

Naples Junior High School

Research Manual



(Based on *The Modern Language Association/MLA Handbook for Writers of Research Papers*, 8th edition ©2016 and Purdue OWL: Online Writing Lab, “MLA Formatting and Style Guide,”

<https://owl.english.purdue.edu/owl/resource/747/01/>)

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I. Definitions to Know...



1. What is a Research Paper? A research paper is a formally written paper that includes research you've done as well as your own ideas on a particular topic. Even though the paper is your own ideas, it should not be written in first person "I".
2. Thesis Statement: The thesis statement is one or two sentences within your introductory paragraph that state what you are going to prove in your paper.
3. Outline: An outline organizes the main points of your paper. It puts the ideas in the order you want to write about them. It is a roadmap to your final draft.
4. Rough Draft/Final Draft: Your paper will progress through various stages of revision. Do not expect the first draft of your paper to be the finished product. A rough draft is your first attempt to get your ideas down in the order of your outline—using the notes you have. From your rough draft you begin to polish, revise, rewrite, rethink parts and redraft again. The final draft is the completed typed paper, all ready and perfect to turn in. Remember it is very important to PROOFREAD your final copy!
5. The Works Cited Page is:
 - Is a list of sources you used in your paper.
 - Has an important format to follow.
 - Spacing, punctuation, and font are all very important!

- o All titles (book/Internet/article) should be *italicized* or underlined

6. **In-text Citations** tell the reader where you found your information. When you summarize, paraphrase, or quote a source, include an in-text citation after the information. This usually includes the last name of the author and the page number where the information was used.
7. **Plagiarism** is when you do not give proper credit to the author, which allows people to believe that it was your original thought. This is a form of cheating! Changing a word here or there is not enough to make it your own work.
*Whenever you use another's thoughts, words or ideas YOU MUST cite the author or source of the information**
8. **Summarizing:** When you take the general idea from a large amount of information (such as a whole page in a book) and put it into your own words, you are summarizing. This requires an **In-Text** citation!
9. **Paraphrasing:** When you restate the information in your own words, you are paraphrasing. Paraphrasing is used when you need more details on specific ideas presented, but do not need the same exact wording used in the resource. This requires an **In-Text** citation!
10. **Quoting:** Quoting is when you use exact wording from a resource. It is extremely important that you MAKE SURE YOU COPY EXACTLY WORD FOR WORD and use quotation marks. Quote only words, phrases, lines, and passages that are particularly important. All quotations must be followed by an in-text citation. (See *VII. Body of Paper* on page 11 for examples).
11. **Conclusion:** The conclusion restates the thesis and concludes the paper as a general overview.

II. Creating an Outline

(Example of Outline and Thesis Statement)

Internet Safety



Thesis: There are many dangers online that teenagers need to be aware of and take special precautions to protect themselves.

I. Introduction

- A. Basic background information
- B. Thesis statement

II. Statistics and facts

- A. Majority of teens use the Internet for social networking
- B. Many teens chat with strangers online.
- C. Many give out personal information to strangers

III. Dangers of social networking: online predators

- A. Predators make fake profiles to victimize teens and children.
- B. These predators pose as victims' peers.
- C. These dangers can be avoided.

IV. Conclusion

- A. Closure to the thesis
- B. Concluding sentences

Remember: Your outline does not have to be complete sentences. This is a *guideline* for you!

III. Introduction and Thesis Statement

“So... Where Do I Start?”



The introduction is what you are proving in your paper. It should not be in the form of a question—it is the **answer** to the question!

The Introduction has Two Functions:

1. It tells the reader what central idea will be discussed in the paper. This is in the form of a “thesis statement”.
2. It should hook the reader! Write something interesting enough that the reader will want to continue reading your paper.

Change is OK!

Sometimes, after you’ve written your paper you may realize your introduction no longer represents your main idea. It is okay to go back and change your thesis statement and introduction!

Try to Avoid...

Common phrases such as: “I’m going to discuss...” or “This paper is about...” or “In this paper you are going to learn...” You shouldn’t tell the reader you are going to begin. JUST BEGIN! Also, don’t use 1st person, such as “I”, “you”, “me”, etc.

Some Examples:

In each example, the thesis statement is *italicized*.

1. Begin with general information about your topic, followed by your thesis statement. Here is an example:

The Internet can be a great way for teenagers to access information, socialize with friends, and meet new people. It's a creative and convenient way to stay in contact with people you don't see often and to meet friends with whom you have similar interests. However, the virtual world can be a dangerous place where online predators lurk. *Children and teenagers need to be aware of dangers on the Internet and take special precautions to protect themselves.*

2. "Hook" your reader by beginning with a surprising fact or idea.

Millions of law-abiding Americans are physically addicted to caffeine-and most of them don't even know it. Caffeine is a powerful central nervous system stimulant with substantial addiction potential. When deprived of their caffeine, addicts experience often severe withdrawal symptoms, which may include: a throbbing headache, disorientation, constipation, nausea, sluggishness, depression, and irritability. As with other addictive drugs, heavy users develop a tolerance and require higher doses to obtain the expected effect.

Tom Ferguson and Joe Graedon, "Caffeine,"
Medical Self-Care



IV. Body of Paper

For the body of your paper, use your outline to create organized paragraphs. When writing your body paragraph, remember using the TEE format. Make sure there is a logical flow to your essay. Do not jump around from topic-to-topic. An organized outline should prevent you from making this mistake.

In each paragraph include your opinion-YOUR VOICE. It should be a combination of facts that you have found and your own opinion. Never end a paragraph with an in-text citation—always have a concluding sentence to wrap up the paragraph in your own point-of-view.

T - Topic Sentence
E - Examples
E - Ending Statement

V. In-text Citations

Whenever you use another's thoughts, words or ideas YOU MUST cite the author or source of the information



In text citations show your readers where you found your information. They include the author's last name and page number in your paper after the information you have used.

Example:

28 percent of teenagers in the United States have their own blog (Paulos 6).

What if there is No Page Number or Author?

If the author is unknown, use the title of the work. If there are no page numbers, just use the author's last name or title only.

Example:

Approximately five percent of teenagers give out personal information to strangers on the Internet ("Cyber Attack" 4).

"When Do I Cite a Source?"

You must cite a source when:

- o You use information that is not common knowledge, such as: "The United States is in North America."
- o You use a researcher's idea that has been published in his/her work. You MUST cite this information even if you have put it in your own words!
- o You must also use an in-text citation after a quote.

*** Underlying Rule: The 1st word in your work cited entry should be the 1st word in your in-text citation.**



VI. Conclusion of the Paper

A conclusion leaves the reader with a final thought. Like the introduction, a conclusion can take many forms. The right one for your essay depends on what thought you wish to leave the reader. Basically, your conclusion should bring closure to the thesis, or main idea of your report.

Here are two ways to conclude an essay:

1. **End with a final point.** The final point can tie together all the other ideas in the report. It provides the reader with the sense that the entire report has been leading up to this one final point. Example:

To avoid online predators and bullies, teenagers should pay attention to security and privacy issues. Any personal information published on the Internet such as a name, address, phone number, school name or password can lead to harm and embarrassment. When using instant messaging such as AIM, screen names should not contain a real name. And lastly, teenagers and children should never agree to meet a stranger in person.

2. **End with a question.** By ending with a question, you leave the reader with a final problem that you wish him or her to think about. Example:

Illness related to chemical dumping is increasing in Tannersville, yet only a handful of citizens have joined the campaign to clean up the chemical dump on the edge of town and to stop further dumping. Many people say that they don't want to get involved, but with their lives and their children's futures at stake, can they afford not to?



VII. “What is a Works Cited Page?”

A Works Cited page is a list of sources you used in your paper. It is located at the end the paper, and arranged in alphabetical order. ***For each in-text citation, there must be a corresponding works cited entry; for every works cited entry, there must be at least one in-text citation in the body of the paper.***

In the **eighth edition of the *MLA Handbook*** (2016), there has been a transition to documenting sources based on a **general method** that may apply to every possible source. **Following a fixed set of rules is no longer sufficient** since many texts are increasingly mobile and can be found in several different sources.

The updated system is based on a few principles, instead of specific rules. The handbook still gives examples, but is organized based on process instead of type of sources. This should allow students to be able to document any type of source.

Here is an overview:

When deciding how to cite your source, start by consulting the **list of core elements**. These are the general pieces of information that MLA suggests including in each works cited entry. In your citation, the elements should be listed **in the following order**:

Core Elements

- 1 Author.
- 2 Title of source.
- 3 Title of container,
- 4 Other contributors,
- 5 Version,
- 6 Number,
- 7 Publisher,
- 8 Publication date,
- 9 Location.

Each element should be followed by the punctuation mark shown here. Punctuation is simpler (just commas and periods separate the elements), and information about the source is kept to the basics.

Author:

Begin the entry with the author's last name, followed by a comma and the rest of the name, as presented on the work.

One Author:

January, Brendan. *Genocide: Modern Crimes against Humanity*. Twenty-first Century Books, 2007.

Two Authors:

Beard, Charles A., and George Smith. *Old Deal and the New*. Macmillan Company, 1997.

More Than Three Authors:

Brown, James, et al. *The History of Music*. Harper Collins, 2001.

Pseudonyms:

@persiankiwi. "We have report of large street battles in east & west of Tehan now - #Iraelection." *Twitter*, 23 June 2009, 11:15 am, twitter.com/persiankiwi/status/2298106072.

Title of Source:

The title of the source should follow the author's name. The title should be listed in italics or quotation marks, depending on the type of source.

A **book title** should be in *italics*:

Henley, Patricia. *The Hummingbird House*. MacMurray, 1999.

The **"title of part of the website"** should be in quotations.

"The Holy Grail." *King Arthur in Legend*, Britannia, 2000. www.britannia.com/history/arthur/grail.html. Accessed 10 Oct. 2015.

The ***title of the entire website*** should be in italics:

Lundman, Susan. "How to Make Vegetarian Chili." *eHow*, www.ehow.com/how_10727_make-vegetarian-chili.html. Accessed 25 Sept. 2016.

A **"periodical article"** (journal, magazine, newspaper article) should be in quotation marks:

Bagchi, Alaknanda. "Conflicting Nationalisms" *Tulsa Studies in Women's Literature*, vol. 15, no. 1, 1996, pp. 41-50.

Title of Container:

“When the source being documented forms part of a larger whole, the **larger whole can be thought of as a container that holds the source.**” For example, if you cite an article that is listed in a journal, the article is the source, while the journal is the container.

The title of the container is *italicized* and followed by a comma, since the information that follows describes the container.

The container may be **book that is a collection:**

Bazin, Patrick. “Toward Metareading.” *The Future of the Book*, edited by Geoffrey Nunberg, U of California Press, 1996, pp. 153-68.

The container may be a **journal, magazine, or newspaper** with an article.

Ali, Lorraine. “Cries from the Heart.” *Newsweek*, 28 October 2002, pp. 60-68.

The container may also be a **website**, which contains **articles, postings, and other works.**

Zinkievich, Craig. Interview by Gareth Von Kallenbach. *Skewed & Reviewed*, 27 Apr.

2009, [www.arcgames.com/en/games/star-trek-online/news/detail/](http://www.arcgames.com/en/games/star-trek-online/news/detail/1056940-skewed-%2526-reviewed-interviews-craig)

1056940-skewed-%2526-reviewed-interviews-craig. Accessed 15 Mar. 2009.

In some cases, **a container might be within a larger container**, such as a book of short stories on *Google Books*, or a television series on *Netflix*. **It may be an electronic version of a journal article in an online database.** It is important to cite these containers within containers so that your readers can find the exact source that you used.

Online database article, such as an electronic version of a journal article in a database :

Schlanger, Zoe. "Melting Permafrost Is Turbocharging Climate Change; It's a vicious cycle." *Newsweek*, 10 June 2016. *Opposing Viewpoints in Context*. Accessed 27 Sept. 2016.

Other contributors:

In addition to the author, there may be other contributors to the source who should be credited, such as **editors, illustrators, translators**, etc. If their contributions are relevant to your research, or necessary to identify the source, include their names in your documentation.

Note: In the eighth edition, terms like editor, illustrator, translator, etc., are no longer abbreviated.

Foucault, Michel. *Madness and Civilization: A History of Insanity in the Age of Reason*.

Translated by Richard Howard, Vintage-Random House, 1988.

Woolf, Virginia. *Jacob's Room*. Annotated and with an introduction by Vara Neverow, Harcourt, Inc., 2008.

Version:

If a source is listed as an edition or version of a work, include it in your citation.

The Bible. Authorized King James Version, Oxford UP, 1998.

Number:

If a source is part of a numbered sequence, such as a **multi-volume book**, or **journal with both volume and issue numbers**, those numbers must be listed in your citation.

Multi-volume book:

Morison, Samuel Eliot. *The Growth of the American Republic*. vol. 2. Oxford UP, 1980.

Journal with both volume and issue numbers:

Dolby, Nadine. "Research in Youth Culture and Policy: Current Conditions and

Future Directions." *Social Work and Society: The International Online-Only*

Journal, vol. 6, no.2, 2008, www.socwork.net/sws/article/view/60/362. Accessed 20 May 2009.

Publisher:

The **publisher is the organization** responsible for the **production or distribution** of the source to the public.

Website:

Quade, Alex. "Elite Team Rescues Troops behind Enemy Lines." *CNN.com*. Cable News Network, 15 May 2008, www.cnn.com. Accessed 26 Sept. 2016.

Book:

Beard, Charles A., and George Smith. *Old Deal and the New*. Macmillan Company, 1997.

- *Note:* the publisher's name **does not need to be included** in the following sources:
 - A periodical (journal, magazine, newspaper)
 - A website **whose title is the same name as its publisher**,
 - A Website that makes works available but **does not actually publish** them (such as *YouTube*, *WordPress*).

Publication date:

The same source may have been published on more than one date, especially online sources. When the source has more than one date, **it is sufficient to use the date that is most relevant to your use of it**. If you're unsure about which date to use, go with the date of the source's original publication.

"Instructional Strategies for Students with Asperger's and Autism Spectrum Disorders."

Ferris State University: Imagine More, Ferris State University, 4 Jan. 2016,

www.ferris.edu/htmls/colleges/university/disability/faculty-staff/classroom-issues/autism/autism-strategy.htm. Accessed 19 Sept. 2016.

Location:

You should be as specific as possible in identifying a work's location.

An **essay in a book**, or an **article in journal** should include **page numbers**.

Clarke, Jonathan. "Leaders and Followers." *Taking Sides: Clashing Views on Controversial Issues in Political Issues*. Editor George McKenna. Dushkin/McGraw-Hill, 1997. pp. 144-151.

The location of an **online work** should include a **URL (web address)**.

Wheelis, Mark. "Investigating Disease Outbreaks Under a Protocol to the Biological and Toxin Weapons Convention." *Emerging Infectious Diseases*, 2000, pp. 595-600, wwwnc.cdc.gov/eid/article/6/6/00-0607_article. Accessed 8 Feb. 2009.

Note: Including web addresses in your citation can be extremely helpful in locating a source; however, they can clutter the works cited page and may become obsolete quickly. **The MLA 8 Handbook recommends including web addresses, but if a teacher prefers to have them removed from the works cited, remove them.**

Optional Elements:

The eighth edition is designed to be as streamlined as possible. **The author should include any information that helps readers easily identify the source**, without including unnecessary information that may be distracting. The following is a list of select optional elements that should be part of a documented source at the writer's discretion.

Date of original publication:

If a source has been published on more than one date, the writer may want to include both dates if it will provide the reader with necessary or helpful information.

Erdrich, Louise. *Love Medicine*. 1984. Perennial-Harper, 1993.

Date of access:

When you cite an online source, the *MLA Handbook* recommends including a date of access on which you accessed the material, since an online work may change or move at any time.

Bernstein, Mark. "10 Tips on Writing the Living Web." *A List Apart: For People Who Make Websites*, 16 Aug. 2002, alistapart.com/article/writeliving. Accessed 4 May 2009.

URLs (Web Addresses):

As mentioned above, MLA 8 recommends including web addresses when you cite online sources, **you should always check with your instructor** and include URLs at their discretion.

VIII. Example Essay and Works Cited Page

Internet Safety

The Internet can be a great way for teenagers to access information, socialize with friends, and meet new people. It's a creative and convenient way to stay in contact with people you don't see often and to meet friends with whom you have similar interests. However, the virtual world can be a dangerous place where online predators lurk. Children and teenagers need to be aware of dangers on the Internet and take special precautions to protect themselves.

A majority of teens are using the Internet for social networking—a type of website where people can create their own profile to chat and meet other people. The Pew Internet and American Life Project found that 55 percent of teenagers have a profile on a social networking site, such as Facebook or MySpace, 47 percent have uploaded photos where others can see them and 28 percent have their own blog (Paulos 6). These sites allow users to post personal information about themselves, including photographs and videos. Many young adults use these sites to meet new people. A 2004 study by the Internet safety foundation i-SAFE America polled 19,000 children and teenagers about how they communicate on the Internet. About 25 percent said there was nothing wrong with chatting to strangers online, and 10 percent had met face-to-face with strangers they met online. More than half had given out personal information to these strangers (“Cyber Attack” 4). It is better not to give out

personal information, such as your name, address, phone number, name of your school, personal pictures, or names of your parents ("Safety on the Internet"). These frightening statistics show that many young adults are not taking important precautions when social networking online.

What many young adults do not realize is that the Internet can be a very dangerous world. Online predators use these social networking sites to make misleading profiles and "befriend" innocent children. These predators will pose as a child or teenager about the same age as their victim, when in actuality they are much older. They will do this by downloading a fake picture or even videos ("Cyber Attack" 5). Oftentimes, after communicating with a child or teenager for several weeks to gain his or her trust, the online predator will convince the victim to meet somewhere in a secluded area. These meetings have dangerous consequences, and many victims do not survive these attacks (Abramovitz 28). It is possible to use these sites safely. Danger can be avoided by never giving out personal information, such as a full name, phone number, school name, or password. Screen names should never include a user's full name.

To avoid online predators, teenagers should pay attention to security and privacy issues. Any personal information published on the Internet such as a name, address, phone number, school name or password can lead to harm and embarrassment. When using Instant Messaging such as AIM, screen names should not contain a real name. And lastly, teenagers and children should never agree to meet a stranger in person.

Works Cited

- Abramovitz, Melissa. "How to be Safe in Cyberspace." *Current Health*, Feb. 2001, pp. 26-28. *SIRs Discoverer*. Accessed 28 April 2015.
- "Cyber Attack." *Weekly Reader*, 2 May 2005, p. 4+. *SIRs Discoverer*. Accessed 28 April 2015.
- Paulos, Leah. "Exposed to the Max." *Scholastic Choices*, vol. 24, No. 1, Sep 2008, p. 6+. *SIRs Discoverer*. Accessed 28 April 2015.
- "Safety on the Internet." *Internet Safety*, Palo Alto Medical Foundation, 2014. www.pamf.org. Accessed 4 Sept. 2014.

IX. Self-evaluation Checklist

Have I Written a Good Paper?



Main Goal:

___ I have a thesis statement.

Content:

- ___ 1. I supported my thesis statement with facts.
- ___ 2. I used details to communicate what is in my mind.

Organization:

- ___ 1. I made an outline to organize my thoughts.
- ___ 2. I have written an introduction, middle, and a conclusion.
- ___ 3. I have main points to support my thesis.
- ___ 4. Each of my paragraphs starts with a good topic sentence and concluding sentence. These sentences are my own thoughts. (No in-text citations)

Style:

- ___ 1. I proofread my paper for mistakes in grammar and punctuation.
- ___ 2. I wrote complete sentences and did not run any sentences together.
- ___ 3. I checked for awkward and unclear wording and made corrections when necessary.
- ___ 4. My sentences are varied.

Self-Help:

- ___ 1. I asked a teacher or another adult to proofread my paper.
- ___ 2. I asked my classmates to read my paper, especially those who are strong in areas where I have trouble.
- ___ 3. I double checked my Works Cited page and in-text citations to make sure credit is given everywhere credit is due.