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Middle School Guide to Research

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GETTING STARTED:

Choosing a Topic

- * More than likely, you will be given a topic or list of topics. If given a choice, choose a topic that is interesting to you.
- * Ask yourself questions that you would like to know about your topic. Brainstorm or make a list of ideas to keep with you as you work.
- * As you explore the sources you may want to change your questions. Your source may answer a question that didn't occur to you.
- * Be flexible. If you can't find much information on your topic, be willing to expand or change your topic.
- * If you find too much information on your topic, narrow your topic.

Finding appropriate sources

- * It's important to realize that while there is an abundance of information floating out there on the internet and in print materials, not all of it is reliable. Some sources are trustworthy; others are not.
- * For example, most people realize that the tabloid paper you see in the grocery store line reporting on the woman who is thrilled over the birth of her three-headed baby is probably not an appropriate source. Any publication that generally quotes "a friend" or an "unnamed source" rather than real people is usually more fiction than fact.
- * On the other hand, a medical report published in a respected journal by a well-known doctor is probably something that is trustworthy. The doctor can be considered an expert in his field, which means he probably can be relied on to tell the truth.

- * Don't accept every word you see printed on the internet or in print publications as absolute truth. Learn to evaluate the source critically so that you will know whether or not you have an acceptable and appropriate source.
- * Ask several specific questions about your source as you are reading over it for the first time. For example, what sort of information are you hoping to find? If you want current information on the latest scientific discoveries, current medical journals or websites or newspaper articles might be a good place to look. However, if you're looking for historical information, current publications might not help as much. Print sources such as academic magazines or journals, government records or documents, textbooks, legitimate newspapers, and books are good places to find accurate information.
- * When looking at internet sources, it's sometimes a little harder to tell if one is "on the level" or not. The internet should never be your sole source of information – there are too many books and periodicals and such out there waiting to be used. However, there is great information at your fingertips on the web. The thing that makes it hard to tell what's good and what isn't is that anyone can put anything they want to on the internet. There is no one checking to see if the information is right or wrong. Some things to consider are as follows:
 - * Is there an author or sponsoring organization clearly published? If not, look for it. If so, see what you can find out about that author or organization if you aren't familiar with him/her/it.
 - * Look to see if the organization takes responsibility for the information on the site and how often they update or monitor it.
 - * Look at the address. If there is an .edu or .gov ending, it is an education or government sponsored site. These should be fairly objective and reliable sites. If it ends in .org, it is usually a non-profit organization that is trying to promote awareness, research, policy change, or fundraising for one of those ends. These sites may not be unbiased, but they are usually accurate. If the address ends in .com, it is most likely a site promoting or selling something.

- * Look to see if the site has any bibliography showing where it got its information. Not only does this show it is a well-researched site, it may also give you helpful links to other sites that can help you with your own research.
- * See if the information is current. Look for the “last revised” date at the end of the website. If there’s not one and the website is not current, there will often be dead links that don’t go anywhere when you click on them. This would indicate the page and thus the information may be out of date.
- * Figure out the goal of the site. If the site wants to sell you something, there is definite bias. Same if it is trying to persuade you to do/believe something. If it is simply attempting to provide information, there probably is no bias. These are generally the best internet sources.
- * Don’t let flash and sparkles and gimmicks fool you into thinking the site is accurate or reliable. It may be hiding the fact that the site doesn’t really have much to say that is usable. Just because a site is pretty or cool doesn’t mean it’s an acceptable site.
- * Wikipedia is known far and wide as being unreliable. Anyone can go to Wiki and change the information whenever they want. Therefore, Wiki is NOT an appropriate source for any paper you do in school. Likewise, class webpages that have been created on a topic by other school groups around the world are not acceptable. They’ve just already done the work you’re supposed to be doing. It might be wise to check their bibliography to get ideas for sources, but you can’t use their page as your source. Your teacher will be glad to help you try to figure out if a site is acceptable. Generally, if you are suspicious of something on the site, don’t use it.

GATHERING FACTS:

Source Notes

- * Once you have chosen a topic for your research paper, you will begin to collect information from sources for the paper.
- * Sources can include books, magazines, newspapers, movies, internet sources, or personal interviews. See above for more information on what is and is not a reliable source.
- * As you locate sources, you will need to write down certain facts about them so that you can locate them again and give credit to them in your paper.
- * Depending on your teacher's instructions, you will use either a source sheet or a 4x6 index card to record source information.
- * Skim and scan your source first. Does it answer a question or have information about your topic?
- * If the source is a book, put a note in the upper left corner of the index card to indicate where you found the book. This will make it much easier to find the book if you need to locate it again.
- * For the source notes on a book, you will need to include at least the following information: the author(s) or editor(s), the title, the city of publication, the name of the publishing company, and the most recent copyright date.
- * For the source notes on an internet-based site, you will need slightly different information: the author(s) if there is one named or organization that sponsors the page, the title of the article, the name of the website, the date the website was last revised, the date you accessed the information you used, and the URL address for the website. You may need additional information as well, depending on what type of site you access.

Source Note Examples

- * As you begin taking notes on your sources, you need to make sure to label the information as you write it down. This will prepare you to do your Works Cited page. Without this information, and knowing what each piece of information actually is, you will not be able to give credit to your sources and avoid plagiarism (see below).

BOOKS

*Many books have only one author or editor. This is the easiest source to record.

TITLE:
AUTHOR:
EDITOR (if there is one):
PUBLISHER:
CITY OF PUBLICATION:
YEAR OF COPYRIGHT:

EXAMPLE: BOOK WITH ONE AUTHOR

TITLE: Folklore in America
AUTHOR: James Smith
PUBLISHER: Random House
CITY OF PUBLICATION: New York
YEAR OF COPYRIGHT: 1979

- * In some cases there will be an author but not an editor; in others there will be an editor but no author. In some cases there will be more than one author or editor. If there are only two authors or editors, write them both. If there are multiple authors or editors, choose the first one listed followed by the words *et.al.*

EXAMPLE: BOOK WITH TWO AUTHORS

TITLE: American Folklore
AUTHOR: Bob Connor and Sally Smith.
PUBLISHER: Random House
CITY OF PUBLICATION: New York
YEAR OF COPYRIGHT: 1982.

EXAMPLE: BOOK WITH MORE THAN TWO EDITORS

TITLE: Folktales in the U.S.
EDITOR: Sam Pollum, et.al.
PUBLISHER: Dover Press
CITY OF PUBLICATION: Minneapolis
YEAR OF COPYRIGHT: 1990

- * When you take notes on a source that is considered a reference work, like an encyclopedia of any kind, there is other information that must be included. Since most encyclopedias have multiple volumes in a set, it is necessary to designate which volume your information came from. These types of books are called “multi-volume.”

MULTI-VOLUME REFERENCE WORKS

TITLE OF ARTICLE:
TITLE OF BOOK:
AUTHOR (if there is one – check the end of articles too):
VOLUME:
PUBLISHER:
CITY OF PUBLICATION:
YEAR OF COPYRIGHT:

EXAMPLE

TITLE OF ARTICLE: “Folk Art”
TITLE OF BOOK: Encyclopedia Americana
VOLUME: 2
PUBLISHER: Grolier, Inc.
CITY OF PUBLICATION: Danbury, CT
YEAR OF COPYRIGHT: 1983

- * Occasionally you will use only a portion of a book, like a chapter. Other times you will use a short story or poem from a book that is a collection of poems or short stories, but you just use one.

POEM OR SHORT STORY FROM A COLLECTION OR A CHAPTER FROM A BOOK

AUTHOR OF PORTION USED:
EDITOR:
TITLE OF POEM, SHORT STORY, ETC:
TITLE OF BOOK:
PUBLISHER:
CITY OF PUBLICATION:
YEAR OF COPYRIGHT:

EXAMPLE

AUTHOR OF PORTION USED: Robert Frost
EDITOR: Stanley Brooks
TITLE OF POEM, SHORT STORY, ETC: "Fire and Ice"
TITLE OF BOOK: Adventures in American Literature
PUBLISHER: Harcourt, Brace, Jovanovich
CITY OF PUBLICATION: New York
YEAR OF COPYRIGHT: 2001

- * Using current magazines and newspapers can often provide you with the most up-to-date information on your topic. If your topic is science based or dealing with a person who is still living and in the news, magazines and newspapers are great resources.

MAGAZINE OR NEWSPAPER

AUTHOR: TITLE OF ARTICLE: TITLE OF MAGAZINE OR PAPER: VOLUME (usually just magazines): DATE OF PUBLICATION: SECTION LETTER (usually just papers): PAGE NUMBER:
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EXAMPLE

AUTHOR: Jay Leonard TITLE OF ARTICLE: "The Clay Lady" TITLE OF MAGAZINE OR PAPER: the <u>Tennessean</u> DATE OF PUBLICATION: 27 August 2008 SECTION LETTER (usually just papers): D PAGE NUMBER: 5

- * Sometimes you may get information from interviewing someone who is an expert in the field you are researching. For example, if you are doing a paper on religions, you might interview a preacher or a rabbi. You still must note your source the same way as if you read the information somewhere.

INTERVIEW

PERSON INTERVIEWED: LOCATION OF INTERVIEW: DATE OF THE INTERVIEW:

EXAMPLE: INTERVIEW

PERSON INTERVIEWED: Sally Hodges LOCATION OF INTERVIEW: Amish Country, Lawrenceburg, TN DATE OF INTERVIEW: April 12, 2007

- * Another extremely current source of information is the television. Nightly news programs, nature shows, travel programs...all of these could be a source of up-to-date information, depending on your topic.

TELEVISION PROGRAMS

TITLE OF EPISODE:
TITLE OF PROGRAM:
NETWORK:
CHANNEL/LOCAL AFFILIATE (if applicable):
CITY WHERE IT AIRED (where did you see it?):
DATE YOU VIEWED IT:

EXAMPLE

TITLE OF EPISODE: "Art in the Desert"
TITLE OF PROGRAM: Daring Adventure Get-Aways
NETWORK: The Travel Channel
CHANNEL/LOCAL AFFILIATE (if applicable):
CITY WHERE IT AIRED (where did you see it?): Nashville
DATE YOU VIEWED IT: 12 October 2008

- * When using an internet source for your paper, you will need to make sure to print the article (or cut and paste the appropriate parts into a word document if it's a large site that you're only using a small part of) and either cut and paste or handwrite the URL address on the print out. These must be included in the presentation of your final paper. The sections you use should also be highlighted so that your teacher can check the documentation. Many internet sites do not have named authors. Others will only have an organization that sponsors the page.

INTERNET SOURCE

AUTHOR'S NAME (if there is one):
SPONSORING ORGANIZATION:
TITLE OF ARTICLE ON PAGE:
TITLE OF ENTIRE WEBSITE:
DATE PAGE WAS LAST REVISED (if listed):
DATE YOU VIEWED THE PAGE:
URL ADDRESS:

EXAMPLE

AUTHOR'S NAME (if there is one): Glen Landow
SPONSORING ORGANIZATION: Folk Art Society
TITLE OF ARTICLE ON PAGE: "The History of Folklore"
TITLE OF ENTIRE WEBSITE: Folk Art Today
DATE PAGE WAS LAST REVISED (if listed): June 16, 2008
DATE YOU VIEWED THE PAGE: Sept. 5, 2008
URL ADDRESS: <www.folkarttoday.com>

- * One other type of technology tool that you might use in your research is a CD-ROM. These also have special information to include to give credit to your source.

CD-ROM

AUTHOR (if there is one): TITLE OF ARTICLE: NAME OF PROGRAM: TYPE OF SOFTWARE: CITY OF PUBLICATION: PUBLISHER: DATE OF PUBLICATION:

EXAMPLE

TITLE OF ARTICLE: "Learning to Knit" NAME OF PROGRAM: Encarta TYPE OF SOFTWARE: CD-ROM CITY OF PUBLICATION: Seattle PUBLISHER: Microsoft DATE OF PUBLICATION: 2002.
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PLAGIARISM:

- * Plagiarize(v): to steal the language, ideas, or thoughts from another, representing them as one's own original work (*The Random House Dictionary*). Plagiarism is basically stealing. It's against the law AND our school's honor code.
- * Credit must be given for all sources whether the source is directly quoted word for word or whether the source is paraphrased or summarized. This is done through parenthetical notes and/or a works cited page or bibliography, depending on your teacher's instructions.
- * Students must prove process by keeping all drafts of their original work; teachers may also require other evidence to prove process such as copies of all internet sources referenced.

- ** **BE VERY CAREFUL!!!** If your teacher finds any examples of plagiarism in your paper, intentional or accidental, the penalty can be severe. Plagiarism is considered cheating and is dealt with very seriously. Possible consequences for plagiarism include, but are not limited to, the following:
 - Completely re-doing the assignment with a reduction of points
 - A zero on the assignment
 - ISS for cheating

TAKING NOTES:

Note Cards

- * It is extremely important to write neatly. Be certain that you will be able to read your own notes.
- * Do not use complete sentences. Use phrases.
- * If you want to use an exact sentence or phrase from your source, put these words in quotation marks.
- * Do not put too much information on one card. Every time you change topics, change sources, or change pages in your source, start a new note card.
- * Make sure to label each note card at the top left telling you the topic of that note card. These labels are extremely important when it comes time to organize your notes to start writing your paper.
- * You **MUST** put the source of the information at the bottom of each note card. Usually an author's last name and page number or the title of the article and a page number are enough. For a website, the author's last name or title of article without a page number would be sufficient. This source information is also extremely important when it comes time to write your paper. Do **NOT** leave it off and think you'll go back and add it later. Do it as you go!

Note Card Examples

- * The key to deciding when to change note cards is thinking about how you will use the notes within your paper. If you are sure every piece of information on your card can be used together without interruption from another piece of information on another card, then your card is ok. For example, lists of items would be ok to put on one card, even if it's a long list.

Symptoms of flu

Fever, usually high

Headache and body aches

tiredness

cough and sore throat

runny or stuffy nose

“Influenza symptoms” internet

- * On the other hand, most of the time you want to stick to only one fact per card so that you can organize more easily when the time comes. Even if the information all sort of falls under one topic (prevention), you may break it down into more specific categories (vaccinations, high-risk, etc.).

Preventing the flu- vaccinations

Best way to protect against the flu;
Protects against 3 different flu viruses

“Preventing Seasonal Flu” internet

Preventing the flu – high-risk patients

Most important for high-risk people:
infants, elderly, pregnant people,
people with asthma, diabetes, or heart disease,
people who take care of any of these people

“Preventing seasonal flu” internet

ORGANIZING YOUR WORK:

Writing an Outline

- * Now is the time to use the labels on your note cards. Put any note cards with the same or similar labels in piles together.
- * Put your note cards in the order you want the information to appear in your paper. First put them in order according to the piles of similar labels. Then put them in order according to when you want each pile (topic) to be in your paper.
- * You will fill in the blanks on the outline guide that correspond with the information from your notes.
- * Every blank on the outline guide does not have to be filled in, but there must be an A and a B under each subtopic. If there is a 1, there must be a 2.

- * Do not use complete sentences. Use phrases. These may be the same phrases that you used in your notes, or you may make changes.
- * You don't need to use every note that you have taken. Just make adjustments in your outline.
- * You will continue using your notes to fill out your outline guide until you have included all the notes you want to use.
- * After you have written your outline, keep your note cards in this order in case you need to refer to one of them as you write your rough draft and final copy.
- * Roman numerals are used for main topics; subtopics use the following: capital letters, then numbers, and then small letters.

Outline Guide Example

* This is a sample with three body paragraphs. Your teacher will direct you as to how many body paragraphs must be included in your paper.

I. Introductory Paragraph

Thesis Statement: _____

II. Subtopic

A. _____

1. _____

2. _____

3. _____

4. _____

B. _____

1. _____

a. _____

b. _____

2. _____

3. _____

III. Subtopic

A. _____

B. _____

C. _____

IV. Subtopic

A. _____

B. _____

C. _____

V. Conclusion

WRITING YOUR PAPER:

Title Page

- * The title page must be typed.
- * Be sure to give your paper an original title. You will not punctuate the title of your paper.
- * The first, last, and all important words of the title must begin with a capital letter. The title should be centered in the middle of the title page.
- * The student's first and last name should be typed in the lower right hand corner. The academic subject should be typed immediately underneath the name. The date should be typed immediately underneath the academic subject. The first letter of all three lines should be aligned.
- * Since the name and date are on the title page, do not type them again on the first page of your final paper.

Folk Art in America

Jane Doe
English 7- 1st period
November 12, 2008

Setting Up Your Paper

- * A research paper must be double spaced throughout.
- * Use Times New Roman 12 for all research papers unless otherwise directed by your teacher.
- * Number the pages consecutively beginning with the first page of the body of the paper which should be page number 1. The title page and outline pages should NOT have a number. Do not punctuate the page numbers in any way. Continue numbering through the final page of the paper including the last page of the works cited. Page numbers should be at the top right corner of each page.
- * Leave a one inch margin at the top, bottom and both sides of each page.
- * Follow the instructions of your teacher as to the acceptable length for all paragraphs.

Parenthetical Notes

- * The parenthetical note is a simple way of crediting sources in a research paper.
- * After quoted, paraphrased, or summarized material, place in parentheses the author's last name and the page number of the book.
- * If there is no author given, use the title of the article followed by the page number.
- * If there is no page number, simply use either the author's last name or the article title.
- * The period of the sentence comes after the parenthetical note.

Parenthetical Note Examples

Print sources:

Book with One Author or Editor

The main character in American folklore of the Northeast is the sailor and his crew (Smith 10).

Frost used many metaphors from nature and the harvest in his poems (Carr 105).

Book with Two Authors or Editors

It has been said that, “Emily Dickinson was a recluse, but her poetry reflects an active life full of involvement with the outside world” (Allen and Helm 214).

Much of Southern folklore centers on the African American slave culture which was so colorful and prevalent (Harris and Rogers 21).

Book with More than Two Authors or Editors

The Declaration of Independence was an important first step in the nation’s desire for freedom from the English government and its laws (Brown, et al. 89).

When Dickinson sent her first poems to be published, they were rejected by the magazine publishers (White, et al. 44).

A Poem, Short Story, or Article in a Collection

This is best illustrated by, “And miles to go before I sleep” (Frost 348).

His novels have thrilled and frightened readers and movie goers alike for many years (“King, Stephen” 345).

Multi-Volume Reference Works
Unsigned Article

The bulk of Dickinson's poems were discovered hidden in a trunk after her death ("Dickinson, Emily," 1:289).

Note the comma before the volume number.

Signed Article

The source of Clemmons' pseudonym Mark Twain is disputed; it could have come from his Mississippi river boat days or his time spent out west (Burnett, 12:307).

Note the comma before the volume number

Magazine or Newspaper Article
Unsigned Article

The busy country is located in what was once called the "cradle of civilization" (Iraq 504).

Signed Article

Many legislators believe that a state income tax would alleviate the state's budget problems (White 3).

Internet Sources:

Unsigned Article

Mark Twain's life was full of adventure, fame, happiness, and sorrow which are reflected in his works ("Mark Twain").

Signed Article

Charles Dickens' early life was a very unhappy one (Everett and Landow).

Other sources:

Personal Interview

The invasion of Poland by Germany is considered the beginning of World War II in Europe (Blevins).

Television Program

Saying the name of the vampire aloud five times caused him to appear in human form (“The Name of the Game”).

The Thesis Statement

- * The thesis statement of your paper should state clearly and concisely what the topic and purpose of your paper are. This statement should appear at the top of the outline page and as the last sentence of your introductory paragraph.
- * When developing your thesis statement, consider all of the main points of your outline. Those main points will become the topic sentences of the body paragraphs of your paper. The thesis statement should sum up those main points in one brief sentence.
- * Follow your teacher’s specific directions regarding formulating the thesis. There are a variety of ways to accomplish it.
- * One type of thesis statement is what is sometimes called the three-prong thesis. In this style of thesis, the main points of the paper are listed as a series in the statement.
 - * For example, if the topic of your paper is summer jobs, and the purpose is to persuade someone to look for a summer job, your three prong statement might look like this:

Summer jobs keep you busy, give you extra spending money, and help you develop a sense of responsibility.

Notice the three main points of the sentence – 1. Keep you busy; 2. extra spending money; 3. sense of responsibility. These three points will be the topics of your three main body paragraphs.

- * Another type of thesis statement is a little more general in style.
- * For example, if the topic of your paper is William Shakespeare, and the purpose is to inform the audience about him, your statement might look like this:

William Shakespeare was an English playwright who wrote a variety of types of literary works.

Notice that the three main topics of the coming paragraphs are not named. However, the sentence does give you a sense of what the paragraphs might be about: background on the man and an overview of each of the different types of things he wrote.

- * Again, follow your teacher’s directions in writing your thesis statement. Often it will depend on the type of paper you are writing as to the type of thesis that is expected.

The Introductory Paragraph

- * There are many ways to begin a paper. The most important thing to do is to grab your reader’s attention and to clearly state the focus or purpose of your paper.
- * Capture the reader’s attention by writing a paragraph which causes the reader to think about what he already knows *and* what he might not know about your topic.
- * Or, capture the reader’s attention by opening with a question, exclamation, or pertinent quotation, used correctly of course (see below).
- * The final sentence of your introductory paper should be your **thesis statement**. The **thesis** of your paper is one sentence that states completely and concisely the focus of your paper. It is essentially the “topic sentence”

of your paper: what you are attempting to prove, show, or explain to the reader. A thesis sentence needs to be specific, clear, and focused for your audience.

- * The thesis sentence should be at the top of your outline page. The **same** thesis sentence should also be the last sentence in your introductory paragraph.
- * Write a rough draft of the introductory paragraph.
- * The introductory paragraph may contain opinions that you intend to support in your paper.

Your Final Paper

- * When writing your paper, all phrases must now be changed into complete sentences.
- * Be sure your thesis statement is the last sentence of your introduction.
- * After writing your introductory paragraph, follow your outline. Each subtopic can become the topic sentence for a paragraph.
- * If you have too much information on a subtopic for one paragraph, you can make two paragraphs.
- * Be sure to vary your word choices. Use a thesaurus and a dictionary to help.
- * Remember to indent each paragraph.
- * As you write your paragraphs, remember to use one topic sentence. The other sentences should give more details. The topic sentence does not have to be the first sentence in the paragraph.
- * Be sure to use a variety of types of sentences. Use compound, complex, and compound-complex sentences.
- * Be sure to vary the beginnings of your sentences. Do not begin all of your sentences in the same way.

- * Transitions between paragraphs are very important. Make sure to use time clues or other transition words to make your writing flow smoothly from one thought to the next.
- * The main body of your report should contain only facts – no opinions.

Using Quotations

- * Quotations are effective in research papers when used selectively.
- * Quote only words, phrases, lines and passages that are important, and keep all quotations as brief as possible.
- * Accuracy in using quotations is extremely important. You must copy the original sources exactly.
- * You must construct a clear, grammatically correct sentence that allows you to introduce or incorporate quotations with complete accuracy.
- * You may also paraphrase the original source and quote only fragments, which may be easier to integrate into your paper.

Examples

- * You do not have to always use complete sentences. Sometimes, you may want to quote a word or phrase as part of your original sentence.

For Charles Dickens the eighteenth century was both “the best of times” and “the worst of times” (35).

- * You can put a quote at the beginning, middle, or end of your sentence.

Joseph Conrad writes of the company manager in *Heart of Darkness*, “He was obeyed, yet he inspired neither love nor fear, nor even respect” (78).

Or...

“He was obeyed,” writes Joseph Conrad of the company manager in *Heart of Darkness*, “yet he inspired neither love nor fear, nor even respect” (78).

Paraphrasing or Summarizing

- * When you **paraphrase** a passage from a source, you need to completely reword the entire passage.
- * When you **summarize** a passage from a source, you need to **completely reword** a shortened version. Do not use the original wording of the passage with only a few changes – completely reword the original using your own words and writing style.
- * Failure to paraphrase and/or summarize will result in plagiarism (whether you mean to or not) and the consequences associated with it.
- * Look at the following example:

Original Passage:

“Emily Dickinson is a prominent American poet. Her work, although hidden from the public eye for years, has been hailed by poets and scholars alike as innovative and challenging. Her metaphors are startling; her subject matter is contemporary to any generation.”

Unacceptable Paraphrase:

A prominent American poet, Emily Dickinson’s work was hidden from the public eye for years. Scholars and poets alike have hailed her work as challenging and innovating because of her contemporary subject matter and startling metaphors.

Acceptable Paraphrase:

Emily Dickinson’s poetry was not published for many years. She has been praised for her work because of its freshness, her subject matter, and her surprising comparisons. For these reasons, Emily Dickinson is considered an important poet.

The Conclusion

- * After getting all the information from your outline that you want to use in your paper, indent to begin your final paragraph – your conclusion.
- * In the conclusion, write two or three sentences that summarize your paper. Then, write one or two sentences that draw a conclusion.
- * The closing paragraph may have opinions.
- * The conclusion should **not** contain any NEW information for your audience. You should only summarize and draw conclusions from things you have already stated in your paper.

WORKS CITED PAGE:

- * The Works Cited page represents all the sources that you actually USED in your paper. You may have additional sources that you made notes on but did not use in the paper. These unused sources do NOT belong on the Works Cited page.
- * The Works Cited page follows the last page of your paper and is numbered accordingly.
- * The sources should be arranged in alphabetical order according to the FIRST WORD of the entry, usually an author or editor's last name OR the title of an article.
- * Use Noodlebib to create your Works Cited page following these instructions...

Noodlebib

- * Go to the FRA MS/US library website to get onto Noodlebib. Do NOT google it.
- * Click on the Databases link from the library page.

- * Click on Noodlebib.
- * The first time you use Noodlebib, you will have to create a user ID. If you've been on Noodlebib before, you already have one. To create a user ID, click Create a personal ID.
- * Make sure the first bubble is marked (*an account linked to a school subscription*) and click register.
- * Enter the school information which will be given to you by your teacher. You can't go any further until you have this. Then click sign in.
- * Fill in the appropriate information on the next page: click student, then do your year of graduation from high school. Create your personal ID and password AS DIRECTED BY YOUR TEACHER!! This is VERY important. Noodlebib then asks you to plug in a couple of hints to help if you forget your information – your first and last initial and the last 4 digits of your phone number. Do that, then click register.
- * If you have already created an account, your teacher will direct you on how to login. If this information doesn't work after a couple of tries, you may need to go back and create a new login.
- * After you have successfully registered, you will see a page entitled My Lists. Click the *Create a New List* button on the right.
- * Choose the MLA Starter tab and name it according to your assignment. For example, if you are working on a paper about Folk Art, name it Folk Art.
- * On the Works Cited page, click to see your options of types of citations. Choose one of your source notes, and pick your type accordingly. If the source was a book, choose book; if your source was a website, choose website; etc. Then click *Create Citation*.
- * On the following pages, using the source notes you took, fill in all of the information about the source that you have available to you. Don't worry about the box that says *Annotation*. Click *Check for Errors*. Scan for any red suggestions the error check might give you and fix it! Then *Update Citation*. The next page you see will be the beginning of a Works Cited page, showing

the first source you entered. Do **NOT** print, start a new document, or anything strange. Simply go back to the *Select a Citation Type* menu above your list, choose your next source card, and go through the process again. The sources will appear on your list, in alphabetical order, until you finish with all your source notes.

- * Once you have entered the information for **ALL** the sources you **ACTUALLY** used in the paper, you are ready to save and print your document. Do **NOT** print straight from Noodlebib. This will not produce the page you want. Spacing will be messed up, order might be messed up, indention will be messed up... You get the point. Instead, click *Save as a Word Document*. Under the *Current Settings* box, you should see the following:

List Title: Works Cited

Page Header: None

Italics/Underlining: Italics (**you may have to change this one**)

Annotation Spacing: Follow citation on the same line

Include: Citations only (**you may have to change this one as well**)

- * Upon checking and editing your formatting options, click the *Export and Print* option. At this time, you will save your Works Cited page to your own class folder as instructed by your teacher. Name it something that makes sense so you don't lose it.
- * Close Noodlebib. Go to your class folder where you saved your Works Cited page. Copy and paste it into your final paper document so that the page numbers will continue onto your Works Cited page.
- * Now, when you print your final copy of your paper, the Works Cited page will automatically come with it. Just don't forget and leave it in the printer!

PERFECTING YOUR PAPER:

Revising

- * Find more specific nouns or verbs than those you have used. For example, instead of building, use skyscraper.
- * Check to be sure you have used adjectives, adverbs, and prepositional phrases to describe or make ideas very clear to the reader.
- * Look at your paragraphs. Does each paragraph have a topic sentence? The other sentences in the paragraph should tell more details about the topic.
- * Pay special attention to the introductory and concluding paragraphs. Are they the best they can be?
- * As you read through your rough draft, you may decide to include a note that you had previously decided to omit. You may certainly add it now. Make sure to cite the sources of anything you add (both as a parenthetical note and on your works cited page).
- * You may also decide to omit an idea that you now see does not really fit with the focus of your paper. Be sure that if, when you omit some information, you omit a source, take that source off the Works Cited page.

Proofreading

- * Use a red pen to make your changes. Draw a line through words you want to change and print neatly above them.
- * Look for spelling and punctuation errors first. Then, look at each sentence to make sure that it is a complete sentence.
- * If a word is used repeatedly, use a thesaurus or dictionary to find another word.

- * Have you used a variety of types of sentences? Remember to use compound, complex, and simple sentences. As you proofread, you may want to combine two simple sentences or separate a long, complex sentence in order to make your paper more readable.
- * When you finish revising and proofreading, you should read your paper aloud to either a friend or yourself. This technique often helps students see mistakes they might otherwise not see.
- * It is always a good idea to have someone else proofread your paper – they may catch errors you missed because you’ve read the same thing several times. Professional writers proofread over and over again and have others proof for them as well.

PUBLISHING:

- * Once you’ve made all the corrections from the revisions and proofreading, you are ready to publish your paper.
- * Go back to the set up section of this booklet and make sure you have followed all format instructions, including font style and size, spacing, margins, page numbers, and so on.
- * Indent and begin writing the final report at the top of the first page of the final draft. Work very carefully making sure to include all of the changes that were made while proofreading.
- * The overall appearance of the paper should be neat and polished. No ink pen or pencil corrections or add-ins, no white out, and no strange margins should exist in a final paper.
- * Your paper must be printed and ready to turn in according to your teacher’s instructions (folder, stapled, etc.) before you begin the school day. No printing should be done after 7:30a.m. All papers should be in the following order: title page, outline, final paper, works cited.
- * Congratulations – you’re finished!

Works Consulted

“An Introduction to the Formal Research Process Guide.” Nashville: FRA. Summer, 2002.

“Franklin Road Academy Upper School MLA Guide for Themes and Research Papers, 2008-2009.” Nashville: FRA. 2007.

Grammar and Language Workbook- Grade 7. New York, New York: Glencoe/McGraw-Hill, 2002.

“Preventing the Flu.” *Centers for Disease Control and Prevention.* 19 June 2008. Centers for Disease Control and Prevention. 19 June 2008 <<http://222.cdc.gov/flu/>>.

“Reading Sources Critically.” *Purdue Online Writing Lab.* Spring 2008. Purdue University. 15 June 2008 <<http://owl.english.purdue.edu/workshops/hypertext/ResearchW/critical.html>>.