SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT

RESEARCH PAPER GUIDE

Student Edition

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PREFACE

Creating a well-written research paper is a goal and expectation that the South Orangetown Central School District community has for its students: It is a challenging exercise requiring organization, critical thinking, research, and writing skills. Some students question whey they are asked to undertake so complex a task:

- The student learns how to find information on a specific topic from varied sources.
- The student learns how to extract significant information on a specific topic and write about it in a coherent, logical, and meaningful manner.
- The student becomes well-informed on a specific topic because of the thorough research she/he has done on the topic.

Like assembling a model, a research paper requires careful planning and design as well as actual construction. This Guide provides a concise format for writing research papers and adheres to the Modern Language Association (MLA) Handbook for Writers of Research Papers, 4th ed.

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I. TOPIC SELECTION

A. Review instructions from teacher.

B. Make a list of possible subjects, and/or review list provided by teacher.

C. Select keywords to use in your search for a topic:
   1. Brainstorm
   2. Use index of an encyclopedia.
   3. Use a thesaurus.
   4. Use a textbook on your subject.
   5. Consult a dictionary.
   6. Do a subject search in a database such as Wilson-Readers' Guide or Middle Search.

D. For search terms, think about who, what, when, and where.

E. Discover if information is available on your topic:
   1. Check library holdings in catalog.
   2. Check magazine and newspaper article databases.
   3. See if library has reference sources on your topic.
   4. Check with librarian to see if there are any special materials or databases relevant to your topic.
   5. Try several topics until you are satisfied that there is enough information available on your topic. If you are overwhelmed with information, narrow your topic.

F. Narrow your topic:
   1. Consider the requirements of the length of your paper.
      Below is an example of how to limit a topic:
      Conservation (unlimited)
      Conservation of Natural Resources (slightly limited)
      Conservation of Natural Resources in the U.S. (more limited)
      Soil Conservation in the U.S. (further limited)
      Soil Conservation in the Dust Bowl (even more limited)
      Two Methods of Soil Conservation in the Dust Bowl (most limited)

   2. Examine your time frame; be sure you can complete this paper by the due date.

   3. Review availability of resources.

   4. Choose a topic that is of interest to you and meets the above criteria.

   5. Have your topic approved by your teacher; refer to the due date schedule.

II. THE SEARCH

A. Use the library's catalog.

1. Use Keyword Search.

2. Check each entry and look at the complete record to find subject headings and notes in each source.

3. Note the call numbers (address) of materials you might use.

B. Find the materials noted.

1. Use the Table of Contents and the Index in books you have noted.

2. Browse the shelves and look at books with similar call numbers (addresses).

C. Select materials which look helpful.

D. Consult with the Librarian and/or teacher to determine which databases on the computer will help you to search for information on your topic:

1. Find out just how to search each computer program.

2. Use the Keywords you have identified to help you find information.

3. Take notes on pertinent information from sources.

E. Carefully keep information on materials you have found. This will become your **Works Cited** list. (See Working Bibliography, pages 5 and 6.)

III. WORKING BIBLIOGRAPHY

A. Use a 3” X 5” index cards to record source information. Place only one source on a card. Assign a number or a symbol to each source card and place it in the upper left hand corner.

B. Record specific information on your bibliography cards which must include:
   1. Author’s name
   2. Full title of work
   3. Facts of publication (city of publication, publisher’s name, year of publication)
   4. Computer database (if used)

C. Record additional information which may be required or helpful:
   1. Title of part of the book (chapter title)
   2. Name of the editor, compiler, or translator
   3. Edition used
   4. Number(s) of the volume(s)
   5. Name of the series
   6. Page Numbers
   7. Location of resource (name of library, etc.)
   8. Call number

D. Update working bibliography as more research is done.
   1. Add new sources.
   2. Eliminate unneeded sources.

E. Use a variety of sources: books, periodicals/magazines, newspapers, interviews, encyclopedias, computer sources.

F. See examples on following pages and in the Appendix.

WORKING BIBLIOGRAPHY CARD EXAMPLES

- Use a 3” X 5” index cards.
- See Appendix A for additional examples.
- Always assign a number or symbol for each source. Write it in the upper left corner.

1
Walker, Philip. The Operas of Mozart. Ed. 4.3. vols. Oxford: Clarendon, 1994.

For a book:
- Author’s full name (last name first)
- Full Title (including any subtitle)
- Editor or translator (if there is one)
- Edition (if there is one)
- Number of the volume and total number of volumes (if it is part of a multi-volume work)
- Series Name (if it is part of a series)
- Publisher
- Year of Publication

2
Purnick, Joyce. “Raising Funds by Arresting Journalists.” New York Times 1 May 1993: B1 – 3.

For a newspaper or magazine article:
- Author’s full name (last name first)
- Title of article
- Title of periodical
- Date of publication
- Page numbers of the article

3
Brown, John. “Vegetables Are Good For You.” New York Times 13 Apr. 1993, late ed.: C1. New York Times Online. 10 Feb. 1995.

For information from a computer:
Include all information for a book or article, plus the following:
- Title of database
- Format (CD-ROM), Online, Video)
- Program (Prodigy, Compuserve, Internet)
- Date of access/use

IV. THESIS STATEMENT

A. What is a thesis statement?

A thesis statement is the STATEMENT OF PURPOSE of the paper. It is one sentence which expresses the researcher's findings and her/his point of view. It is what the writer attempts to establish or prove in the paper.

B. When is the thesis statement written?

When the writer identifies a topic he/she wants to research and begins reading about the topic, questions should arise. From these questions, the writer formulates a thesis statement which determines what will be included in the paper.

C. Examples of "thesis statements:"

CHRONOLOGICAL:	The causes of World War II developed over a period of twenty years.
PROCEDURAL:	Five steps are needed to produce liquid oxygen.
CAUSE/EFFECT:	Economic factors were a principal cause of World War II.
PROBLEMS:	There are several problems which prevent peace in the Middle East.
SOLUTIONS:	The energy crisis can be solved by solar power.
COMPARISONS:	Acupuncture is more effective than hypnosis.
SIMILARITIES:	Television and movies are similar in many respects.
DIFFERENCES:	Television and movies are different in many respects.
RELATIONSHIPS:	Hemingway's life influenced his writing.
ANALYSIS:	Multiple issues are related to the crisis in Bosnia.
LITERARY:	Wordsworth is a Romantic writer.
PRO:	Kennedy was the best president of the United States.
CON:	Steinbrenner should not be a Yankee owner.
CATEGORIES:	Several ethnic groups in America have grown in size over the last ten years.
SPATIAL:	Oil is found in abundance on five continents.

V. PRELIMINARY OUTLINE

A. The preliminary outline helps the writer to begin to organize her/his paper by focusing on what is important. It saves the writer time by keeping her/him from reading and taking notes on information that is not relevant and/or important to the paper.

1. This preliminary outline will be revised as the writer delves into the research.

2. It is generally written before the thesis statement is fully developed.

3. It should include three to six topics the writer wants to cover in the research paper.

B. An example of a preliminary outline follows:

The Custer Massacre

I. Causes of the Battle
II. Battle Strategies
III. The Battle
IV. Custer: The Legend

VI. NOTE CARDS AND NOTE TAKING

A. Reasons for using note cards:

1. Information can be organized according to outline topics and subtopics.

2. Check for sufficient information for each topic by creating separate stacks of cards for each subtopic in your preliminary outline.

B. Bibliographical Sources:

1. Select the sources carefully.

2. Look at the date of publication of each source. Is it current? Is it appropriate?

3. Make sure the sources have the information necessary to develop the thesis.

4. Make sure that there is a variety of sources available on your narrowed topic: books, magazine, interviews, electronic sources.

C. Note card format:

1. Use cards of the same size, and write on one side only. Choose one large size: 4” X 6” or 5” X 8”.

2. Each card used should refer t only one source and contain only one idea (many cards will be used).

3. Identify each card used:
   a. Write the number, letter, or symbol on the top left corner of the note card. This must be the same as the number on the bibliography card representing the source you are now using.

   b. Write the outline or subtopic in the bottom right corner.

   c. Each note card must include the page number (s) of the source from which your information came.

4. Paraphrase each idea presented in the source.

5. If quotations are used:
   a. Use quotation marks.
   b. Indent a quotation from the left margin if it is longer than 5 lines or 40 words.
   c. Copy the words exactly as they appear in the source being used.

D. See examples on the following page.

NOTE CARD EXAMPLE

- Use 4” X 6” or 5” X 8” index cards.

Bibliographical Source

15

Vegetables are now thought to help in the fight against hypertension

P. 221 IC

Outline Number

- Use a number to represent source.
- Write one idea per card.
- Use your own words.
- If you quote, use quotation marks.
- Include page numbers to show where you got information.
- Put number on bottom of card to match letter and number of outline.

Bibliographical Source

3

Recent study concluded –31 – 47 grams of soy bean protein daily can reduce harmful cholesterol levels in people with severe cholesterol counts of 230 – 240 and above.

p. 11 – 13 III A

Outline Number

VII. OUTLINE REVISION

A. Assemble notes according to the preliminary outline.

B. Revise main topics and add subtopics and details to the outline.

C. Review preliminary outline and eliminate any topics with insufficient material.

D. Revise outline if topics have single subtopic or subtopic has single detail. (For every A there must be a B, etc. For every 1 there must be a 2, etc.)

E. Revise and complete the outline to reflect the thesis and research.

VIII. FIN

VIII. FINAL OUTLINE

A. Follow this format:
   1. Main topics must be indicated with Roman numerals.
   2. For every subtopic A, there must be a B. There may be more subtopics (C, D, etc.).
   3. Details must be indicated with Arabic numbers.
   4. For every detail 1, there must be a 2. there may be more details (3, 4, etc.).

B. Subtopics and details must be indented.

C. The first word of each main topic, subtopic and detail must begin with a capital letter.

EXAMPLE: **The Custer Massacre**

Thesis Statement: The Custer Massacre has become a controversial American legend.

I. Introduction

II. The Battle
   A. Grand Strategy
      1. Western Column
      2. Eastern Column
      3. Southern Column

   B. The Fight
      1. Division of Troops
      2. Reno's Fight
      3. Custer's Fight

III. The Legend
   A. News of the Massacre
      1. The West
      2. The East

   B. The Personality of Custer
      1. Public Figure
      2. National Martyr
      3. Tragic Hero

   C. Emotional Appeals
      1. The Custer Family
      2. The Bodies
      3. Survivor Stories
      4. Comanche

   D. Controversy
      1. Defenders of the Army
      2. Custer's Partisans
      3. Reno's Court of Inquiry

IV. Conclusion

IX. WRITING THE RESEARCH PAPER

A. First Draft

1. Objectives
   a. Free writing: Get your ideas down on paper in the order established in the final outline.
   b. Citing: Note where and which sources have been used.

2. Pre-writing:
   a. Gather note cards.
   b. Place them in separate stacks, one stack for each section of your final outline (IA, IB, etc.)
      (1) Title
      (2) Introduction
      (3) Thesis statement
      (4) Body
      (5) Conclusion

3. Writing:
   a. Write freely to get ideas on paper.
   b. Use outline as a map, but be flexible.
   c. Do not be overly concerned with mechanics at this stage.
   d. Introduction: Use colorful language, dramatic statistics, a quote or anecdote to grab reader attention. The thesis often fits at the end of the first paragraph.
   e. Body: Sometimes it is helpful to write the body before writing the introduction and conclusion.
   f. Synthesize: Use your own words and thoughts; avoid merely paraphrasing others. Quotes should be used sparingly and need to be properly introduced. (See Section X.)

B. Revising and Editing: Remember that the purpose of revision is for clarity, organization, and development. Editing follows this and focuses on mechanics.

1. Use self-evaluation: Most people find it very helpful to read a draft slowly out loud as a means of proofreading. Often, when you read silently, you read what you meant to say – not what you actually put on the paper.

2. Use peer conferences and teacher conferences. Having other read your rough draft is very helpful. Have them tell you what you did well and seek suggestions for ways to improve the draft.

3. Assess your drafts against the rubric or grading information given to you.

   a. Purpose and Focus:
      (1) Does the introduction catch the reader's attention?
      (2) Is the thesis stated near the beginning of the paper so the reader may consider as she/he reads whether it is supported by your evidence?

   b. Organization:
      (1) Have you presented your thesis and the ideas supporting it in a logical sequence?
      (2) Have you connected your topics with good transition sentences?

c. Development: Details and Support

(1) Does the paper fully explain all the ideas that have been introduced?

(2) Have you checked for unnecessary repetition?

(3) Have you avoided using the personal pronoun "I?" Avoid "I think . . . ," I believe. . . ").

(4) Are supporting details pertinent, explicit, rich, interesting, full?

(5) Are quotations kept to a minimum? Generally, you should present the ideas in your own words rather than collecting and patching together words and quotations from your sources. Use quotations to support your findings or to add emphasis.

(6) Are quotations introduced properly?

Do not write the following:

"It's a very funny thought that, if Bears were Bees/ They'd build their nests at the bottom of trees."

The following would be better:

Winnie-the-Pooh, a ear in A.A. Milne's stories for children, sang as he climbed up a honey tree, "It's a very funny thought that if Bears were Bees,/ They'd build their nests at the bottom of trees."

d. Word Choice: Is vocabulary rich and varied? Are word choices appropriate? Use a thesaurus.

e. Sentence Structure: Did you eliminate sentence fragments or run-on sentences? Did you try to use a variety of sentence structures?

f. Grammar:

(1) Did you watch for subject/verb agreement problems?

(2) Did you check to see that verb tenses are consistent?

(3) Are connections among ideas clarified for the reader?

(4) Can the reader follow the main argument by reading the first few sentences of each paragraph?

(5) Do you make transitions clear when you move from one idea to the next?

C. Final Draft

1. Revise
2. Edit

D. Final Check List: Make sure all of the following have been carefully checked:

1. Inclusion of all elements of paper: title page, final outline with thesis statement, body, works cited page, and process sheet, if required.
2. Overall appearance.
3. Internal citations for paraphrased and quoted material.
4. Final proofreading (silently and aloud).

X. DOCUMENTATION/CITATION

A. Internal Citation

1. Beware of Plagiarism. The writer must document any borrowed material the reader might otherwise mistake as the writer's own. If in doubt, cite. The following are examples of information to be cited:
   a. Direct quotations
   b. Paraphrases
   c. Information
   d. Ideas
   e. Arguments
   f. Statistics

2. Documenting/Citing
   a. Proper documentation must be included immediately following the referenced information.
   b. Place a directly quoted phrase or clause into your own sentence, and enclose the direct quotation portion in quotation marks.
   c. Run a short quotation (four lines or fewer) into your text.
   d. Set of a longer quotation by indenting each line ten spaces from the left margin. Introduce quotation in your own words. Do not use quotation marks.
   e. Statistics – Include citation when they reflect important individual effort in compiling unique arguments, theories, points of view (ideas or statistics found in only one source).
   f. It is not necessary to document or cite information that is repeated in all of your sources.
   g. See guidelines below.

INTERNAL DOCUMENTATION/CITATION

Place source information in parentheses at the end of the material in which you have used someone else's words or ideas.

Print Sources:

1. One author – Last name of author, followed by page number(s): (Scott 24).
2. Two or more authors - All authors' last names, followed by page number(s): (Webb and Meachin 72) (Nichols, Fay and Nolan 17).
3. Authors with same last name – (Danielle Allison 45) (Donald Allison 31).
4. No author – Title or shortened form of it followed by page number(s): (<u>Sporting Life</u> 87) (Britannica 10:726).
5. Only one page - Author's name or title if no author listed: (Smith).
6. More than one source by same author – Author's last name, followed by title or shortened version of it, followed by page number(s): (Scott, Sportsman's Paradise 8).
7. Author's name included in paragraph – (34).
8. Encyclopedia – When only one volume of a multi-volume work is cited and the volume is included in the Works Cited List, give only page numbers in the reference. (Wellek 1 – 10).
9. Encyclopedia – When more than one volume has been used, you must give volume and page number. (Wellek 2:1-10).
10. Encyclopedia – When no author is given, use the title of the article or a shortened form of it before the page numbers. ("Zeus" 183).

Non-Print Source:

1. Non-print – Title or shortened form: (CBS Nightly News).

B. Works Cited List

1. The Works Cited List (also called Bibliography) must include all the sources cited in the paper.

2. It must be presented in alphabetical order.

3. It must follow the format illustrated in Appendix A.

C. Example of internal citation in student's paper:

George Armstrong Custer is an historical figure who has been both a romantic symbol and a glory-seeking egotist (Kakutani C15).

D. Example in Works Cited List:

Kakutani, Michiko. "Still Pondering the Myth of Custer's Last Stand."

New York Times 28 May 1996: C15.

APPENDIXES

APPENDIX A: Student Resources

1. Rules and Examples for Citing Sources
2. Works Cited Sample Page
3. Research Strategies

Rules and Examples for Citations

Books:

Rules:

1. Author (if given)
2. Title (underlined)
3. Publishing information: place, publisher, date

Examples:

Irving, John. Cider House Rules. N.Y.: William Morrow and Co., Inc. 1985.

Morison, Samuel Eliot and Henry Steele Commager. The Growth of the American Republic. N.Y.: Oxford University Press, 1962.

Article in Periodical: (Magazine or Newspaper)

Rules:

1. Author's name (if given)
2. Title of article (in quotes)
3. Publication Information
   - Publisher (underlined)
   - Date
   - Pages

Examples:

Bazell, Robert. "Science and Society: Growth Industry."

New Republic 15 Mar. 1993: 13 – 14.

Manegold, Catherine S. "Becoming a Land of the Smoke-Free, Ban by Ban."

New York Times 22 Mar. 1994, late ed.: A1+

CD-ROM for Periodicals:

Rules:

1. Author (if given)
2. Title (in quotation marks)
3. Date of material
4. Title of database (underlined)
5. Publication medium
6. Name of vendor
7. Electronic publication date

Examples:

Brown, John "The Big One." Nation 10 Aug. 1990: 10-12. Reader's Guide

Abstracts Full Text, CD-ROM. H.W. Wilson Co. Dec. 1995.

Cutright, Melita. "Censorship." PTA Today Oct. 1992. SIRS Inc. CD-ROM.

SIRS Social Issues Resources Series, Inc. Winter 1996.

CD-Rom for Non-Periodical Publications:

Rules:

1. Author (if given)
2. Title of part of work (in quotations)
3. Title of product (underlined)
4. Edition, release of version (if relevant)
5. Publication medium (CD-ROM)
6. City of publication
7. Name of publisher
8. Year of publication

Examples:

"Bronte." Discovering Authors. Vers. 1.0. CD-ROM. Detroit: Gale, 1992.

Elzea, Rowland. "Wyeth, Andrew." Grolier's Multimedia Encyclopedia, 1992.

CD-ROM. Grolier's Electronic Publishing, Inc. 1992.

Online Computer Service (Prodigy, Compu-Serv, America Online):

Rules:

1. Name of author (if given)
2. Publication information (title, date of print publication)
3. Title of database (underlined)
4. Publication medium (online)
5. Name of computer service (such as Prodigy)
6. Date of access

Examples:

Brown, John. "Vegetables Are Good For You." New York Times Apr. 1993, late ed: C1. New York Times Online. Nexis. 10 Feb. 1995.

"Middle Ages." Academic American Encyclopedia. Online. Prodigy. 30 March 1995.

Online Electronic Text from Computer Networks:

Rules:

1. Name of author (if given)
2. Title of article or document (in quotation marks)
3. Title of journal, newsletter or conference (underlined)
4. Volume number, issue number, or other identifying number
5. Year or date of publication (in parentheses)
6. Number of pages or paragraphs (if given) or n. page (n. page = no pagination)
7. Publication medium (online)
8. Name of computer network
9. Date of access

Example:

Alston, Robin. "The Battle of Books." Humanist 7.0176 (10 Sept. 1993): 10pp. Online. Internet. 10 Oct. 1996.

World-Wide Web Pages:

Rules:

1. Name of author (if given)
2. Title of article or document (in quotation marks)
3. Original source of article (underlined, if applicable)
4. Volume number, issue number (if applicable)
5. Date of original source, creation date, or revision date of web page
6. Page number(s) of original source (if applicable)
7. Product name (underlined, for commercial databases available on Web)
8. Available protocol (http:)
9. URL of specific article or web page
10. Date of access (in parentheses)

Examples:

Lanken, Dane. "When the Earth Moves." Canadian Geographic, March – April 1996: 66 – 73. Sirs Researcher on the Web. Available http://researcher.sirs.com/cgi-bin/artselect?6#A063A (15 June 1997).

Walker, Janice. "Walker/ACW Style Sheet." Rev. 6 Sept. 1996. Available http://www.cas.usf.edu/english/walker/mla.html (01 November 1996).

BIBLIOGRAPHY (OR WORKS CITED)
(Electronic, Print, and Interview Sources)

* TYPE OF RESOURCE	SAMPLE ENTRY
Book	Brown, Arthur. History of Europe. N.Y.: Brooks Publishing Co. 1989.
World Wide Web Article in a magazine	Brownlee, Shannon. "The Route of Phantom." U.S. News and World Report 2 Oct. 1995. EBSCO Middle Search Plus Online, 3 Oct. 1999. [http://www.epnet.com]
Pamphlet Vertical File	"Capture the Freedom." Flex Foot Inc., 1993.
Magazine	Cohen H. "Why Starvation?" Saturday Review 8 Aug. 1969: 19 – 21.
Computer Software	Dataquest: The Presidents. Minnesota Educational Computing Corporation, 1985.
World Wide Web Work from a subscription service	Koretz, Gene. "Economic Trends: Uh-Ohm Warm Waters." Business Week 21 July 1997:22. Electric Library, SOMS Library, Blauvelt, NY. 6 Sept. 2000 [http://www.elibrary.com/]
Newspaper	Malcolm, Andrew H. "Production is Stopped After Tampering Sickens Californian." New York Times 6 Oct. 1982, late ed.: B17.
Personal Interview	Nappi, Ms. R.A. Personal Interview. 2 June 1996.
World Wide Web Encyclopedia Online	"New York." World Book Online. Ver. 2000. Sept. 2000. World Book Encyclopedia. 29 Oct. 2000 [http:worldbookonline.com]
Book (2 Authors):	Smith, John and Tom Brown. Napoleon and Power. Chicago: Bowl Publishing Co., 1981.
World Wide Web	Walker, Janice. "Walker/ACW Style Sheet." Rev. 6 Sept. 1996. [http://www.cas/usf.edu/english/walker/mla/html] (0l November 1996.)
Encyclopedia	"Waterloo, Battle of." World Book Encyclopedia. 1994 ed.

* These should NOT be included in the bibliography

NOTE: List the entries in ALPHABETICAL order, using the FIRST word of the entry.

BIBLIOGRAPHY WORKSHEET

Newspaper

_____. “_____.”
(Author – Last Name, first name) (Title of article)

_____ _____,
(Name of newspaper underlined) (Date of newspaper. Example: 6 Oct. 1995)

_____.
(Page)

Encyclopedia Online Through a Computer Service

“ .” .
_____ _____
(Title of Entry) (Name of encyclopedia underlined)

Online. . .
(Write this word.)_____ _____
(Name of service. Example: AOL) (Date you used the encyclopedia)

World Wide Web

. “ .”
_____ _____
(Author’s last name, first name) (Title of article)

_____. Available http://www_____
(Write this and fill in the rest of the address.)

(.)
_____
Date you researched)

Computer Encyclopedia

. “ .”
_____ _____
(Author, if there is one) (Title of article)

_____. _____.
(Name of encyclopedia underlined) (Year)

Remember to list the entries in ALPHABETICAL order, using the FIRST word of the entry.

Works Cited Examples
(Electronic, Print and Interview Sources)

ARTICLE IN CD-ROM (Non periodicals)	"Bronte." Discovering Authors. Vers. 1.0 CD-ROM. Detroit: Gale, 1993.
BOOK (print)	Brown, Arthur. History of Europe. N.Y.: Brooks Publishing Co., 1989.
MAGAZINE ARTICLE CD-ROM	Brown, John. "The Big One." Nation 10 Aug. 1990: 10-12. Wilson's Reader's Guide Full Text. CD – ROM. H.W. Wilson Co. Dec. 1995.
NEWSPAPER THROUGH COMPUTER SERVICE	Brown, John. "Vegetables Are Good for You." New York Times Online. Nexis. 10 Feb. 1995.
MAGAZINE ARTICLE PRINT	Cohen, H. "Why Starvation." Saturday Review 8 Aug. 1969: 19 – 21.
MAGAZINE ARTICLE THROUGH A PERIODICAL ON CD-ROM	Cutright, Melita. "Censorship." PTA Today Oct. 1992. SIRS, INC. CD-ROM. SIRS Social Issues Resources Series Inc., Winter, 1996.
ENCYCLOPEDIA ONLINE THROUGH COMP. SERVICE	"Middle Ages." Academic American Encyclopedia. Online. Prodigy. 30 Mar. 1995.
INTERVIEW	Sherman, Dr. Morton. Personal Interview. 9 Sept. 1995.
ENCYCLOPEDIA (print) WITH NO AUTHOR	"Waterloo, Battle of." World Book Encyclopedia. 1991 ed.

CQ RESEARCHER (print)

"Women in the Military." CQ Researcher. Congressional Quarterly, Inc. 25 Sept. 1992. 835-855.

FTP (File Transfer Protocol)

Bruckman, Amy. "Approaches to Managing Deviant Behavior in Virtual Communities." 5 March, 1994. ftp.media.mit.edu pub/asb/papers/deviance-chi94 (4 Dec. 1994).

TELNET

Gomes, Lee. "Xerox's On-Line Neighborhood: A Great Place to Visit." Mercury News 3 May 1992. telnet lambda.parc.xerox.com8888,@go #50827, press 13 (5 Dec. 1994).

IRC (Internet Relay Chat

Pine-Guest. Personal Interview. Telnet world.sensemedia.net 1234 (12 Dec. 1994).

Gopher

Quittner, Joshua. "Far Out: Welcome to their World Built of MUD." Newsday, 7 Nov. 1993. Gopher/University of Koeln/About MUDs, MOOs, and MUSEs in Education/Selected Papers/Newsday (5 Dec., 1994).

E-Mail

Seabrook, Richard H.C. "Community and Progress." Cyberminds@jefferson.village.virginia.edu (22 Jan. 1994).

USING THE INTERNET FOR RESEARCH

1. Do background research first using encyclopedias and other general reference sources.

- ✓ Find out what keywords to use
- ✓ Check your spelling and be aware of variant spellings
- ✓ Use synonyms – Consult a Thesaurus

2. Use a search engine or consult the librarian for useful sites that are already known.

- ✓ Use the search engine's special features such as Boolean operators:
  - And – narrows your search
  - Or – broadens your search
  - Not – makes your search more specific by eliminating a portion of results
- ✓ Try more than one search engine – you will usually get different results
- ✓ Try different search terms using the keywords you have come up with
- ✓ Don't give up – keep trying
- ✓ Ask your teacher or the librarian for help

3. Evaluate your results (ask the who, what, when, where, why, how questions)

- ✓ Who is the author?
- ✓ What do the hyperlinks tell you about the site? What resources did the author use?
- ✓ When was this site created? Is the information still current?
- ✓ Where is this site – is it affiliated with an organization? Look at the domain suffix in the URL (uniform resource locator) which is the Internet address beginning with http://. Here are several of the most common ones:

  .edu – education institution
  .,gov – the government
  .mil – the military
  .net - network
  .com – commercial business
  .org – a non-[rofit organization

- ✓ Why was this site created? Be careful of hidden agendas. Is the information biased?
- ✓ How can you verify what you have found? Use other sources to find out if the information from the site is accurate. Compare the information you find on the Internet with traditional sources.

4. **Share -** "We're all continually learning about this new technology (teachers and students alike.) Please be sure to share any useful information you find on the Internet.

RESEARCH STRATEGIES
(Sample)

An Aspect of World War II

1. Brainstorm to find out what you know about World War II.

2. Identify areas of interest: Battles, Pearl Harbor, Europe, Pacific Ocean, Navy, Marines, Army, Air Force, Hitler, Germany, France, England, Italy, Japan, Films, Jews before World War II in Europe, Holocaust, Resistance, etc.

3. Explore the who, what, when, where and why of the subject. Start with an encyclopedia article in the books or on the computer.

4. State purpose of your paper. (Thesis statement)

5. Search catalog using keywords to insure specificity. (e.g.,: France and World War II)

6. Use programs on the computer to see what current information can be found on your subject. Consult librarian on how best to search. (e.g., Use Sirs Discover, Sirs Research, Magazine Indexes, Newsbank for newspaper articles, etc.)

7. Explore the Internet to find documents, history, etc.

8. Create outline.

9. Document. Always use a source card to show where you got information.

10. Take notes. Write one idea per card.

11. Organize your information and finalize your outline.

12. Write and revise and rewrite. Be certain that you have documented your sources with internal citations and that you have created a works cited page.