"Title of Article":**

***Name of the Periodical/Newspaper:**

***Name of Sponsor / Publisher (None = N.p.):**

***Date of Publication (day month year):**

***Publication Medium = Web.**

***Your Access Date (day month year):**

Note: The URL is not required in the citation, but if you want to go back to the website for further information you should copy and paste it here:

eNote Print (Book) Citation Notecard

Source Letter:

*Author (Last, First):

**Title of Book:*

*Location of Publisher:

*Publisher:

*Date of Publication:

*Publication Medium

=Print.

Reminder: Be sure to include page number for each note!

eNote Print (Encyclopedia) Citation Notecard

Source Letter:

Author's Name (Last, First):

***"Subject / Entry Title":**

****Title of Encyclopedia:***

Volume Number:

Editors (First Last):

Place of Publication:

***Publisher:**

***Date of Publication (Edition):**

***Publication Medium =**

Print.

Reminder: Be sure to include page numbers on each note!

eNote Print (Magazine/Newspaper) Citation Notecard

Source Letter:

*Author (Last, First):

*"Title of Article":

**Title of Periodical/Newspaper:*

*Publication Date (day month year):

*Page number(s):

*Publication Medium =

Print.

Reminder: Be sure to include page number of each note!