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R-1 Choosing a Topic

Being an *author* means being an *authority*. Sometimes our authority will come from personal experience, and sometimes it will come from reading, research, and careful thinking. Being an author also means being *authentic*, that is, presenting our ideas with an honest and genuine commitment to the topic itself and not merely for the sake of completing an assignment. Usually we do not do things very well unless we are sincerely motivated to do them, and this seems to be especially true with writing. In deciding on a topic it is important to find something of interest and significance to us. When the topic is assigned, we will write better if we see it as relevant to our lives in some way. Without a personal stake in a topic or a commitment to the ideas of our writing, we are doing little more than following instructions, and our purpose for writing may be inauthentic, for example, to please a teacher or to get a reasonable grade. To find your best topics, always look for ways to make the writing relevant to your own life.

Good writing consists of two equally important elements: a *thesis* and an *authentic purpose*. The *thesis* is what you hope your readers will learn from your writing. It is the public issue or point of the writing. The *purpose*, if it is authentic, is the reason the topic is important or interesting to you. Your thesis connects your topic to the reader, and an authentic purpose will connect you to your topic. Good writing exists at the intersection of our personal lives and the public world. In choosing a topic we need to consider two types of knowledge: knowledge of the self and knowledge of the world.

Knowledge of the Self. We need to consider what we already know, think, or care about. This knowledge is the basis of all good writing because it is here that we are the most *authentic* and *authoritative*—essential prerequisites for being an author. The best writing starts inside ourselves with an issue of significance to us and works outward toward a public issue that will be of interest to others. So in choosing a topic, the first place we need to explore is inside ourselves—our own passions and interests. What are the things you care most deeply about in life? What are the things you know most about? What life experiences have you had? We need to explore and respect that knowledge.

Knowledge of the World. Although good writing begins with a strong personal connection to a topic, there must also be a public dimension—some way to connect the readers to the topic. Our personal experiences and interests may have limited value to a general audience;

therefore, they need to be enriched by knowledge *outside* ourselves. How can our personal interests be used to instruct or persuade other people? How are our personal experiences similar to and different from others' experiences, and how are they influenced by outside issues being debated in the public sphere?

As we begin making connections between public issues and our own lives, we will enrich our learning and we will express through our writing, not only a thesis, but also an authentic purpose with a unique and authentic voice.

Sometimes instructors will want you to write about topics related to specific readings and class discussion—topics with which you may not have a personal connection. There is nothing harder than trying to write about a subject you know little about and for which you care even less. If this happens, what can you do? Assigned topics may seem limiting at first, but they always offer plenty of room for individual expression to the student with imagination and determination.

To succeed as a writer you must push yourself to link whatever public issue you may be assigned to your own personal experiences or interests. In other words, how can you relate the topic to your own life? Where does your life intersect with it? If a history professor asks you to do research on a famous person in history, don't pick someone at random. Find a historical figure, even a minor one, who has had a direct impact on your life in some way, and discuss that impact in your paper. If a teacher assigns a poem, short story, or other work of literature, begin your writing with the place in the work that matters to you, and then move outward toward a public, reader-oriented significance. Writing about Shakespeare's *Macbeth*, for example, can be far more rewarding if you discuss the play in terms of personal motives or emotions you may have had, such as ambition, fear, or overconfidence. Identifying a common human experience in a literary work can produce excellent writing. In section SP-1, Sample Student Research Paper, notice how the student has taken the broad, impersonal topic of health care and personalized it with details from her own life. At the same time she has developed a public thesis her readers would find informative.

R-2 Researching a Topic

Probably as a result of experiences beginning in the early grades, many students mistakenly think that a research paper is a "report." Often students are told to research topics they are unfamiliar with and about which

they have little to say: broad topics such as the golden age of Greek culture, the United States space program, or the causes of the Civil War. Such research involves little more than paraphrasing information from another source—often an encyclopedia or web site.

The kind of research expected in college, and later in professional life, goes beyond that required for mere “report” writing. Genuine research takes existing information and uses it to *advance* knowledge and create new insights from it, not merely report on it. For example, business executives may conduct marketing research to enable them to anticipate economic conditions unique to their business, whether it is making computers or making pizzas. Lawyers may conduct research to present cases involving issues as varied as pollution, divorce, or murder. In science, research is carried out to advance medical treatments, develop new drugs, predict earthquakes, or increase agricultural production. In college, good research writing involves *advancing* knowledge, coming up with original conclusions about a topic. Unless there is something new to be said about the subject, why write about it? Unless there is something *you* want to say, some unique and original insights that *you* want to share, your research will be little more than a “report” like those written by younger students.

In college research you will be expected to use a wide range of sources, such as professional journal articles, government documents, Internet sites, or interviews conducted in person, over e-mail, or at online newsgroups. Using a variety of sources will help you to understand the numerous sides to an issue and allow you to develop your own hypothesis or conclusion. After carefully evaluating your sources and weeding out dated, irrelevant, and biased information, you should use credible source information to advance an arguable thesis or assertion of *your own*. Your job is to present your ideas and the ideas of others in a responsible manner, using accurate and complete documentation. To give you an idea of what college-level research papers require, look at the sample research paper in sections SP-1 and SP-2.

Writing a research paper can be one of the most valuable learning experiences of any college course. More than any other activity, writing helps us to internalize what we learn. What you write about you make your own and you remember—long after you have forgotten the lectures or the reading material.

In college, research tends to proceed in an overlapping and recursive manner; however, there are distinct steps involved:

1. Familiarize yourself with the library and the various online databases and electronic sources available to you.

2. Select a subject you care about and that is appropriate to your assignment. Be able to answer the question “Why is this subject important to me?”
3. Check the *Library of Congress Subject Headings* or encyclopedia indexes to identify appropriate keywords. Without appropriate search terms your research may be limited or unsuccessful altogether.
4. Explore articles in general information sources such as encyclopedias or newspapers to become familiar with important names, dates, and the overall scope of your subject.
5. Move from general information sources to specific articles in periodicals and specialized journals. Continue reading and taking notes.
6. Form a tentative thesis: What is the main point you want your readers to get? What unique, fresh perspective can you give to the topic?
7. Continue reading. Revise and refocus your thesis as necessary.
8. Develop a plan and general outline for writing the paper.
9. Write a first draft and, if possible, get feedback on it.
10. Revise your draft and get more feedback from peers or your instructor.
11. Write a final draft and prepare a Works Cited or References list.

USING COMPUTER RESOURCES

Research has undergone vast changes in recent years, largely because of computer technology and the Internet. A great deal of information that was previously available only in books, periodicals, or newspapers is now available online through databases or the World Wide Web, and more is being added every day. Just a few years ago most research needed to be conducted in libraries, but that is not the case today. The ability to navigate the intricacies of computer information is becoming an essential skill for everyone because of its relevance to all areas of life, from academic subjects to commercial markets to personal entertainment. With keyword searches and Boolean logic, computers have the ability to sort through information for you, locating exactly what is relevant to your specific interests and making research much faster and easier.

Databases

Electronic databases collect and index information available in print, and these electronic collections can be immense. Even small academic libraries can be transformed into “world-class” research sites by subscribing to electronic databases. Databases are either portable or online. Portable databases are similar to books in that they can be purchased and carried

Figure R-1.1
EBSCOhost Site



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around. Compact discs with powerful storage capacities (CD-ROMs) are the most common type of portable databases, although libraries often have diskettes and magnetic tapes as well. Two examples of CD-ROM databases are *Academic Abstracts* and *PsychLit*. The latter indexes more than thirteen hundred journals in twenty-seven languages from about fifty countries.

Unlike portable databases, online databases are usually stored in large computers and made available through a type of subscription service accessed via phone lines. Information in these databases can be updated continually and may change without notice. Libraries often have online databases for the holdings in other libraries in the state, as well as their own. Online databases are even more powerful than portable databases. For example, *EBSCOhost* indexes more than 3,100 periodicals with more than three million articles, often including the entire text. (See Figure R-1.1.) *Ebsco Academic Search Complete* is even more comprehensive, with more than 5,300 full-text periodicals. *FirstSearch* indexes more than 16,000 journals in all subject areas.

In addition to listing titles and authors, both online and portable databases give abstracts or summaries of articles, making it much easier to determine whether a work is pertinent to your research. (See Figure R-1.2.)

The advantage of using a computer database is obvious when you compare it to the commonly used

print index, the *Readers' Guide to Periodical Literature*, which indexes fewer than 200 magazines, does not provide abstracts of the articles, and is bound in yearly volumes. To conduct a search that goes back even a few years, you must look in each of the yearly bound volumes, in effect conducting several separate searches. Also, by using keywords you can conduct a search in many more ways than you can with print indexes, broadening and narrowing the search and thoroughly exploring all possible resources.

Computer databases are powerful research tools, but they do have limitations. Regardless of how sophisticated the computer databases at your library may be, it is still important to be familiar with print resources. Some disciplines are more timeless and book-driven, and current or updated information is not so important. Disciplines such as literature, history, and philosophy depend heavily on material written decades and even centuries ago. Research that requires information going back many years is probably best conducted through printed materials because database indexes tend to include only more recent information. Also in-depth research may involve little-known journals and local sources that are omitted from general database indexes and available only in print. Another limitation to computers is the lack of uniformity among systems. Print material will be the same in all libraries, but different libraries use different databases, and learning the various systems of

Figure R-1.2
ProQuest Results List

Shows quick abstract without download

Download of complete abstract and citation information

Full text reformatted

Photocopy of full text as it appeared in the periodical

Search Results - ProQuest
http://search.proquest.com/results/12F4EC54E627B2789A2/15/\$\$bqueryType\$3db
Google

Most Visited - Getting Started - Latest Headlines

You are searching: 1 database (See list | Change >)

0 selected items | My Research | Sign In

Search | Advanced | Publications

Preferences | English | Help

cloning

Full text Scholarly journals

Set up alert Create RSS feed Save search

Modify search | Advanced search | Recent searches

663123 Results Search within | Find related figures & tables

Suggested subjects Cloning Cloning AND Stem cells Cloning AND Medical research Cloning AND Embryos Cloning AND Medical ethics Cloning AND Genetic engineering Cloning AND Bioethics Cloning AND Cloning, Organism Cloning AND Animals

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0 selected items: View selected items Save to My Research

Select 281-300 Email Print Cite Export Save as file

281 Send in the clones
Anonymous. *Sunday Mercury* [Birmingham (UK)] 02 Jan 2011: 15.
...now over cloning, for a start. Detractors should realise clones are humans, two.

282 Cloning and expression of truncated form of tissue plasminogen activator in Leishmania tarentolae
Nazari, Razieh; Davoudi, Noushin. *Biotechnology Letters* 33, 3 (Mar 2011): 503-508.
...Amplification and cloning of K2S gene
...The PCR product was cloned in pGEM-T Easy vector (T-A cloning, Promega Co) using XbaI digestion and cloned into the KasiXbaI insertion

References (18)
Citation/Abstract

283 Cloning and heterologous expression of CDef1, a ripening-induced defensin from Capsicum annuum
Masrof, Elahet; Harati, Sarahani; Mohamed-Hussein, Zedi-Azura; Ismail, Imanizan; Sajari, Roslinda; et al. *Australian Journal of Crop Science* 5, 3 (Mar 2011): 271-276.
...analysis of the cDNA clone showed 534 bp encoding a 75 ...we report on a cDNA clone corresponding to CDef1
...cDNA Cloning and Screening

Citation/Abstract Full text Full text - PDF (400 KB)

Sort results by Relevance Sort

Narrow results by Source type Newspapers (27069) Scholarly Journals (23014) Trade Journals (115437) Wire Feeds (24226) Magazines (20147) More options...

Publication title Document type Keyword Subject Classification Company/Organization Location Person Tags Language

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different libraries initially can be frustrating. Finally, when the library's computer system is down, print resources are always available so that you need not stop the research process to wait for the computer system to come online again. Librarians can assist as you learn the unique resources of a library, and they can help you locate other specialized materials as well, so describe your project to them early on.

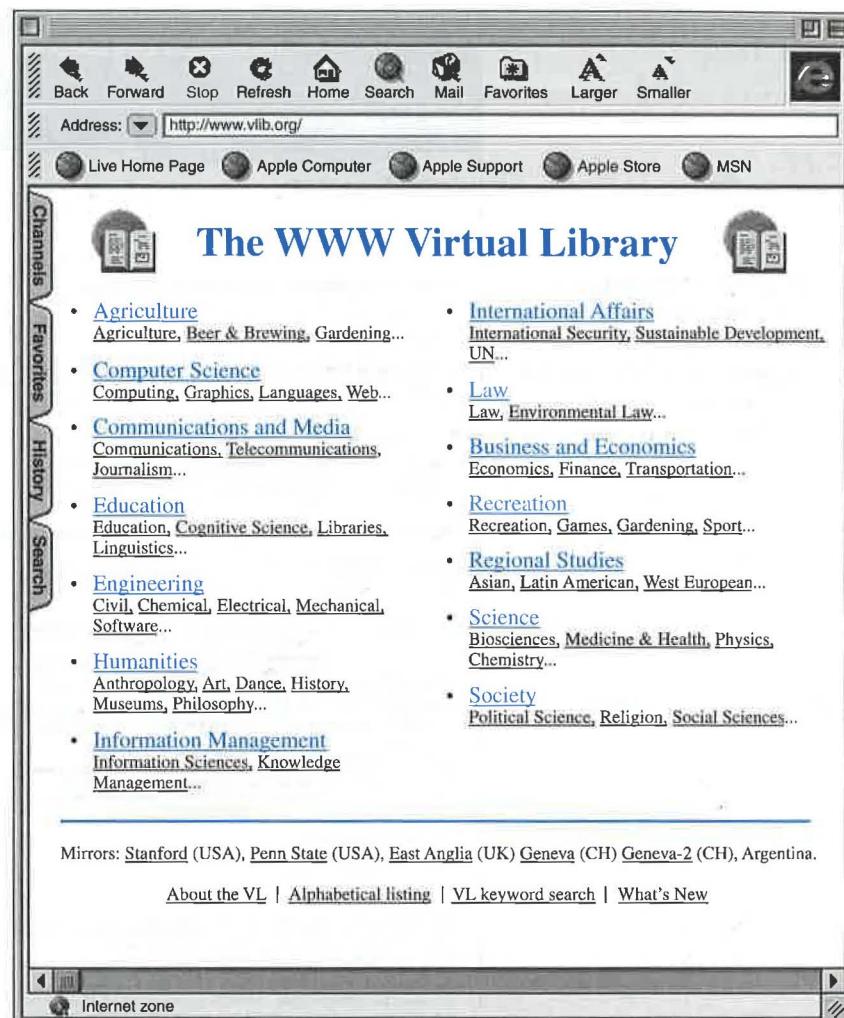
The Internet

The Internet must be seen as one of the most significant technological advances of our time, and, like other major inventions—telephones, televisions, automobiles—it is reshaping our entire society. The Internet began in the 1960s as a way for the Defense Department to link computers in different parts of the country. It soon expanded to include computers at research institutions and universities, but the process of communicating and sharing information was difficult

to use. It wasn't until the 1990s, with the creation of the World Wide Web, that the Internet became practical for colleges, businesses, and individuals to use. Currently, the Internet is a global system of interconnected computer networks both large and small. Small networks, like those in universities, have their own systems. Large networks, such as World Wide Web, Telnet, Gopher, e-mail, Usenet, and FTP, are distinct online worlds in themselves; however, because each network has agreed to use the same protocols for communication, a vast "net" of interconnected computer systems has been created. The result is an electronic information and communication system that no one owns but to which anyone with a computer and modem can contribute. The democratic nature of the Internet is both its strength and weakness.

Wikipedia is a good example of the power of the Internet. It is a free encyclopedia collaboratively written by volunteers from all around the world. It currently has more than ten million articles in more than

Figure R-1.3
World Wide Web
Virtual Library



The WWW Virtual Library, www.vlib.org, © 2011 The WWW Virtual Library.

250 languages. Anyone with access to the Internet can contribute, but this can limit its value as a serious research tool. *Articles are not necessarily reviewed by experts, and users need to be aware that articles can contain false or debatable information.* However, inaccuracies are eventually corrected by the sheer number of people reading and editing it. Information is updated within minutes of events happening, and this can be an advantage over print encyclopedias.

Virtual libraries are a good place to begin a general search on the Internet, especially if you have not narrowed the topic. You can access the World Wide Web Virtual Library, which is organized much like a subject directory. (See Figure R-1.3) For academic research the best search engines are those that have been reviewed by librarians, such as the *Librarians' Internet Index*. Although many search engines attempt to organize hits in descending order

of relevance and credibility, library-edited indexes weed out sources; you may get fewer hits, but the ones you get almost always list authors and dates. Library-reviewed search engines allow you to move directly to more credible sites, avoiding the step of sorting through the less-reliable sources in a large index such as *Google*. However, *Google* now offers specialized advanced searches that compare to those of library-reviewed search engines. *Google Scholar* sorts peer-reviewed articles in the same way researchers do, based on the reputation of the author and the publication. (See Figure R-1.4.)

Many college-library home pages provide links to search engines. To save time later, use the "hot list" or "bookmark" feature to add helpful documents to your personal list of useful Internet addresses. You can narrow your search by employing the basics of keyword searching.

Figure R-1.4
Google Scholar

Sorts peer-reviewed articles based on the reputation of the author and the publication. Complete articles can be located through your library or on the web.

The screenshot shows a Google Scholar search results page for the query "cloning". The results are sorted by citation count. The first result is a book titled "Molecular cloning: a laboratory manual (3-volume set)" by J. Bambrick and D.W. Russell, published in 2001. The second result is another version of the same book by T. Maniatis, E.F. Fritsch, and J. Sambrook, published in 1982. Other results include a paper on cloning endangered species, a laboratory manual, and a paper on the cloning of a novel receptor gene.

Keyword Searches

Beginning researchers often become frustrated with keyword searches. Without appropriate keywords, you may have limited success finding relevant articles. It is not enough to have a subject or topic; you must know *what the subject is called by other writers and academics*. Keep in mind that a particular topic can be identified by many different words or terms, and gaining some familiarity with them can make your research more efficient and focused. Experienced researchers rely on the *Library of Congress Subject Headings* index, which is available in the reference section of your library. In this index a general topic such as *advertising*, for example, has more than seventy terms, some broader (*business, retail trade, marketing*) and some narrower

(*commercial art, coupons, packaging, slogans, Internet advertising, psychology in advertising*). This index also lists related terms such as *propaganda, publicity, and public relations*. You can also talk to your classmates and professors and take note of the words they use when discussing your topic. A few minutes spent in the early stages talking with others, identifying the correct keywords, and focusing your topic can save many hours of random, haphazard research.

You can also find keywords by consulting the index of either an online or print encyclopedia. Every time you retrieve an article or book from a database or your library's online catalog, you will find related terms and subjects listed with the source information. (See Figure R-1.5.) Another way to improve your chances of finding relevant source material is to use

Figure R-1.5
Sample Online
Library Catalog Entry

Abortion decisions of the Supreme Court, 1973-1989 : a comprehensive review with historical commentary /

Title: Abortion decisions of the Supreme Court, 1973-1989 : a comprehensive review with historical commentary / by Dan Drucker.

Author: [Drucker, Dan \[043\]](#)

Publisher: Jefferson, N.C. : McFarland & Co., c1990.

ISBN: 0899504690 (lib. bdg. : alk. paper)

Format: Book

Subjects: Abortion—Law and legislation—United States—Cases.
[Carl S. Swisher Library](#)

Holdings Information

Database:	Carl S. Swisher Library
Location:	Main Collection A-K 1st floor M 2nd floor L-N-Z 3rd floor
Call Number:	KF3771.A7 D78 1990
Number of Items:	1
Status:	Not Charged

Back to Library List

Record View
Staff View

Actions

- Make a Request
- e.g. Hold, Recall, Renewal
- Print
- Export
- Add to My List

Google Books:
[About This Book](#)

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advanced search strategies. Some version of Boolean operators, for example, is available on most search engines and databases. Boolean operators (AND, OR, NOT, +, -) allow you to broaden or narrow your search by combining and limiting keywords. The following examples illustrate the use of these terms in a keyword search:

- If you enter “millennium AND computers” the search will narrow to include only sources with both words in the text.
- If you enter “millennium OR computers” the search will broaden to include sources that have either of the words in the text.
- If you enter “millennium NOT computers” the search will find sources only on “millennium” that are not about computers.

You may notice that when you begin reading information from a particular site, certain words or phrases will be highlighted or underlined in a different color. These are “hot spots,” which provide links to related topics when you click on them and can be another way to identify keywords and related terms.

You can also limit or expand your search by entering specific dates. You might begin by limiting

your search to articles published in the past six months and then expand the search if too few articles are found.

Other areas to search are listservs and newsgroups. Listservs are mailing lists that allow e-mail to be sent to subscribers, people who share an interest in the focus of the listserv. To find a useful listserv for your own project, search <http://www.livinginternet.com>. Newsgroups, like listservs, are sites you can visit to enter or hear discussions on specific topics. To access them you would enter the appropriate URL. A good place to begin is by searching a complete index of newsgroups at Google-Public News Servers or Yahoo-Public Usenet Sites. Keep in mind that listservs and newsgroups are often best used to get a sense of the different issues; they may not be completely reliable for research purposes.

EVALUATING SOURCES

Because anyone can set up an information site on the Internet, evaluating sources is especially important. Obviously, sources such as the *New York Times* or *National Geographic* will be as credible as their print counterparts, as are reports from most agencies in the federal government. Likewise, growing

ONLINE RESOURCES

Help

Help with Writing:

Purdue Online Writing Lab

Usenet Postings:

<www.groups.google.com>

Newsgroup Index:

Google-Public News Servers or Yahoo-Public
Usenet Sites

Directory of Online Journals and Periodicals:

Google-Online Journals

American Psychological Association (APA)

Documentation

Modern Language Association (MLA) Documentation

References

Information Please Almanac (includes *Random House, Webster's Dictionary, and the Columbia Encyclopedia*)

World Wide Web Virtual Library

Internet Public Library

Librarians' Index to the Internet

Britannica Online

Encarta Online Encyclopedia

News

New York Times

Washington Post

USA Today

Wall Street Journal

CNN

Magazines

Time

National Geographic

Wired

The New Yorker

Smithsonian

Government

Legislative Information:

<<http://thomas.loc.gov/>>

Government Printing Office:

<<http://www.access.gpo.gov>>

numbers of scholarly journals, both electronic and print, are available online. You can find a directory of online journals and periodicals at Google-Online Journals. Some Internet sites will be of little value because they are maintained by individuals, organizations, or businesses that have definite biases. At present, the Internet is not nearly as reliable as print sources or databases that reference print sources, because printed information is usually edited or reviewed by authorities in the field prior to publishing. Although many Internet sites do screen and edit their postings, no review process is *required* for Internet sites.

Here are some points to consider in determining the reliability of Internet sources:

- **Authority:** Who is the author? What qualifications are provided? Can the author be verified? Unless the individual or organization is identified, the source should not be used.
- **Accuracy:** Are the facts accurate? Is there an editor or peer review process? Are there links to known authorities? Is the information primary or secondary? That is, is the information coming firsthand from the person who did

the research or is it from someone reporting on another's research? The further away from primary sources you get, the less reliable the source becomes.

- **Objectivity:** Does the author have a bias, a personal ax to grind? Is the site affiliated with an educational institution as a research tool for academics (if so, ".edu" will appear in the address), or is it merely a web page? If the site is sponsored by a commercial business (.com) or an organization (.org), it should be evaluated for possible bias because it could be nothing more than a form of advertising or promotion. Government sites (.gov) are generally reliable.
- **Timeliness:** Is the site a "zombie"? Has it been updated recently, or is it one of the "walking dead"?

For more guidance on evaluating sources, see section R-4 Taking Notes and Outlining.

USING THE LIBRARY AND PRINT RESOURCES

There is very little in print that is not available in some form through the Internet, including books,

EVALUATING INTERNET SOURCES

- Check purpose of Internet sites. They should inform or explain. Choose ".edu," ".org," or ".gov" sites.
- Find author's qualifications to verify his or her credibility.
- Look for a recent update to the site.

- Information presented should be supported in a reputable manner with proper documentation.
- Information should be clearly organized and any links suggested by author of site should be accessible.
- Verify the site's overall professional "look." Beware of glitzy, flashy sites with links to commercial sites.

journals, magazines, and newspapers; however, many of these publications require a subscription. The resources in libraries are free and there are advantages to having physical copies in hand while doing research. In addition librarians are available to help with your search whether it is with the library holdings or online sources. For that reason physical libraries continue to be rich resources for any serious student. Most libraries have electronic indexing and searching tools that make finding library sources much easier. Often a single search at a library computer station will provide you with various resources—from books and periodicals to maps and atlases to audio and visual material. Books, of course, contain valuable information, but it is important to realize that magazine, journal, and newspaper articles contain more up-to-date information. It takes many months, even years, to write, publish, and eventually shelf books in a library or make them available online. Articles in weekly magazines such as *Newsweek* or *Time* discuss events that may have occurred as recently as last week. Books do have the advantage of offering in-depth discussions on topics, however, and they often include bibliographies.

An important way to locate information published in books is through the *Essay and General Literature Index*, a quick way to find focused information on a topic. For example, suppose that you are interested only in specific legal issues relating to abortion. One approach is to look through all the entries in the computer catalog, trying to determine which books would be relevant. An easier way is to look up the topic in the *Essay and General Literature Index*. There you will find specific references to chapters or sections of books pertaining to your exact area of interest. Good research relies on both books and articles—books for depth of coverage and articles for currency of information.

Newspaper articles offer important information that can be easily located through resources such as

News Bank, which indexes news stories published in local and state newspapers. Libraries often have their own index for regional newspapers as well. For any type of research involving local events, these resources are essential. For national issues, you would want to refer to the *New York Times Index*, which has brief summaries of all stories published in the *New York Times*. *Facts on File* is another valuable reference that summarizes news events on an international level. Ask your librarian for assistance in locating any of these print reference works or their online equivalents. More specialized professional journals are another resource to consult in your research. Authors of journal articles engage in more technical discussions. They are less likely to misrepresent the ideas they introduce because they are not writing for a general audience. Therefore, these works can give your project a high degree of credibility. You should spend a good deal of time locating such sources, as they can lead you to better-documented, more objective information. Scholarly journals are indexed in such resources as the *Social Sciences Index* and the *Humanities Index*. You will find the following academic disciplines listed in the *Social Sciences Index*:

Anthropology	Medical science
Economics	Psychology
Education	Public administration
Environmental science	Sociology
Law and criminology	

The *Humanities Index* includes articles in the following disciplines:

Archaeology	History
Classical studies	Language and literature
Folklore	Literary and political criticism
Performing arts	Religion
Philosophy	Theology

These indexes cover a broad range of academic fields; each discipline also publishes its own index for specific content areas. Examples include the *Art Index*, the *Applied Science and Technology Index*, and the *Engineering Index*. Because entry formats for each index vary, consult the beginning of the index for instructions on its use as well as a guide to the abbreviations used in that volume.

As you use the library more often, you will become acquainted with its print periodical holdings. If

your library does not carry a book or publication, you can request an interlibrary loan.

Through the interlibrary loan service you can access the resources of libraries across the country. To use this service, you will need to fill out a request form at the circulation desk or perhaps use an online request form. Because your library will actually borrow this publication from another library, it will take at least a couple of days to receive the information.

SELF-TEST

Write the letter of the correct answer or answers in the blank.

1. Keyword searches are more successful when the terms used are taken (a) from popular magazines, (b) from *Library of Congress Subject Headings*.
2. If your library does not have what you need, you can (a) search the library's database for holdings in other libraries, (b) request an interlibrary loan to receive books and articles on your topic.
3. You would most easily find articles on history in (a) the *Social Sciences Index*, (b) the *Humanities Index*.
4. Although computer databases are powerful research tools, (a) research in disciplines such as literature and philosophy should be conducted in print material, (b) research going back many years should be conducted in print material.
5. Computer databases (a) become outdated quickly, (b) are not the same in every library.
6. If you have trouble finding relevant articles in an online database, (a) you are not searching appropriate keywords, (b) the database does not have information on that topic.
7. You would find newspaper articles of local interest in (a) *News Bank*, (b) the *New York Times Index*.
8. Resources that provide the most reliable information on a topic are (a) journals, (b) newspapers, (c) magazines.
9. The best place to find general background information on your topic is in (a) database articles, (b) the reference section of the library.
10. In determining the reliability of an Internet source, you should ask, (a) Does the site show bias? (b) Is an author identified? (c) Does the site have interesting graphics that hold my attention? (d) Does the URL address include .com, .org, or .edu?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Note: Answers to self-tests and other selected exercises can be found in the answer key near the back of the book.

WRITING ASSIGNMENTS: LIBRARY WORK

1. Use the *New York Times Index* to find an article of interest published on the day you were born. Summarize it in a paragraph of eight to ten sentences.
2. Select a topic that interests you from the World Wide Web Virtual Library. In a five-minute, non-stop freewriting session, discuss your thoughts on the topic (in about 150 words).
3. A classmate has begun a computer search for her paper on advertising, and no useful entries were found. List five steps you would suggest that she take.
4. In a paragraph or two, explain the difference between a database such as *EBSCOhost* and a search engine such as *Google*. Give examples of the different types of sources each would retrieve and of a source both would retrieve.

R-3 Preparing a Bibliography and a Preliminary Thesis

From the very beginning of the research process it is essential that you keep a record of books, articles, and other resources that you consulted pertaining to your topic. Computer databases are becoming increasingly sophisticated in identifying and printing a list of possible resources for any topic. Often, you can assess the value of an article for your purposes by reading an abstract that many databases such as *ProQuest* or *EBSCOhost* provide. General reference works such as online or print encyclopedias often list important sources at the end of each entry, and nearly every book and article you find will mention additional works. Just glancing through the bibliographies of books and articles can give you valuable information. Which names reappear? What are the recurring issues? A handy reference work that experienced researchers use is the *Bibliographic Index: A Cumulative Bibliography of Bibliographies*. It will direct you to sources that have useful bibliographies already prepared for you.

The best way to make use of the various retrieval systems and valuable resources available in a library is to follow a step-by-step research procedure. First, use print and electronic reference works to define and narrow your topic. Next, consult print and electronic indexes and catalogs to find article and book titles. Finally, locate your sources electronically on the library shelves, on microfilm, or through interlibrary loan. You may wish to follow this schedule:

1. Visit the reference section of your library, or use electronic databases and the Internet to locate sources that will help you to gain general back-

ground on your topic. Note keywords, phrases, and important dates. Most researchers begin with the *Library of Congress Subject Headings*, which gives the different headings under which material may be listed in various reference books or databases. It can also be helpful in focusing a general research topic and defining specific areas of research. Other helpful resources include

- Dictionaries
- Facts on File*
- Almanacs
- General and specialized encyclopedias (in print or online)
- 2. Consult computer databases, print indexes, and computer catalogs to find relevant titles and locations of general works on your topic:
 - Computer databases such as *EBSCOhost*, *ProQuest*, *Academic Abstracts*, *Psychological Abstracts*, *ERIC*, *News Bank/Readex*, *Statistical Abstracts*, *National Trade Databank*
 - Online library catalogs
 - Online search engines such as *Google Scholar*, *Bartleby.com*, *Refdesk.com*, and *Yahoo*
 - Internet listservs, blogs, and newsgroups such as *Google Blog Search*, *Yahoo Groups*, *World Newspapers*
 - New York Times Index*
 - News Bank*
 - Readers' Guide to Periodical Literature*

More specialized articles can be found in

- Applied Science and Technology Index*
- Social Sciences Index*
- Humanities Index*
- Education Index*

Indexes for specific disciplines (e.g., art, business, environment, computer science, music)

Bibliographies

Computer databases more specific to the topic, such as *Business Source Elite* (business), *CINAHL* (nursing and health sciences), *ERIC* (education)

Web sites

- Finally, locate your sources on the library shelves, at internet sites, or through interlibrary loan. During this stage you will find

Books	Essays
Articles	Audiovisual information
Reviews	Government documents

You will read and take notes from these resources and formulate your stance based on what you learn from them.

You may want to make printouts or photocopies of the bibliographies you find or jot them down for later reference. Be sure to include the following information with the notes that you take from each source:

Books

Name of author, last name first
 Title of book (underlined or italicized)
 Place of publication
 Publisher's name
 Date of publication
 Library call number

Articles

Name of author
 Title of article (in quotation marks)
 Title of journal, magazine, or newspaper
 Volume number and date of publication
 Page numbers on which the article appears

Electronic Sources

All of the above information when given
 Publication medium and vendor's name for CD-ROM
 Publication date of the database in addition to date of document
 Date of access and URL (DOI if available for APA)
 Page or paragraph numbers if available
 Any referencing information that would help you locate it again

If you find plenty of information on your subject, you know you will have enough material to pursue your project. Begin reading some of the articles and

browsing through the books to get a feel for the different angles to your subject. Pay close attention to table of contents headings, read first and last sections, and skim indexes.

WRITING A THESIS

Once you have briefed yourself on the various issues and approaches to your subject, you are ready to develop a *preliminary thesis*, a statement that expresses your particular stance on your subject. As you continue your research you may need to change your thesis, but it is important to write one with care at this stage to help you focus your work. Four steps are involved in formulating a thesis:

1. A thesis states the objective of a paper in a single statement that identifies (1) the topic and (2) your position or assertion on the topic. In the examples that follow, notice that sentence A identifies a general topic, sentence B narrows or limits the general topic, and sentence C takes a position or makes an assertion.

- A. Reality television shows
 - B. The popularity of reality television shows
 - C. Reality television shows are popular because they give viewers the opportunity to see regular people in challenging situations. (topic + position = thesis)
- A. Computers
 - B. The effects of computers on our lives
 - C. Computer technology is transforming our ability to deal with complex issues. (topic + position = thesis)

2. A thesis does not make an announcement:

The subject of this paper will be reality television shows.

Computers and their effects on our culture will be the concerns of this essay.

In this paper I will discuss the effects of computers on our culture.

3. A thesis avoids overly general, vague, or abstract wording. Keep your topic limited to an objective that is appropriate to the length and scope of your paper. For example, if your subject is music or terrorism, do not try to cover all aspects of the controversies surrounding music censorship or the threat of terrorism. Treat some important aspect of your subject in depth rather than giving the entire topic a cursory treatment. Because it is too broad, the following sentence says very little:

Providing for the homeless challenges America's largest cities.

This revised version is better. Notice how it mentions possible specific subpoints of the essay:

America's large cities should rehabilitate homeless people by providing them with shelter, food, and skills training.

4. A thesis contains only one main idea. Although it is acceptable and even advisable to mention specific subpoints in a thesis statement, be sure the thesis focuses on only one main idea. Notice how the following sentences appear to have two separate ideas:

America's large cities should rehabilitate homeless people by providing them with skills training and people should be more tolerant of them.

Many people find computer technology baffling, but it is transforming our ability to deal with complex issues.

Reality television shows are popular because regular people are put in challenging situations and advertisers are cashing in.

Formulating a preliminary thesis and compiling a preliminary bibliography will allow you to proceed to the next step in the process: taking notes.

SELF-TEST

In the blank, write the letter that indicates the stage of the research process during which you would most likely consult each listed source.

- (a) Definition and overview of the subject
- (b) Identification of potential sources
- (c) Reading and viewing specific sources

1. *Facts on File*
2. A book titled *The Marcos Dynasty*
3. Abstracts of English studies
4. The Free Internet Encyclopedia
5. The *General Science Index*
6. An online computer database with information on holdings in other libraries
7. *Webster's Third New International Dictionary*
8. A *New York Times* article on pit bull terrier attacks
9. www.expandinglight.org
10. *Dissertation Abstracts International*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

In the blank, write the letter of the phrase that describes each thesis statement.

- (a) An arguable (successful) thesis statement
- (b) An announcement
- (c) An overly general thesis or statement of fact without a position
- (d) A thesis containing more than one main idea

11. Automobile accidents have killed more people than major world wars.
12. Tattoos give teenagers a way to rebel against parental values, and they are very difficult to have removed.
13. Children of divorced parents are often forced to take on adult responsibilities sooner and mature faster.
14. This paper will explore the problems faced by gay and lesbian adolescents.
15. Terrorism is an evil force in today's world.

11. _____
12. _____
13. _____
14. _____
15. _____

WRITING ASSIGNMENTS: LIBRARY WORK

1. Compile a preliminary bibliography for a topic that interests you or one selected from the list that follows. Try to find at least four sources, including a specialized journal. After you have read some of the articles, compose a preliminary thesis statement for a five-page research paper. Possible topics:

dysfunctional families
hang gliding
environmental concerns
cat ownership
day care options

2. In one paragraph, predict the steps involved in continuing the research and writing process for the subject you chose for Writing Assignment 1.

R-4 Taking Notes and Outlining

All source material must be evaluated before it can be used in research. Often the evaluation will take place immediately, as you glance at irrelevant titles or old publication dates. Sometimes you must skim through a source, paying particular attention to the table of contents, chapter headings, introductions, and summaries. All source materials, print and electronic, should be assessed on the basis of four criteria: relevance, currency, credibility, and objectivity.

1. **Relevance:** Your preliminary thesis will serve as a guide to determining the relevance of sources—which is why it is always a good idea to write one. By giving your research a clear focus from the beginning, you can save yourself time and effort, especially if you have a tendency to get lost on the Web. For example, if you are investigating the emotional effects of cosmetic surgery, it is unlikely that articles on surgical procedures will be of much use.
2. **Currency:** Likewise, an article published in the current year detailing recent psychological findings in the area of cosmetic surgery would be more useful than a book published ten years ago. Whether the information is current or not is an important concern for most research topics. Some exceptions might include topics dealing with historical or literary focuses. Recent newspaper and magazine articles usually offer more up-to-date information than books.
3. **Credibility:** You will also want to consider the author's credibility during this source evaluation phase. Is the author respected by experts in the field? Has this author written other publications on this topic or related topics? The publication itself can be a key to assessing the credibility of a source. At one extreme are tabloids such as the

National Enquirer or a nonattributed home page on the Web, which no one takes seriously. At the other extreme are prestigious professional journals that will publish articles only after careful screening called peer review. However, these journals may be too technical or too difficult for the purpose of general research.

4. **Objectivity:** Many respected publications are aimed at specific audiences and have editorial policies that may affect the objectivity of articles published in them. The topic of music lyric censorship would be dealt with quite differently in *Rolling Stone* and in a chat room on the World Wide Web for Christian parents concerned about the morality of popular music. The issue of scientifically controlled births would be treated differently in the *Journal of Fermentation and Bioengineering* and in *Catholic Digest*. Even major newspapers are sometimes known for being conservative or liberal, pro-Democrat or pro-Republican. Thus, editorials from these newspapers may be convincing, but they may not present the whole picture. Also, after monitoring the discussions of online newsgroups, listservs, and chat rooms you can usually detect a bias. Only by looking at your topic from the perspectives presented in a number of different sources can you be sure of getting the complete story.

To illustrate the process of source evaluation, imagine that you are writing a research paper on the importance of educating Third World countries on the dangerous spread of AIDS. You begin to skim the sources you have gathered so far:

- A 2013 federal government site at <www.aids.gov> that deals with HIV and AIDS research and politics
- A September 2013 article titled "AIDS-associated Cryptococcosis in Bujumbura, Burundi: An Epidemiological Study," from the *Journal of Medical and Veterinary Mycology*

An August 2012 editorial titled "Help Is on the Way," which appeared in the *New York Times*
A 1990 sex education pamphlet published by the state of Maryland

A November 2009 *Readers' Digest* narrative titled "Meeting with the Grief in Rural Costa Rica," written by a Christian missionary

A December 16, 2010, *New York Times on the Web* article titled "Africa's Culture of Mourning Altered by AIDS Epidemic"

You could conceivably use information from most of these sources. The federal government site might prove useful during the beginning stages of research for general background as you define and characterize the scope of the problem. The *Readers' Digest* and *New York Times on the Web* articles might help you to personalize the description of the disease's effects on victims and families. In the body of your paper you will want to rely on authoritative sources such as the article from the *Journal of Medical and Veterinary Mycology*. In your conclusion you could present some of the solutions offered by the *New York Times* editorial, "Help Is on the Way." Do not be reluctant to discard sources that are not relevant, current, credible, or objective—such as the sex education pamphlet published prior to the outbreak of AIDS.

TAKING NOTES

Evaluating sources plays an important part in determining the articles from which you will want to take careful notes and on which you will want to spend less time. Each writer has a slightly different method of taking notes and recording source information. Some use word processors to summarize and paraphrase relevant source information, and some will highlight information from copies of articles obtained in the library or printed from the Internet. Whatever system you use, be sure to record the information and its source accurately. One practical system involves taking notes on note cards and writing down bibliographic information on separate note cards. Cards can easily be rearranged to fit your outline, whereas highlighted computer printouts or large sheets of paper bearing a variety of notes can lead to confusion as you try to work the notes into your paper. Cards measuring 4" × 6" give you more room to record your notes, and their size can distinguish them from your bibliography cards, which generally measure 3" × 5". It is not necessary to record all of the publication information on your note cards because that information is what you include on your bibliography cards. Just be sure to devise some way to identify the source of your notes (the author's last name will usually suffice), and always include specific page numbers because that information will not be on your bibliography card. Keep

your bibliography cards nearby so that you can refer to them in identifying your sources. Here are a few additional tips on note taking:

- Record one idea per card, and write on only one side. That way, cards can be rearranged easily and important information will not be overlooked.
- Title each card with a brief description—a phrase—of what the note is about, but use full, well-developed sentences in the note itself. This will make it easier to arrange your notes and write your first draft later.
- Before beginning a new note-taking session, read over your last set of note cards to recall where you were in your thinking.

In addition, decide whether to summarize, paraphrase, or quote the source directly. Each of these methods of note taking will be discussed in detail in upcoming sections. Most of your notes should be in the form of summaries or paraphrases, which means that they should be written *in your own words*. This step is essential to research writing because it forces you to think about and assimilate the material. Before you can summarize or paraphrase source material, you must understand it thoroughly. You can condense whole books or articles into summaries if you are interested only in the main ideas. Paraphrasing involves rewording source material without condensing it. When you put the information into your own words, it is important not to misrepresent the author or change the findings to suit the needs of your paper.

Writing a research paper means presenting your ideas and the ideas of others in your own personal way, so be selective about information that you decide to quote directly. A few select direct quotations can add emphasis, emotion, or authority to your paper, but too many will weaken a paper by causing you to lose credibility as the author of what you have written. Remember to put quotation marks around all exactly reproduced text as with summaries and paraphrases, be sure to note the author and page number.

When you want to record key phrases or important terms, you should take *key term* notes. These are useful when you are writing about topics that have unusual terminology; they can be a quick way to record important points, when a source is too general and not worth summarizing or paraphrasing. For example, an article on buying a house might produce the following key phrases: *title, escrow, seller, cash-out, lending company, mortgage, prime interest rate, and liens*.

As you take notes, you will become adept at distinguishing between fact and opinion. A fact can be proved; an opinion offers information that cannot be documented. For example, the statement "Humane Society officers found five puppies in a park Dumpster

today" can be proved. By contrast, the statement "The five puppies found in the park Dumpster today were most likely left there by teenagers, who usually have no respect for animals" offers only a conjecture or a guess about the situation. It reveals the author's bias, but the statement itself cannot be proved.

You may wish to use both opinions and facts to support your thesis, but distinguish between these two types of information for your reader. For example, the statement that teenagers do not usually respect animals may support your thesis that adults unfairly blame crimes on teenagers. Make sure your reader knows that you are using an opinion, though. Be aware that reviews and editorials contain more opinion than fact.

When you get more practice at distinguishing between fact and opinion, you also learn to avoid jumping to incorrect conclusions. A helpful hint for avoiding premature judgments is to check dates of publication and make certain that you have enough current information to draw conclusions. For example, a pamphlet published by the Kentucky Department of Education in 1955 may advocate the use of corporal punishment by teachers in classrooms in some situations. More recent Department of Education reports recommend entirely different disciplinary procedures.

Here is another bit of advice: Try summarizing what you have read in one sentence before writing anything down. You might save yourself from writing too many notes. Also, give yourself some time to absorb your reading.

Finally, document everything that you use from outside sources. Consider the following tips:

- Always put quotation marks around directly quoted material.
- Always put source information on each note card or computer printout, including specific page numbers.
- When summarizing and paraphrasing, put the original passage out of sight before writing your own version.

If you take these tips too lightly, you may be on your way to the illegal practice of *plagiarism*—using another author's ideas as if they were your own. Lack of careful attention to documentation may cause you to commit plagiarism unintentionally. That is, you may forget to attribute information to a source, or you may forget to include a page number. Nonprint and print materials are protected by copyright laws. Neither civil courts nor academic communities tolerate plagiarism (intentional or unintentional), and in most institutions you will fail both the paper and the course for practicing it. Section C-3 provides a detailed discussion of plagiarism and ways to avoid it.

WORKING THESIS AND OUTLINE

As your note taking proceeds, you will fine-tune your preliminary thesis and develop a working outline. Writing a thesis and an outline can make the writing process much easier. They will guide your note taking by organizing the main points of your topic. They require more thought and planning than the scribbled lists you may have used successfully to organize shorter papers, but it is planning that will pay off when you begin writing the paper. Ideally, your thesis, outline, and note taking should change and evolve together as you complete your research. Remain open to new ideas all through the note-taking process, modifying the direction of your research, the thesis, and the outline to accommodate new information. Every time you come across a new bit of information (or fail to find what you need), ask yourself whether your thesis is still valid and whether your outline has been fine-tuned enough to guide the direction of your paper. Grappling with the complexities of an issue is the first step in genuine understanding, and that is what research is all about.

Shanna R. Chauncey, the writer of the sample research paper in sections SP-1 and SP-2, grappled with a couple of thesis statements before she was satisfied. In her preliminary research she gathered the following key terms and ideas: holistic medicine; integrated medicine; importance of scientific data; limitations of scientific approach; reasons for seeking alternative therapies; and escalating medical costs. She began with a statement that she later criticized as too broad and biased:

Overall, alternative medical practitioners practice safer, more cost-effective, and more humane medicine than do mainstream doctors.

From her initial reading, she decided that actually the trend in medicine was not so focused on separating the approaches into two camps. She revised her thesis to read:

The question is no longer whether or when the medical community will accept alternative medicine but how they should integrate it.

This statement also suffered from being too broad, and it was not arguable. More reading and ruminating led to the final thesis statement found in the sample research papers in sections SP-1 and SP-2.

The time has come for practitioners to include alternative therapies in their treatment plans because alternative medicine addresses the public's desire for holistic care, prevention, and guidance in how to establish a healthy lifestyle.

PREPARING A DETAILED OUTLINE

An outline allows you to fine-tune and organize your ideas, which can be the most difficult part of writing your paper. First look through your notes to determine the major topics that will support your thesis, including the placement of quotations and references. If you used note cards, you may just begin sorting them into idea piles. If you took notes or wrote preliminary drafts on notebook paper, you can employ this same process by cutting out sections with scissors and sorting by main ideas into piles. If you kept your notes in a computer file you could cut and paste them by topic into smaller files. For example, in the sample outline that follows, the writer, Shanna Chauncey, divided her outline into four major topics to support her thesis: Medical practitioners must recognize the importance of alternative medicine in order to meet the needs and desires of their patients. She used a full-sentence outline and simply stated four points:

1. Traditional medicine must acknowledge the importance of holistic care.
2. Holistic care focuses on prevention rather than emergency care.

3. Lifestyle changes are often required in alternative medical care.
4. The public's interest in alternative medicine is growing.

Once she determined these major points, she decided how to order them to make her case most effectively. Most writers opt for arranging information from least important to most important, as readers are more likely to remember what they read last. She then broke down her major points into supporting subtopics, which became the focus of her paragraphs. The sample paper in section SP-1 shows how each subtopic is developed in paragraph form.

In the process of determining the major divisions of your subject, you may find yourself discarding notes that don't seem to support your thesis or that don't have enough information on a particular subtopic to warrant their use. You can certainly use briefer phrasing, but the value of using full sentences is that you have essentially begun writing your paper. Although an outline can provide a solid place to begin, more ideas will occur to you in the process of writing your first draft and a different organization may emerge. Your learning experience is not complete until you have written the final draft.

SAMPLE OUTLINE FOR STUDENT RESEARCH PAPER

Chauncey i

Outline

Thesis Statement: The time has come for conventional practitioners to include alternative therapies in their treatment plans because alternative medicine addresses the public's desire for holistic care, prevention, and guidance in how to establish a healthy lifestyle.

Introduction: Explanation of the conventional approach to medicine I experienced during my childhood as a doctor's daughter and the parallels of my interest in alternative medicine with the public's current exploration of alternative therapies. (Use Eisenberg statistics.)

- I. The importance of medical practitioners' acknowledgment of the holistic approach to health care.
 - A. Description of typical visit to conventional doctor.
 - B. Description of typical visit to an alternative practitioner.
 - C. The body systems must be viewed as interdependent.
(Use Goldberg quote: "Intrinsic interrelatedness. . .")
(Use Weil quote: "Most of the treatments. . .")
(Use Harris quote with Figure 1, "Chakras.")

C-1 Documentation Systems

Documenting the sources of information and wording taken from others is an essential part of writing research papers. For the sake of academic honesty, as well as copyright laws, you must let readers know which ideas are yours and which have come from other people. Readers must be able to locate your sources if they want to learn more about the subject or to verify your interpretation. In fact, you will undoubtedly want to track down some of the sources cited by authors in the articles and books you read. It is through such cross-referencing that a person becomes truly knowledgeable on a topic. A documentation system is merely a set of mechanical conventions that allows a writer to inform readers about sources.

Different fields of study have different systems of documentation to emphasize what is important in those disciplines. In the sciences and the social sciences, for example, information quickly becomes outdated; advances in knowledge are so rapid that identifying *when* a particular study was published is essential. Consequently, documentation systems in those disciplines—the Council of Science Editors (CSE), the American Psychological Association (APA), and the *Chicago Manual of Style* (CMS)—usually emphasize *names and dates*: (Wooferini, 2013, p. 7).

In the humanities, by contrast, the works of Mozart, Shakespeare, or Thomas Jefferson may have been written hundreds of years ago, but they are not considered outdated; thus, *who* wrote something is more important than *when* it was written. The Modern Language Association (MLA) documentation system emphasizes *names* only: (Jefferson 61). By using a particular documentation system, you are essentially acculturating yourself to the thinking of a specialized community of scholars. Different systems express information about sources in ways that complement the thinking of a particular discipline. In the beginning years of college, you can use the MLA system in most courses requiring research. As you advance in your study and begin taking upper-division courses in a declared major, instructors usually specify which system they require for their assignments. Be sure to clarify this point before you begin research projects.

C-2 In-Text Citations

In-text citations refer to the information about sources that is given in the narrative or text of a paper. There are two basic methods for providing in-text citations:

parenthetical and *numerical*. The most practical in-text citation system is the parenthetical system. Information is given in parentheses in the text and keyed to a list arranged alphabetically at the end: (Crawford 112) for MLA or (Crawford, 2013, p. 112) for APA. Information that is placed in parentheses must correspond to the information on the Works Cited or References page. Whatever word appears first in the left margin of the Works Cited or References list will be the signal word for in-text citation. Depending on the source, that signal word may be someone's last name, a sponsoring organization, or a title. If no author or sponsoring organization is provided, you can refer to the work using a shortened form of the article title in parentheses. If no page number is provided, as is often the case with electronic sources, you will have to omit this information. With minor variations in format, the parenthetical system is used by the APA and the MLA. The following is a typical example of a paraphrase in MLA style:

If all of the articles on *Wikipedia* were made into a book, it would be over 225 million pages long, or 13 miles thick, and would require a bookshelf the length of Manhattan Island in New York (Dalby 46).

The parenthetical documentation—(Dalby 46)—indicates that the information in the sentence came from page 46 of an article by Dalby. By referring to the Works Cited list at the end of the paper, readers will find the complete bibliographic information. Notice that the page numbers listed for the article in the Works Cited list will be for the *entire* article while the page number in parentheses refers to the specific page.

Dalby, Eliza Jane. "The World and Wikipedia: How We Are Editing Reality." *Journal of Telecommunications* 15 Jan. 2013: 44–56. Print.

The *Chicago Manual of Style* and the Council of Science Editors use numerical systems with footnotes or endnotes, where superscript numbers in the text are keyed to sources placed either at the bottom of the page or together at the end of the paper:

R. J. Vilenkin believes the universe began with many "big bangs."¹³

Numbers can also be placed in the text in parentheses and keyed to references that are arranged at the end in the order they appear in the paper:

Our universe began from an explosive burst 13.82 billion years ago (6).

6. Webb, B. "How Did the Universe Begin?" *Sci. Amer.* 2013, 275(4): 79–81.

The sample research paper in CMS style on pages 72–74 gives more examples of the numerical

system. It has become less popular because of several disadvantages. Placing separate footnotes at the bottom of a page presents problems for typesetters and increases publishers' costs. Even a number system that is keyed to a list of works at the end of the text has disadvantages. Once a manuscript is typed, additions or deletions to the sources cannot be made without changing both in-text citation numbers and the numbers for the works cited. Also, readers who may be interested in the authors being cited must turn to the source list each time a reference is given in the text.

ELECTRONIC SOURCES

Wikis, blogs, microblogs, podcasts, Twitter, YouTube, Facebook, personal email, government web sites (.gov), educational web sites (.edu), LinkedIn, My Space—the number of social networking and Internet sites grows more varied every day. Nearly anything in print, from newspapers and magazines to automobile owner's manuals, has an electronic version and often its own web site. When documenting electronic sources in the body of your paper, the same conventions are used as with print sources: **Your source information must correspond to the source information on the Works Cited or References page.** The first word or phrase that appears in the left margin of the Works Cited entry, whether it is someone's name, a sponsoring organization, or a title, will be the *required* citation. It can be worked into the text of your sentence or placed in parentheses (not both). Additional information about the source can be included in your paper as appropriate, but what you put in parentheses must follow style and punctuation conventions exactly.

MLA: ("Wildlife at Risk" 28)

"Wildlife at Risk from Climate Change." *National Wildlife* Oct./Nov. 2013: 28. Print.

APA: (Wildlife at risk, 2013, p.28)

Wildlife at risk from climate change. (2013, October/November). *National Wildlife*, p.28.

Often electronic sources do not have page numbers, in which case you will not cite any. If the author uses some other system, such as paragraph or section numbers, include these numbers in the body of your paper. (See section S-2, General Guidelines for Documenting Sources, #7.)

be necessary to spend some time becoming familiar with a topic. As suggested in steps three and four of the research process (R-2), explore your topic from various angles on the Internet, in encyclopedias, and in general reference works. As you move from the background information in general reference works to specific articles, you will begin to see problems or questions that have not been answered and connections that have not been made—in short, you will begin to develop *your own ideas* about the topic, which then become the basis of your preliminary thesis.

As you work through the activities in this book, you will learn the steps of honest scholarship. First of all, be sure to set aside plenty of time to complete your research; it is in the area of time management that beginning researchers encounter the most trouble. Most writing involves a period of conscious and subconscious mental activity—an incubation period—before ideas begin to surface in original ways. It is crucial that you allow time for this process. By running yourself up against a clock, you leave yourself with fewer and fewer options. This leads to the most dangerous option of all: taking shortcuts that result in plagiarism.

Plagiarism is intentionally or unintentionally giving the impression that words or ideas from another source are your own. Plagiarism takes many forms. Occasionally students will submit papers written by other students, taken from fraternity or sorority files, or purchased from firms offering "term paper assistance." These days, ready-made papers can even be found on the Internet. Even resubmitting a paper that you wrote for another class may be perceived as ethically unsound. College students rarely copy entire articles from books, journals, or encyclopedias, but sometimes they intentionally copy passages verbatim or rephrase long sections of articles without acknowledging sources. What these students fail to realize is that experienced readers, such as college instructors, can invariably detect changes in prose style and levels of expertise on a topic. Even if such examples occur unintentionally because of careless note taking, severe penalties can be imposed. Of all the things that may detract from the quality of a piece of writing, plagiarism is the most serious fault. It is a form of intellectual and academic dishonesty. Research depends on the borrowing of material, but it is in the process of analyzing it, synthesizing it, and reshaping it into *your own perspective* that learning is advanced, both for yourself and for the academic community at large. Plagiarism defeats the whole purpose of your education and ultimately undermines the advancement of learning in the broadest sense. No college or university tolerates it, and most instructors will fail students who practice it. The issue of plagiarism is not confined

C-3 Avoiding Plagiarism

The first step in avoiding plagiarism is to have something that *you want to say* about a topic. Usually it will

to the academic community; state and federal laws impose severe fines and even imprisonment for stealing intellectual property.

COMMON KNOWLEDGE

One area that can be confusing to researchers involves the use of information classified as common knowledge. If a fact or an idea is well known or easily observable, it need not be documented if it is not taken verbatim from another source. Well-known proverbs or sayings need no citation. Students sometimes abuse this rule by claiming that any information they did not document was well known to them, but to be considered common knowledge, information must be well known to a general audience. Here are examples of statements and sayings considered common knowledge:

Most teenagers long for the freedom to live on their own.

Rush hour traffic in most cities is becoming worse each year.

"Haste makes waste."

"Well begun is half done."

Historical and geographic facts that are easily verified are also usually not documented. Here are examples of such facts:

Theodore Roosevelt was the twenty-sixth president of the United States.

Psychologist Carl Jung received his M.D. degree from the University of Basel in 1900.

Of the fifty states, Wyoming ranks ninth in size (96,988 square miles) and fiftieth in population (550,000).

EXAMPLES OF PLAGIARISM

The following excerpt is from an article by William Ellis titled "Culture in Transition." Specific examples of how plagiarism can occur follow the excerpt.

Original: World problems such as poverty, pollution, war, and hunger are inherent in the current system of world order based on nation-states and economic competition. They can be solved if people know and understand one another on a global, grass-roots basis. By developing people-to-people linkages irrespective of national borders, we can start to ameliorate global tensions and inequities.

Word-for-Word Plagiarism Without Quotation Marks

Plagiarized (MLA): William Ellis asserts that world problems such as poverty, pollution, war, and hunger are inherent in the current system of world order based on nation-states and economic competition (23).

This is an example of the most blatant form of plagiarism. The first sentence of the original has been copied verbatim. Even though the source has been acknowledged, the writer must also include quotation marks around passages copied word for word. The writer gives the impression that the passage is a paraphrase when, in fact, it is a direct quotation.

Plagiarized (APA): Ellis (2013) asserts that world problems such as poverty, pollution, war, and hunger are inherent in the "current system of world order based on nation-states and economic competition" (p. 23).

WHAT MUST BE CITED

Citation is necessary for all types of intellectual property. Even common knowledge must be cited if you are using it verbatim or using the original sequence or organization of the ideas. The legal status of information has no bearing on whether it must be cited; that is, information that is not copyrighted or is in the public domain still needs citation.

WHEN TO CITE

If you are using someone's

- original words
- ideas that you summarize

- ideas that you paraphrase
- organization or sequence of ideas
- isolated fact
- interesting phrase
- unique word or term
- painting, sculpture, or photograph
- musical composition
- advertisement
- cartoon
- map or chart
- ideas from a speech or lecture
- ideas from an interview or conversation
- experiment
- ideas from video, film, or television program

The writer has partially corrected the problem of the first plagiarized example by placing quotation marks around some of the borrowed passage. The first part of the sentence is still word for word from the original. *All* material copied verbatim must be put in quotation marks and documented.

Patchwork Plagiarism

Plagiarized (MLA): Global tensions and inequities can be solved if people begin to help one another on a grass-roots basis, moving beyond the current world order of economic competition (Ellis 23).

The writer has completely reordered the information but continues to use much of the exact wording. “Global tensions and inequities,” “grass-roots basis,” “current world order,” and “economic competition” are all taken verbatim from the original. Even with the reordering and the source citation, this writer is committing plagiarism by giving the impression that the passage is paraphrased, when it is a form of direct quotation. Words taken verbatim must be in quotation marks.

Paraphrase Without Documentation

Plagiarized: Economic competition is at the basis of many of the world’s problems. Only by seeing ourselves as a single human family without the separation of national boundaries can world tensions begin to be eased.

Here the writer has reworded the ideas of the original into an acceptable paraphrase, but because there is no documentation (either in the text or in parentheses), the reader is led to believe that these ideas are original.

Paraphrase with Incomplete Documentation

Plagiarized (MLA): Economic competition is at the basis of many of the world’s problems (Ellis 23). Only by seeing ourselves as a single

family without the separation of national boundaries can world tensions begin to be eased.

This paraphrase is identical to the previous one except for the addition of parenthetical documentation after the first sentence. This passage would still be considered plagiarized because the second sentence, too, is paraphrased from the original. Paraphrases of more than one sentence must be framed with documentation information that clearly marks the beginning and end of borrowed material as shown in section S-2, General Guidelines for Documenting Sources, #3.

Misrepresentation of Original Source

Misrepresented (APA): Ellis (2013) argues that world problems are caused by overpopulation and that the only possible solution is an enforced tax on families who have more than one child (p. 23).

The content of this passage is unrelated to the content of the original. Either as a result of careless note taking or in an attempt to make certain ideas appear more credible, writers will occasionally attribute their own ideas to other people. This practice is another form of academic dishonesty.

Acceptable (MLA): William Ellis argues that global problems are often a result of exploitation inherent in economic competition. He contends that “grass-roots . . . people-to-people linkages irrespective of national borders” can do much to ease global tensions (23).

This version represents one acceptable way of using the source material. The original author of the ideas is clearly identified, and words that are used verbatim are placed in quotation marks. An ellipsis is used to indicate that some of the original wording has been omitted. The lead-in at the beginning and the parenthetical page reference at the end clearly frame the borrowed material.

Citing Sources and Academic Honesty: Activities

SELF-TEST

Determine whether the information described in each case will require citation of the source. Write Yes or No on the blank line.

1. You clearly identify the source at the beginning of a paragraph that summarizes the author’s ideas about teenage drinking. Because readers will naturally assume all of the ideas in the paragraph are from the source, no additional citation is necessary.

1. _____

2. In your paper on the history of aviation you state the date of the Wright brothers' first successful flight at Kitty Hawk.
2. _____
3. You create and distribute a survey at your school about the cafeteria food, and you include the results in your paper.
3. _____
4. You skim a 325-page book titled *Using the Internet*. A major theme throughout the book is that the Internet is an important technological achievement. You include this in your paper.
4. _____
5. You rephrase into your own words information that is from a government document published in the 1930s. The information is not copyrighted and is considered to be in the public domain.
5. _____
6. In a paper on the civil rights movement you find some general, well-known background information in an encyclopedia. It is obviously common knowledge, so you copy the information and include it in your paper.
6. _____
7. You talk to your mother about the steps she went through in obtaining a bank loan for a new car. You include this information in your paper.
7. _____
8. You are writing a paper on the topic of poverty in developing countries. On the Internet you find a photograph of an unidentified child and decide to use it.
8. _____
9. In your paper you decide to include the saying "A penny saved is a penny earned," which you find while scrolling through *Bartlett's Quotations* on the Internet.
9. _____
10. You find an article that takes the same position you have taken on the subject of gun control. To save time you summarize in your paper a portion of the argument from the article, since the author's ideas are identical to your own.
10. _____
11. You identify the source in parentheses at the end of a paragraph of several sentences that summarizes an author's objections to standardized testing in schools. Is any additional citation required?
11. _____
12. You find a chart from an almanac that shows the monthly ups and downs of the stock market in the year 1986. In your paper you mention only the fact that the stock remained fairly stable during this time.
12. _____

Note: To check your answers, turn to the answer key near the back of the book.

C-4 Practice in Recognizing Plagiarism

Determine whether the student version following each original excerpt is an example of correct scholarship or of plagiarism. If it is an example of plagiarism, use a separate sheet of paper to explain the reason and then write your own version without plagiarizing. Source citations and the student versions appear in MLA format, but you may give them in either MLA or APA style.

1. Original

As the economy weakens, black-owned firms are running up against the same problems that other small

businesses face: tighter credit, rising costs and stagnant revenues. But they have other obstacles to contend with, too. Some black business people say they still have trouble borrowing from large white-run banks—a charge that bankers deny has anything to do with racial prejudice.

Mabry, Marcus. "An Endangered Dream." *Time* 3 Dec. 2013: 40–41. Print. (Quote is from page 40.)

Student Version

In addition to the usual problems all small businesses must deal with in today's shaky economy, black-owned firms may also face difficulties securing loans from white-run banks (Mabry 40).

S-1 When to Summarize

One of the most important skills that you will need to develop in order to incorporate secondary sources into your writing and to avoid plagiarism is *summarizing*. The ability to summarize—to restate concisely the main facts or ideas of a longer work—is useful for all kinds of learning, and it is essential for writing papers requiring secondary sources. You can summarize entire books, whole articles or essays, or just portions of your sources. Television guides often describe full-length movies and other programs, for example, with summaries of one or two sentences. Essentially, when you summarize, you state the major concepts in your own vocabulary and sentence style, omitting much of the detail of the original. Also, when you summarize a source in your paper, you do so in order to support a point you want to make. All source material must be directed toward the development or explanation of your own ideas. Otherwise, you run the risk of letting someone else's ideas stand for or overshadow your own.

An important reason for summarizing (and paraphrasing) is to convert passages that are difficult, jargon-ridden, or technical into language that is clearly understandable to your reader. If the meaning of a passage is difficult to determine, use the following steps to arrive at an accurate summary:

1. Look up unfamiliar words in a dictionary and substitute easy-to-understand synonyms or definitions. Then read the passage again to be sure that you understand it.
2. Change the sentence structure. After you have reread the passage, put it away so that you cannot refer to it and immediately write your own version. You should understand the passage sufficiently well to reproduce the meaning in your own sentence style and vocabulary.
3. Finally, check your summary against the original to be sure that you did not distort the meaning and that you recorded the facts accurately and spelled the names correctly.

ESSENTIAL ELEMENTS OF A GOOD SUMMARY

A good summary meets both of these criteria:

1. It accurately reflects the meaning and intention of the original without distorting or slanting the information.
2. It is completely reworded to reflect your own vocabulary and writing style.

The following excerpt is from a book by Kate Muir titled *Arms and the Woman*. Specific examples of weak summaries follow the excerpt.

Original: It would make more sense if the military took advantage of perceived, and actual, differences between men and women. When soldiers complain about the problems of integration and the resentment on both sides, these are management and leadership problems, and not the fault of women. An army which accommodates women and uses them to best advantage rather than wasting time making excuses will find integration far less painful.

Weak summary (inaccurate): Women in the military continue to cause problems for leaders and enlisted soldiers, resulting in painful integration (Muir 196).

This summary is inaccurate because although Muir states that integrating women into the military is still causing resentment and problems, she specifically claims that women are not the cause.

Weak summary (slanted): Because of leadership and management problems, sexual discrimination in the military is still commonplace, and few women achieve the leadership roles they deserve (Muir 196).

The writer of this summary has given the original passage a slant by identifying sexual discrimination as the cause, something the author does not explicitly state or intend. Although it is perfectly acceptable to draw conclusions based on source information, such conclusions must be identified as your own and not confused with the summaries of those sources.

Weak summary (plagiarized): When soldiers complain about the problems of integration and the resentment on both sides, the leaders and managers should view it as an issue worth addressing (Muir 196).

The writer has plagiarized by using some of the exact wording of the original.

Acceptable summary: The solution to integrating women into the military can be resolved by proper leadership and management, taking advantage of gender differences rather than making excuses (Muir 196).

S-2 Documenting Summaries

The first step in summarizing source material is writing the summary accurately, without bias, in your own words and writing style—as you are asked to do in the activity in S-3.

The next step is making sure that you give credit to the author for the ideas you have summarized. MLA style requires two pieces of information for proper documentation, the author's last name and the page numbers of the material being used:

(Davidson 12–14)

APA style requires one additional piece of information, year of publication:

(Davidson, 2013, pp. 12–14)

(Notice that the APA uses the abbreviations *p.* and *pp.* for *page* and *pages* and requires commas between the elements.)

From the author's last name, your readers can easily find the complete listing for the source by referring to your Works Cited or References list, which will be arranged alphabetically according to the authors' last names. Remember that your reference list entries do not give the page numbers of specific passages. Book entries contain no page numbers at all, and article entries contain the page numbers of the *entire* article. The only way your readers will know where to find the specific passage you are documenting is by the page (or pages) you list for it *in the text*.

Page numbers can be omitted if you are citing the entire work. Page numbers are also unnecessary if you are citing one-page articles and nonprint sources without page or paragraph numbers. For example, the four-page article "NASA Fears Long Silence End of Mars Pathfinder," written by Samuel Barber and retrieved from <www.washingtonpost.com> does not include page or paragraph numbers. Cite only the author for MLA (Barber) and the author and date for APA (Barber, 2011). If the summary is longer than one sentence, create a frame and credit the source at the end in place of a page number. (See guidelines 3 and 7 that follow.)

There are three basic stylistic options for incorporating documentation, and you should be able to use them all in your writing:

Option 1. You can work all of the information about your source smoothly into the wording of your sentence. Such explanatory material is called a *lead-in*. Including a page number in the narrative or lead-in is

usually a bit awkward, and placing it in parentheses is preferable. You may want to use this option when a specific page reference is unnecessary, such as with electronic sources or one-page articles.

MLA or APA: As early as page one of his 2013 book *Environmental Crises*, Martin Mahler begins uncovering the political motivation behind much of our nation's pollution problems.

Option 2. You can put part of the source information in the narrative of your paper (or lead-in) and part of it in parentheses:

MLA: Martin Mahler argues convincingly that political interests are delaying solutions to environmental problems (1).

APA: Mahler (2013, p. 1) argues convincingly that political interests are delaying solutions to environmental problems.

or

Mahler (2013) argues convincingly that political interests are delaying solutions to environmental problems (p. 1).

Option 3. You can put all of your documentation in parentheses, usually at the end of the sentence. This method is generally used once you have established the identity of the source and now want to emphasize the ideas without repeatedly cluttering the narrative with reference information:

MLA: The cleaning of our nation's environment is often impeded by political interests (Mahler 1).

APA: The cleaning of our nation's environment is often impeded by political interests (Mahler, 2013, p. 1).

NOTE: The numerical systems of the *Chicago Manual of Style* and the Council of Science Editors need no rules on how to form text citations because they simply use a number (usually superscript) that corresponds to a citation at the bottom of the page (footnote) or at the end of the paper (endnote):

Political interests impede conservation efforts.²

It is still necessary, however, to integrate source material and mark boundaries with narrative lead-ins and signal phrases. (See point 3 in General Guidelines for Documenting Sources.)

2. Martin Mahler, *Environmental Crises* (New York: Macmillan, 2013) 1.

GENERAL GUIDELINES FOR DOCUMENTING SOURCES

1. Lead-Ins The first time you cite a source, it is best to use a narrative lead-in giving the author's name (first and last for MLA; last name only is acceptable for APA) and as much additional information as you can fit smoothly into your sentence. By including information about the author's background, current title or position, and level of expertise, you are doing your readers a service. The more information you provide, the more convincing and credible your source will seem:

MLA: Martin Mahler, a well-known advocate of environmental protection and author of several books, states that political interests are impeding environmental cleanup (1).

APA: Mahler (2013), a well-known advocate of environmental protection and author of several books, states that political interests are impeding environmental cleanup (p. 1).

Once the identity of your source has been established, you need only mention the last name for either MLA or APA in later references.

2. Multiple Authors If your source has more than one author, mention the author names in the same order in which they are listed in the source:

MLA: Herman, Brown, and Martel predict dramatic changes in the earth's climate in the next 200 years (174).

APA: Herman, Brown, and Martel (2013) predict dramatic changes in the earth's climate in the next 200 years (p. 174).

For later references to sources with more than three authors, both MLA and APA cite only the first author followed by the Latin abbreviation *et al.* ("and others").

(Herman et al.)

3. Frames If you use a direct quote, quotation marks are used to mark the *beginning* and *end* of the source material. Summaries and paraphrases present a unique problem because no quotation marks are used. If your summary or paraphrase is longer than one sentence, it is not necessary to document each sentence, but you must make it clear that *all* of the information is from a source. You need to mark the boundaries so readers know exactly where source material begins and ends. The best way to handle this situation is to "frame" your summary with documentation information at the

beginning and end of the source material. Without the use of quotation marks, this must be done with narrative wording or parenthetical citation: *A single citation either at the beginning or end of a paragraph is insufficient.* Usually a page number in parentheses will serve as the end boundary or frame. However, if you are working with source material without page numbers (Internet sites) you will need to create a narrative lead-in for the beginning and a narrative tag at the end of multiple-sentence summaries or paraphrases. The following examples show unacceptable and acceptable methods of documenting a summary of more than one sentence. Although the formatting follows MLA style, the same general principles apply to APA.

Unacceptable: David Hernandez, the new chair of the Federal Trade Commission, reports that consumer protection agencies seldom respond to an individual complaint (112). Instead they watch for patterns in consumer complaints (Hernandez 112). Identifying businesses that systematically violate trade regulations is an ongoing process (Hernandez 112).

The documentation after each sentence is unnecessary and awkwardly interrupts the flow of the summary.

Unacceptable: David Hernandez, the new chair of the Federal Trade Commission, reports that consumer protection agencies seldom respond to an individual complaint (112). Instead they watch for patterns in consumer complaints. Identifying businesses that systematically violate trade regulations is an ongoing process.

Because the last two sentences are not documented, the reader would incorrectly assume that they are not part of the Hernandez report but are original ideas from the writer.

As stated by — / According to — .
Unacceptable: Consumer protection agencies seldom respond to an individual complaint. Instead they watch for patterns in consumer complaints. Identifying businesses that systematically violate trade regulations is an ongoing process (Hernandez 112).

Because the first two sentences are not documented, the reader would incorrectly assume that they are not part of the Hernandez report but are original ideas of the writer.

Acceptable: David Hernandez, the new chair of the Federal Trade Commission, reports that consumer protection agencies seldom respond to an individual complaint. Instead they watch

for patterns in consumer complaints. Identifying businesses that systematically violate trade regulations is an ongoing process (112).

Here the summarized material is framed with source information at the beginning (author's name in a lead-in) and at the end (page number in parentheses).

Acceptable: Margaret Gibbs, a cardiologist at the University of California, warns that heart attacks occur when arteries become clogged with fatty deposits. Over time the deposits can become large enough to restrict blood flow. Gibbs suggests exercise and a vegetarian diet as a way to reduce the risk of heart disease.

Here the summarized material does not have a page reference, so it is framed with source information at the beginning and a source credit in the last sentence ("Gibbs suggests . . ."). This method of framing summaries and paraphrases is necessary with Internet sources and one-page articles.

Note: With the number systems of CSE and CMS styles, a number (either in superscript or parentheses) will mark the end of a source; however it is still necessary to mark the beginning of multiple-sentence summaries with a narrative lead-in.

Acceptable: Margaret Gibbs, a cardiologist at the University of California, warns that . . . exercise and a vegetarian diet will reduce the risk of heart disease.²

- 4. No Author** If the source does not list an author, you must mention the title, since that is how it will be listed in your reference list. If you are putting that information in parentheses, you need not use the entire title, just enough so that the reader can find it.

Full Title in Lead-In

MLA: The article "Rising Toll of Teenage Alcoholism" points out that television beer commercials present drinking role models that most young people see as desirable (17).

APA: The article "Rising Toll of Teenage Alcoholism" (2013) points out . . . as desirable (p. 17).

Shortened Title in Parentheses

MLA: A recent *New York Times* article makes the point that television beer commercials present drinking role models that most young people see as desirable ("Rising Toll" 17).

APA: A recent *New York Times* article makes . . . as desirable ("Rising Toll," 2013, p. 17).

- 5. More than One Source by the Same Author** If your reference list contains more than one source by the same author, you must indicate which work you are documenting by including the title (for MLA only):

MLA: It is now theoretically possible to recreate an identical creature from any animal or plant by using the DNA contained in the nucleus of any somatic cell (Thomas, "On Cloning" 73).

APA format includes the date of each source in all documentation, and because different works by the same author will rarely have the same date, they can be easily identified on the reference list. If two or more works by the same author do have the same publication date, list them alphabetically by title on the reference list, and place lowercase letters after the year to identify them in the text:

APA: . . . of any somatic cell (Thomas, 2012a, p. 73).

- 6. Abstracts** Abstracts of articles are created to assist you in determining the usefulness of those articles, not to serve as primary source material. If an abstract seems promising, try to locate the article itself. If the original source is not available and you still want to include information from an abstract of it, indicate in your lead-in that your source is an abstract:

Unacceptable: David Linder insists that negative feelings toward others often come from irrational beliefs.

Acceptable: An abstract of Linder's article "Interpersonal Relationships" states that negative feelings toward others often come from irrational beliefs.

- 7. No Page Numbers** Electronic sources usually do not have fixed page numbers or section numbering (such as numbering of paragraphs) even if the print counterpart does. Without page references, you must take care to frame summaries of more than one sentence (see guideline 3). If your electronic source has page or paragraph numbering, include it in the Works Cited or References citation and in the parenthetical citation.

Note: Do not use paragraph numbering unless the article has numbered the paragraphs.

(Hargrave, pars. 9–10).

Hargrave, Thomas. "Reflections in Literary Criticism." *Exemplaria* 10.2 (2011): 12 pars. ProQuest. Web. 22 June 2011.

Often, computer databases allow you to retrieve a photocopy of a source as it originally appeared in print, in which case you can use the page numbers available there.

P-1 When to Paraphrase

A *paraphrase* (or *indirect quotation*, as it is also called) restates another person's ideas in your own words. Unlike a summary, it is used with short passages—usually a sentence or two—and it does not necessarily condense or shorten the original.

Paraphrasing is necessary because as you incorporate source material into your paper, you cannot simply string together a series of quotations from a variety of sources. The material must be integrated into a consistent and even style. Also, by recasting the ideas of your sources into your own words, you maintain control over the material and can more easily use it to support and develop your own views. If you have trouble restating a passage, you probably do not understand it thoroughly. Ideas that are paraphrased have been assimilated, a process far different from copying material word for word.

As with summaries, paraphrases must be accurate, undistorted, and *completely* rewritten into your own wording and sentence structure. The most blatant form of plagiarism is following too closely the wording of another writer while giving the impression that the wording is your own. To avoid plagiarism in your paraphrases (or summaries), consider the following suggestions:

1. Rearrange the order of the information in the original.
2. Have a thesaurus or dictionary handy and look up synonyms for keywords.
3. Rephrase complex material into easy-to-understand sentences.
4. If you retain unusual terminology or phrases from the original, enclose them in quotation marks.

Original: Katy Perry's song "Hot n Cold" presents her as a prophet of the heart, torching romantic sentimentality with a firestorm of unforgiving words.

Weak paraphrase: "Hot n Cold" by Katy Perry offers a grim prophecy of love by torching romantic sentimentality with a firestorm of harsh lyrics.

The words "torch"ing romantic sentimentality" and "firestorm" should be in quotation marks, if they are used at all, because they are unique phrases of the original.

Acceptable paraphrase: One critic notes that the "firestorm of unforgiving words" in Katy Perry's "Hot n Cold" describe a difficult relationship with grim realism.

or

"Hot n Cold" by Katy Perry offers a dark vision of love with its biting lyrics that carry the listener beyond shallow emotionalism.

In the first acceptable example, the borrowed phrase is identified with quotation marks; in the second, the wording has been completely changed, although the meaning has been accurately preserved.

P-2 Documenting Paraphrases and Using Lead-Ins

Because you must acknowledge the source of all ideas that are not your own, you must provide documentation with all paraphrases. As with summaries, source information can be identified with your choice of one of three stylistic options. Documentation can be placed (1) entirely in the narrative of the text, (2) partly in the text and partly in parentheses, or (3) entirely in parentheses. (See section S-2.)

OPTIONS FOR LEAD-INS

As explained earlier, whenever you place information about the source in the narrative of your paper, you are creating a *lead-in* or *tag*. The first time you cite a source, it is preferable to give both first and last name and some information about the author. A lead-in can be placed at the beginning, as in the following paraphrase (lead-in is underlined):

MLA: James Prochaska, a professor at Harvard's medical school, states that more than 300,000 Americans die annually as a direct result of tobacco smoking (31).

APA: Prochaska (2013), a professor at Harvard's medical school, states that . . . smoking (p. 31).

A lead-in can be placed in the middle (lead-in is underlined):

MLA: Despite the fact that the U.S. public has been warned for years about the serious health threat posed by tobacco smoking, James Prochaska, a professor at Harvard's medical school, believes that more than 300,000 Americans die annually as a direct result (31).

APA: Despite the fact . . . Prochaska (2013), a professor at Harvard's medical school, believes that . . . result . . . (p. 31).

Or a lead-in can be placed at the end (lead-in is underlined):

MLA: More than 300,000 Americans die annually as a direct result of tobacco smoking, asserts James Prochaska, a professor at Harvard's medical school (31).

APA: More than 300,000 Americans . . . smoking, asserts Prochaska (2013), a professor at Harvard's medical school (p. 31).

Literary Present Tense

Even though most sources have been written in the past, it is preferable to cast all lead-ins in "literary

present tense." Note that any number of active verbs can be used. Avoid repetition and be exact in your word choice. Consider the following list:

accepts	concedes	negates
acknowledges	declares	notes
adds	denies	observes
affirms	describes	outlines
agrees	disagrees	proposes
argues	discusses	refutes
asserts	disputes	rejects
believes	emphasizes	reports
cautions	endorses	responds
challenges	explains	shows
claims	grants	suggests
comments	highlights	thinks
confirms	implies	urges
contends	insists	verifies
contradicts	maintains	writes

Paraphrasing: Activities

P-3 Practice in Paraphrasing

On a separate sheet of paper, write a *one-sentence paraphrase* of each of the following sentences. Try to include most of the information from the excerpt in your sentence without using any of the original wording.

Because paraphrasing the writing of others, particularly professional or technical writing, can be difficult, the following activity is designed to give you practice, at first, with paraphrasing alone. Do not include information about the sources at this time. To minimize the chances of following the wording of the original too closely, first read the passages and then create your paraphrases *using your own wording and phrasing* without looking at the originals again.

1. If we want to do something about violence, we have to do something about education, about jobs, about TV violence, about the myriad social problems for which we have no answers.
2. In the 5 million years since we hominids separated from apes, our DNA has evolved less than 2%.

3. Not only do animals provide companionship and devotion, they also lower our blood pressure, ease our stress, and according to some researchers, even prolong our lives.

4. We tell girls that they must be big and strong if they want to succeed at certain sports such as basketball, but the minute the game is over we expect them to go back to the skinny, anorexic look.

5. Central to Hinduism is the belief in karma, the cosmic law of cause and effect, in which each person creates his or her destiny based on his or her actions.

P-4 Practice in Documenting Paraphrases

Rewrite your paraphrases from section P-3 to include appropriate lead-ins and documentation as directed. Information about the sources for each of the quotes in section P-3 follows. Assume that in each exercise you are using the source for the first time and will, therefore, want to include some information about

the author; for MLA format, use first and last names. Use a variety of present-tense active verbs with your lead-ins. (See section P-2 for examples of the different placement options of lead-ins and a list of active verbs.)

1. (a) Put the lead-in in the middle of the paraphrase. In your research, you have discovered that Jennifer Allen has completed a research study on the causes of violence.

(b) Put the lead-in at the end.

Allen, Jennifer. "The Danger Years." *New York Times* 21 Dec. 2013, late ed.: C7-C8. *Ebscohost*. Web. 4 Jan. 2011. (The text retrieved from this electronic database does not have page numbers, even though the original article is paginated.)

2. (a) Put the lead-in at the beginning of the paraphrase, using parentheses for the page reference. In your research, you have discovered that Walter Isaacson is a senior staff writer for *Time* who specializes in science and medicine.

(b) Put all documentation in parentheses (no lead-in).

Isaacson, Walter. "The Biotech Century." *Time* 11 Jan. 2013: 42–43. Print. (Excerpt is from page 43.)

3. (a) Put the lead-in at the end of the paraphrase, using parentheses for the page reference. In your research, you have discovered that Karen Dale Dustman is a nationally recognized veterinarian.

(b) Put the lead-in at the beginning, using parentheses for the page reference.

Dustman, Karen Dale. "Is Your Dog a Doctor?" *Natural Healing* Jan./Feb. 2013: 62–64. Print. (Excerpt is from page 62.)

4. (a) Put the lead-in in the middle of your paraphrase. In your research, you have discovered that Jesse Sherwood is a former member of the United States Olympic women's basketball team.

(b) Put the lead-in at the end.

Sherwood, Jesse. "Conflicting Values in Women's Sports." *Miami Herald Online*. Miami Herald, 18 Apr. 2008. Web. 20 Apr. 2008. (Hint: No page reference available.)

5. (a) Put the lead-in at the end of the paraphrase, using parentheses for the page reference. In your research, you have discovered that Anne Cushman and Jerry Jones have traveled extensively in India.

(b) Put the lead-in at the beginning of the paraphrase, using parentheses for the page reference.

Cushman, Anne, and Jerry Jones. *From Here to Nirvana*. New York: Riverhead, 2008. Print. (Excerpt is from page 54.)

P-5 Practice in Writing and Documenting Paraphrases

Write a one-sentence paraphrase for each quotation, including the lead-in and documentation as indicated. Follow the format for either MLA or APA.

1. Put the lead-in at the end of the paraphrase. (Hint: No page reference available.)

The oldest and most widely accepted view of our natural environment is that it is man's personal property at our disposal to be consumed, ornamented, or destroyed as we wish.

Levine, William. "The Long-Term Effects of Eco-Tourism." University of Nassau Department of Environmental Sciences. May 2006. Web. 21 June 2011.

2. Put all documentation in parentheses.

Our new understanding of the interrelatedness of all life does not seem to stop us from walking bootshod over the open face of nature, subjugating and exploiting it.

Thomas, Lewis. *Lives of a Cell*. Boston: Viking, 2012. Print. (Excerpt is from page 102.)

3. Put the lead-in at the beginning of the paraphrase, using parentheses for the page reference.

Paleontologists have studied many of the areas humans have reached within the past 50,000 years, and in every one, human arrival coincided with massive extinctions.

Diamond, Jared. "Playing Dice with Megadeath." *Discover* Apr. 2002: 22–27. Print. (Excerpt is from page 23.)

4. Put the lead-in in the middle of the paraphrase, using parentheses for the page reference. Assume that this is the first time you have cited this source. In your research, you have discovered that Michael Huebner is a respected professor of environmental law at University of California, Berkeley.

A recent Gallup poll indicated that 76 percent of Americans regard themselves as "environmentalists," and yet truly crucial issues such as air and water pollution and the near extinction of thousands of plant and animal species are treated with only passing concern.

Huebner, Michael. *The Future of Environmentalism*. New York: Scribner's, 2005. Print. (Excerpt is from page 122.)

5. Put the lead-in in the middle of the paraphrase, using parentheses for the page reference.

Increasing concentrations of greenhouse gases in the atmosphere are expected to raise the earth's average temperature from four to eight degrees Fahrenheit over the next 100 years, causing ocean levels to rise as polar icecaps melt.

Jacobson, Jodi L. "Holding Back the Sea." *The Futurist* Sept./Oct. 2000: 56–62. Print. (Excerpt is from page 56.)

6. Put the lead-in at the beginning of the paraphrase, using parentheses for the page reference. Assume that this is the first time you have cited this source. In your research, you have discovered that Paul R. Ehrlich and Anne H. Ehrlich direct a research team for the Department of Agriculture in Washington, D.C. They are studying the effects of global warming on farming in the United States.

Crop failures due to global warming alone might result in the premature deaths of a billion or more people in the next few decades.

Ehrlich, Paul R., and Anne H. Ehrlich. *The Population Explosion*. New York: Simon, 2000. Print. (Excerpt is from page 171.)

7. Put all the documentation in parentheses at the end of the paraphrase. (*Hint:* No page reference available.)

To have a healthy environment we will have to give up things we like; we may even have to give up things we have come to think of as necessities.

Stewart, John. "Meeting the Future." *Seattle Times Online*. Seattle Times, 14 Apr. 2008. Web. 3 May 2011.

8. Put the lead-in at the beginning of the paraphrase, using parentheses for the page reference. Assume that this is the first time you have cited this source. In your research, you have discovered that Paul Konstas is a renowned anthropologist who specializes in the study of overpopulation.

Our aversion to limiting the size of the human population is built into our genes and our culture and is as deep and pervasive as the roots of human sexual behavior.

Konstas, Paul. *The Thin Edge*. New York: Basic, 2004. Print. (Excerpt is from page 36.)

9. Put all documentation in parentheses. (*Hint:* No page reference available.)

One aspect of the environmental issue that receives very little coverage in the press is overpopulation, and yet there is no issue that more dramatically affects the quality of life on this planet.

"Environmental Issues Receive Uneven Attention." Editorial. *Washington Post Online* 11 Sept. 2007. Proquest. Web. 25 July 2011.

10. Put all documentation in the lead-in at the beginning of the paraphrase.

The mentality that exploits and destroys the natural environment is the same that abuses racial and economic minorities.

Berry, Wendell. "Think Little." *The Endangered Earth*. Eds. Sarah Morgan and Dennis Okerstrom. Boston: Allyn, 2012. 417–425. Print. (Excerpt is from page 418.)

P-6 Additional Practice in Writing and Documenting Paraphrases

Write a one-sentence paraphrase for each quotation, including the lead-in and documentation as indicated. Follow the format for either MLA or APA.

1. Put the lead-in at the beginning of the paraphrase, using parentheses for the page reference. Assume that you are using two works by the same author (see exercise 2 below). In your research, you have discovered that James Cappella holds a Ph.D. in sociology and has completed extensive research on gender-specific dream patterns.

Research on dreams has shown that the average person will devote the equivalent of fifty thousand hours or six full years to dreaming and that men and women have consistently different dream content.

Cappella, James. *Dream Studies*. Englewood Cliffs, NJ: Prentice Hall, 2007. Print. (Excerpt is from page 43.)

2. Put the lead-in at the end of the paraphrase (Remember that you are using two works by the same author and paragraphs have been numbered with this Internet source. See section S-2, guideline 7.)

Men are more likely to dream in black and white, and they dream of competing and fighting, while women's dreams are generally set indoors and involve relationships.

Cappella, James. "Dream Weaver." *Discovery Online* Dec. 2012 pars. Web. 20 May 2013. (Excerpt is from paragraph 7.)

3. Put all documentation in parentheses. (*Hint:* No author is listed and no page reference is available)

Predating Freud by over 2,000 years, Aristotle wrote that sensory function is reduced in sleep, favouring the susceptibility of dreams to emotional distortions.

"Diverse Views on the Nature of Dreams." *Encyclopaedia Britannica Online*. Encyclopaedia Britannica, 2013. Web. 17 Mar. 2013.

4. Put the lead-in in the middle of the paraphrase, using parentheses for the page reference.

Freud believed that repressed desires, especially those associated with hostility and sexuality, were released during dreams because the inhibitions of wakefulness were lessened.

Cane, Kathleen. *Understanding Dreams*. New York: Appleton, 2013. Print. (Excerpt is from page 28.)

5. Put the lead-in at the beginning of the paraphrase, using parentheses for the page reference.

Psychologists have long recognized that the symbols appearing in our dreams can mean different things to different people, and yet common meanings do occur just as common threads run through our shared daily cultural experiences.

Morory, David. *Dream Lexicon*. New York: Dekker, 1998. Print. (Excerpt is from page 114.)

6. Put the lead-in in the middle of the paraphrase, using parentheses for the page reference. Assume that this is the first time you have cited this source. In your research, you have discovered that Paul Dokes is a psychiatrist who uses dream analysis in treating his patients.

Most people have slightly more negative than positive dream experiences and often will spend weeks hammering away at a single theme, even though imagery and characters may change.

Dokes, Paul. *Clinical Uses of Dreams*. London: Hogarth, 2012. Print. (Excerpt is from page 54.)

7. Put the lead-in at the end of the paraphrase, using parentheses for the page reference.

In the highly developed civilizations of ancient Greece, Egypt, and Babylonia, diviners or seers responsible for dream interpretation often had great political and social influence.

Kramer, Margaret. *The Universality of Typical Dreams*. Chicago: Lippincott, 1995. Print. (Excerpt is from page 84.)

8. Put the lead-in in the middle of the paraphrase, using parentheses for the page reference.

In the Bible the account of Pharaoh's dream of seven fat and seven lean cows came to represent the foretelling of years of famine following years of plenty.

Zuiderhoff, Mary. "Dreams as a Source of Divination." *Psychology Today* 14 Sept. 2010: 53–54+. Print. (Excerpt is from page 54.)

9. Put all documentation in parentheses.

In Classical Greece, ailing people would come to oracular temples in order to have dreams that could be used by the priests and priestesses in prescribing cures for their sicknesses.

Lora, George. "The Demography of Dreams." *International Journal of Social Psychiatry* 24.2 (2007): 46–51. Google Scholar. 7 Aug. 2013. (The text retrieved from this Internet source does not have page numbers even though the original article is paginated. See section S-2, guideline 7.)

10. Put the lead-in at the beginning of the paraphrase, using parentheses for the page reference. Assume that this is the first time you have cited this source. In your research, you have discovered that Chester Maury is a professor of British literature and has written several articles and a book on dream symbolism in eighteenth-century British poetry.

The English poet Samuel Taylor Coleridge stated that he fell asleep while reading about a Mongol conqueror, and when he woke he wrote down the fully developed poem, "Kubla Khan," apparently a product of creative dreaming.

Maury, Chester. *Dream Symbolism*. Evanston, IL: McDougal, 2013. Print. (Excerpt is from page 21.)

Q-1 When to Use Direct Quotations

Direct quotations are used when you want to preserve the original wording of your source; therefore, there should be something noteworthy about all direct quotations. If you can convey the idea just as effectively in your own words in a summary or a paraphrase, you should do so. You should be the speaker in the majority of your paper, which means that you should express your own ideas and support those ideas with source information that has been thoroughly assimilated and recast into your own style. Unless the language of the source is relevant as in the explication of literary works, *no more than about 15 percent of your paper should be directly quoted material.* Readers usually pass over sections of writing that contain large amounts of quoted material. Readers want to know *your* ideas on a subject and are not impressed by long quotations taken from other writers. Reserve your use of direct quotations for dramatic phrases and especially appropriate discussions. Direct quotations are best saved for the following situations:

1. To preserve especially vivid, well-phrased, or dramatic statements.
2. To preserve the wording of someone who is well known.
3. To preserve the accuracy of a statement that might be easily misinterpreted in a paraphrase or a summary.

Q-2 Documenting and Integrating Direct Quotations

One of the most important differences between direct quotations and paraphrases or summaries involves the use of narrative lead-ins. *All direct quotations must have lead-ins; they usually also require a sentence or two following to explain their significance.* As noted earlier, paraphrases and summaries may be documented by citing all source information in parentheses rather than in a narrative lead-in, as the following paraphrase in MLA format illustrates:

Indonesia is the tenth largest fish-producing nation in the world (Bailey 25).

Such an option is *not acceptable* with direct quotations. Because they use the exact words of another person,

direct quotations must be integrated into your discussion with some kind of narrative lead-in. It is also a good practice to explain the importance of the quotation in your discussion rather than expecting the reader to see the connection. Sometimes beginning writers will simply “float” a direct quotation in a paragraph without introducing it with a narrative lead-in or explaining its significance, as in the following excerpt written in MLA format:

“Floating” quotation: From Ayurvedic medicine to aromatherapy, Western medicine is beginning to take heed of nontraditional approaches to better health and well-being. “Certain aromas increase alpha waves in the back of the head associated with a more relaxed state” (Hirsch 60). Massage therapy and acupuncture are also noted for their ability to induce relaxation and relieve tension associated with disorders such as migraine headaches.

Even though the direct quotation is correctly documented and punctuated, the writer has not integrated it with a lead-in, an explanation, or a commentary on the quotation’s purpose. Here is the writer’s revision of that paragraph, with the narrative lead-in and commentary sentence underlined:

Integrated quotation: From Ayurvedic medicine to aromatherapy, Western medicine is beginning to take heed of nontraditional approaches to better health and well-being. Alan Hirsch, M.D., the director of neurology at the Smell and Taste Treatment and Research Foundation in Chicago, reports, “Certain aromas increase alpha waves in the back of the head associated with a more relaxed state” (60). Just as music can affect our emotions, studies show that smells, too, apparently produce different psychological states and can improve health as a result. Massage therapy and acupuncture are also noted for their ability to induce relaxation and release tension associated with disorders such as migraine headaches.

LEAD-INS

As with summaries and paraphrases, direct quotations can have lead-ins or tags placed at the beginning, middle, or end of the sentence, and the amount of information that is put in parentheses will depend on what information is given in the lead-in. Notice that commas are used to set off the lead-ins from the quoted material, and the first word of a quoted sentence is always capitalized.

Lead-In at the Beginning with Explanatory Sentence

MLA: A recent *Chicago Tribune* editorial asserts, "America has no trade policy, only an anti-trade policy of rules and regulations limiting U.S. sales abroad" (Eason 14). Although slightly overstated, such a position does suggest the direction policymakers have been taking.

APA: . . . U.S. sales abroad" (Eason, 2013, p. 14). Although slightly. . . .

Lead-In in the Middle with Explanatory Sentence

MLA: "There is a widespread belief among the American public," notes Isador Gorn, "that one can acquire an education, like a suntan, by mere exposure" (43). His views are shared by many people who think that too much responsibility is placed on the teacher's performance rather than the student's.

APA: . . . the American public," notes Isador Gorn (2013), "that one can acquire an education, like a suntan, by mere exposure" (p. 43). . . .

Lead-in at the End with Explanatory Sentence

MLA: America is going solar, but not in the way many people have dreamed about," claims Roger Pollak (32). He explains that it is not as simple and inexpensive as many people had supposed.

APA: . . . people have dreamed about," claims Roger Pollak (2013, p. 32). He explains. . . .

Q-3 Rules for Punctuating Quotations

1. Direct quotations require narrative lead-ins, which are set off from the quotation with commas. Narrative lead-ins or tags may be placed at the beginning, in the middle, or at the end of a direct quotation. (See sections Q-2 Documenting Direct Quotations and Q-6 Practice in Creating Lead-ins for examples of different placement.)

William Barnes claims, "The causes of apartheid are rooted in historical practices of economic exploitations."

Note: Always capitalize the first word of a quoted sentence.

2. Quotations of more than four lines (MLA) or more than forty words (APA) are set off in "block format." Indent ten spaces (five spaces for APA) and

omit the quotation marks. A colon is generally used with a full-sentence lead-in to introduce long quotations.

Sample from Student Essay (MLA)

Grout tells us that in 1580 a group of cultivated men in Florence met at the home of Count Giovanni Bardi to revive the fine arts of ancient Greece:

They became fired with the ambition to revive classical Greek drama, with the choruses and choral dances that accompanied the old tragedies. Aristotle had defined tragedy as "an imitation of some action . . . with language rendered pleasurable by means of rhythm, melody, and meter." From an attempt to re-create tragedy, opera was born.

While serious opera was developing, the fun-loving Neapolitans began to write short, comic scenes to music. (460)

With long quotations set off in block format, retain double quotation marks for internal quotations. Also, indicate the paragraph breaks in the original source by indenting an additional three spaces, as in the sample. If you are quoting only one paragraph or your quotation is taken from the middle of a paragraph, do not indent the additional three spaces.

3. If you quote, paraphrase, or summarize material already being quoted in another source, use the abbreviation *qtd. in* (MLA) or *cited in* (APA) to clarify the actual source:

Original: Baseball has mounted a campaign to stop pitchers from doctoring balls. It started when umpires sent several baseballs Joe Niekro had allegedly scuffed to American League president Bobby Brown. Brown's conclusion? "Those balls weren't roughed up; they were borderline mutilated," he said.

Gammons, Peter. "O.K., Drop That Emery Board." *Sports Illustrated* 17 Aug. 2010: 34-36. Print.

Student version (MLA): Pitchers have been cheating for as long as baseball has been played, and the controversy over Minnesota's Joe Niekro has done little to help pitchers' reputations. As American League president Bobby Brown notes, "Those balls weren't roughed up; they were borderline mutilated" (qtd. in Gammons 36).

4. Placement of end punctuation with direct quotations often confuses writers. It is particularly troublesome because the conventions are slightly