

Glastonbury High School
Glastonbury, CT

**2009-2010 Research Paper Handbook
APA Style/Current Issues**

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The majority of this guide is drawn from *The Publication Manual of the American Psychological Association*, 5th ed. Material on quoting, paraphrasing and summarizing from Springfield Township, PA High School Library Web Page: <http://mciu.org/~spjvweb/>.
Material on plagiarism from Purdue University <http://mciu.org/~spjvweb/Online Writing Lat at: http://owl.english.purdue.edu>.
Examples of quoting, paraphrasing and summarizing from National University's Writing Center at: k55.nu.edu/resources/NU/collateral/uploadedFiles/quotParaphSum.pdf.
Sample paper taken from Diana Hacker's *Research and Documentation in the Electronic Age*, 3rd ed. and at <http://www.dianahacker.com/resdoc>.

GLASTONBURY HIGH SCHOOL

2009-2010 RESEARCH PAPER HANDBOOK FOR CURRENT ISSUES

1. Definition of an Analytical/Argumentative Research Paper

The analytical/argumentative research paper is a long essay presenting your own interpretation or evaluation or argument about a topic or issue. Information is taken from diverse sources that must be cited throughout the paper. You build upon what you know about a subject through your research to find out what experts know.

Analysis in research papers involves breaking down a topic into its parts so you can understand it. You do research to become an expert on the topic so you can present it from your own perspective. For example, you could analyze nuclear weapons in the world today for an analytical paper.

An argumentative research paper needs to support your stand on an issue. The argumentative paper is analytical, but uses information to support your point. For example, you could find research to back up your point that the United States should stop selling nuclear materials and technology. This is a very different focus than the analytical focus on nuclear weapons in the world today. Argument uses evidence to take a stand on an issue. Analysis uses evidence to support a perspective on a topic.

Remember that a topic is what a research paper is about. An issue is a concept upon which you can take a stand.

2. Suggested Sources and Starting Points for Current Issues Research

Online Paid Databases for Reliable, Focused, Authoritative Information You Can Trust!

- **CQ Researcher Online** – This outstanding subscription database publishes single-themed, lengthy reports 44 times a year. These reports offer in-depth, non-biased coverage of political and social issues both in the United States and internationally.
 - Each report includes an **Overview** and **Background** section providing the big picture and history of an issue.
 - Other sections in each article include **Current Situation, Outlook, Special Focus, Chronology, Pro/Con, Next Step, Contacts**.
 - Each report contains excellent bibliographies for further research.
 - Many newspaper and magazine articles as well as authoritative web sites are linked directly from each article.
 - Types of topics covered in CQ Researcher
 - Aging Research
 - Gender Equity
 - Long-Term Health Care
 - Education Standards
 - Same-Sex Marriage
 - Global Warming

- **Opposing Viewpoints** – Features full-text articles devoted to a single, current domestic or international issue of importance and provides a wealth of primary documentation, statistical information and viewpoints concerning each issue.
 - Use the *Magazines* and *News* tabs for most current information.
- **Issues and Controversies on File** – Authoritative online source of up-to-date, in-depth, objective information on prominent and hotly debated issues of the day.
 - Types of Topics covered in Issues and Controversies
 - Affirmative Action
 - Bioterrorism
 - Digital Divide
 - Hydrogen Power
 - Iraq Policy
 - North Korea-U.S. Relations
 - Prescription Drug Pricing
 - Violence and Video Games
 - Sections in each article include **Pro and Con, By the Numbers** (statistics), **Groups to Contact, Expert Interviews, Charts and Maps**.
 - Each article provides links to relevant Newspaper Editorials and Source Documents for further research.
- **iCONN/Connecticut Digital Library** - iCONN is part of the Connecticut Education Network. It provides all students, faculty and residents with online access to essential library and information resources. Through iCONN, a core level of information resources including secured access to licensed databases is available to every citizen in Connecticut with a public library card.
 - When you access iConn from home you will need to enter the barcode number on your public library card.
 - **Newspapers** - Full-text coverage of the following newspapers:
The Boston Globe, Christian Science Monitor, The Hartford Courant, The Los Angeles Times, The New York Times, The Wall Street Journal, and The Washington Post.
 - **Academic OneFile** – Access full text articles from scholarly journals and news magazines covering issues from arts and the humanities to social sciences, science and technology and political and foreign policy.
 - **Health and Wellness Resource Center** - Use this Resource Center to find magazines, journals, newspapers, definitions, directories, and information on: Fitness, Pregnancy, Medicine, Nutrition, Diseases, Public Health, Occupational Health and Safety, Alcohol and Drug abuse, Prescription Drugs, Herbal remedies, and alternative or complementary treatments, etc. Included are links to diet, cancer, and health assessment sites as well as government databases.
 - **And much more! Explore the resources.**
- **EBSCO** – Access full text magazine articles with different coverage from iCONN’s Academic OneFile.
 - Also provides access to **ERIC**, The Educational Research Information Center, an excellent source for information on educational theory and issues.

Researching on the Internet using the Free Web

Remember the Free Web should not be your only resource for information!

Use search engines such as Google or subject directories like Librarian's Internet Index. Look for organizational or government sites that are related to your topic and issue. Remember to make sure you are looking at an unbiased, authoritative site when gathering information. **People are very passionate about many of the issues you will be researching, but passion does not necessarily guarantee authoritative, balanced or factual information.**

Keep this fact in mind when researching –

Information possessing a hidden agenda of persuasion or bias is among the most common kind of information in our culture.

Knowledge is power. Information is the raw material of knowledge. Only RELIABLE information contributes to knowledge that is power!

Try to select Internet sources that offer as much of the following information as possible:

- Author of site – individual, institutional affiliation, organization.
- If the author is an individual, what is title and/or position?
- What credentials does the person or group sponsoring the site have that gives them the right to provide the information you are using?
 - Experience
 - Education
 - Expertise
- Date of page creation and last update for information you are using.
 - **Dates are extremely important for Current Issues research!!**
- Author's contact information.
- Evidence of quality control.
 - Information is on an organizational site.
 - Information on site is from books or journals that have a peer review editorial process and sources are listed.
 - **It is especially important to have sources provided for statistical information.**
 - Always check information with another source or an expert in the field.
 - Link searches and reviews provide positive meta-information (information about information).
- Comprehensiveness – Are you getting a full, well-rounded story? Is there enough information for your purposes?
- Know the audience and purpose for the site.
 - Is it intended for a 5th grade class or for serious research?
 - Is the site's purpose to sell, persuade, or provide quality, unbiased information?
- Avoid sites that lack moderateness or reasonableness.
 - Language such as “stupid jerks”, overclaims (half of people who own cars have had them stolen) and conflict of interest (a site selling you sun screen providing information about skin cancer) are clues to a lack of reasonableness.
- Choose sites that are easily accessible, well organized and load quickly.
- Be aware of the URL type - .com, .edu, .org, .gov, etc.

Great Places to Begin Searching the Web for Current Issues

Google - www.google.com.

- Google is one of the most powerful search engines, powering many smaller engines.
- Indexed by a software program called a spider to match your typed keywords.
- It has a clean, easy to use interface.
- The first sites to be listed are sponsored and may be biased – be careful!

Yahoo - www.yahoo.com.

- Yahoo is an excellent hierarchical subject directory to the Internet – Choose *More Yahoo Services* on left, then choose *Directory*
 - Sites indexed are picked by human editors which increases quality and reliability.
- Click *News* in left center of homepage for full coverage of current news stories as well as related stories and events.

Librarian's Internet Index - www.lii.org

- LII is a searchable, annotated subject directory of more than 20,000 Internet resources.
- Sites are selected and evaluated by librarians for usefulness with a focus on high quality, reliable information rather than commercial value.

USA.gov Government Made Easy, The U.S. Government's Official Web Portal – www.usa.gov

- Whatever you want or need from the U.S. government.
- Topical and customer focused links connecting you to millions of web pages from federal, local and tribal governments as well as foreign nations.
 - Consumer Guides
 - Science and Technology
 - Jobs and Education
 - Defense and International
 - Don't see your topic? Use USA.gov's powerful internal search engine.

Multnomah County Library Homework Center - www.multcolib.org/homework/sohc.html

- Site created to meet the needs of and high school students researching current social issues from multiple perspectives.
 - Immigration
 - Environmental Protection
 - Terrorism
 - Nuclear Proliferation
 - Much more!
- Some sources listed require a Multnomah County library card. Most are available to you.

Procon.org – <http://procon.org>

- Promotes education an informed citizenship by providing information about controversial issues in a pro-con format.

3. Internet Search Tips and Strategies

Databases and Free Web...Where to Start?

Know the three categories of information on the web.

- **Free, visible web** – public web pages indexed by search engines
- **Free, invisible or deep web** – information is free but only accessible by going directly to the site because it is not indexed by search engines. Magazines, newspapers, reference works, and many medical, legal, government and financial databases fall into this category. *The invisible web is estimated to be two to three times larger than the visible web!*
- **Online paid databases accessed over the web** – here you will find databases that libraries subscribe to containing scholarly journals, newspapers and in-depth articles. CQ Researcher, Issues and Controversies Online and iCONN are in this group. You must search the database directly using a password.

Now decide where to begin your search.

- **Broad subject** – Tibet, photosynthesis, volcanoes – need to narrow and focus.
 - Try on online encyclopedia or reference site.
- **General subject area** – business, law, medicine,
 - Try a targeted search engine like WebMD.
- **Well-known specific subject** – dietary guidelines, Hawaiian volcanoes, California colleges.
 - Try a directory like Yahoo or Librarian's Index to the Internet.
- **Unusual specific subject** – tea tree oil, Chihuahua skin diseases.
 - Use a general search engine like Google.
- **Need reliable information from many sources for research paper**
 - Serious research requires combining search engines, directories and subscription databases. You will not find it all in one place!
 - Some kinds of information are not readily available on the free web. For example, industry analysis is much more easily found by using *Business and Company Resource Center* in iCONN than by searching blindly on Google.
 - Do not overlook library resources!!!

How to effectively type your search?

Search engines will index the exact words you type. Therefore it is important to choose your words well. Spend a minute thinking before you type. Be creative.

- **Forms or variants, many possible endings** – validity of *testing* might also be found under *test*, or *tests*. Be sure to include all forms.
 - Use the truncation or wild card feature by typing an asterisk to retrieve all forms in one search.
 - femini* matches feminine, feminist, feminism
 - child* matches child and children
 - test* matches test, tests testing
- **Phrase searching** – finds only the words you type in the exact order you type them. Eliminates many irrelevant hits.
 - Put the phrase in quotation marks – “consumer product chemistry”, “affirmative action”, “world health organization”, “George W. Bush”.
 - If your phrase brings you zero results try some of the Boolean search techniques described below.

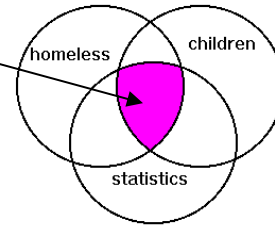
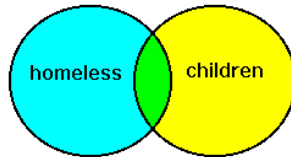
Boolean Searching

Use the advanced search modes in Google and online databases.

Named after mathematician George Boole, Boolean searching or logic uses the words AND, OR and NOT. These terms in your search will narrow, broaden and refine it.

- **The AND connector narrows a search by limiting the results to those items that include two or more terms. Sometimes you can substitute a + for the word AND.**

- ebonics AND “Jesse Jackson”
- homeless AND children
- homeless AND children AND statistics

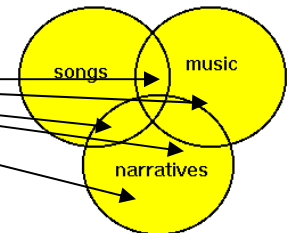


- The results that fall in the center of the above diagrams will satisfy your search.

- **The OR connector broadens a search by finding synonyms or other related terms. The search will include at least one term even if the others are not present.**

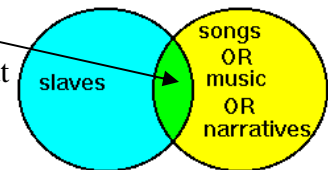
- Here's where you have to get creative. It is extremely important to use synonyms and related terms for effective searching, both with individual words and phrases. Keep in mind variant spellings.

- “hate groups” OR skinheads OR “skin heads”
- songs OR music OR narratives
- “affirmative action” OR “proposition 209”
- Sarajevo OR Sarayevo
- Women OR females
- The diagram to the right will retrieve results containing one, two or three of the search terms



- OR searches can be combined with AND searches to refine a search even more. When combining OR and AND place the OR terms within parentheses.

- (women OR females) AND networking
- slaves AND (songs OR music OR narratives)
- The diagram to the right will retrieve results that only contain the word *slaves* along with any of the other search terms



- **The NOT connector excludes a term from the search. It is powerful and should be used with caution so you don't exclude more than desired.**

- media NOT television
- “biomedical engineering” AND cancer AND NOT “department of”
- (drugs OR marijuana) AND NOT prescription
- “vietnam war” NOT “viet cong”
- The diagram to the right will retrieve results only containing *vietnam war*



Some final tips

1. **Use several search tools.** Nothing has the entire web indexed. Use search engines, directories, reference sites and subscription databases.
2. **Read the search tips and help screens at each place you search.** These tips will allow you to create more sophisticated, powerful and efficient searches wherever you are searching. This is true for subscription databases also. It takes a few minutes to read the help screens, but saves you much time in the long run because you find what you need quickly.
3. **For keyword searches, use more than one word.** Rather than typing a general topic like *insomnia*, try to use more specific phrases and think of synonyms. Searching for “*treatment of insomnia OR sleeplessness*” will bring you better results. Or try searching a directory under the category *Health*.
4. **Guess a location.** Guessing is not encouraged in research, but often an address or URL is often guessable. Many companies use a standard URL form so Sony can be found at www.sony.com and Honda at www.honda.com. Also, keep in mind that the middle word does not have to be a company. It often describes what the site is about like www.weather.com.
5. **Remember to think about what you want.** Make sure you are searching the right place for the kind of information you need. Remember to use those library resources!
6. **Back up to the root of a URL to find out where you are.** When you click a hit it is not exactly clear where you are. You may see “Chapter 7: Medical Uses of Marijuana.” Who is the author? What book is it from? Look at the URL. It may look like this <http://www.some.edu/faculty/jones/medical/ch7.htm>. Chop off [ch7.htm](http://www.some.edu/faculty/jones/medical/ch7.htm) and press enter. At this point you may find the title of the book. When you chop off [medical](http://www.some.edu/faculty/jones/medical/ch7.htm) you may find out who the author is and what his credentials are.
7. **Remember to obtain all URL and database information so you can cite sources properly.** It is much harder to obtain this information after you have left your computer.
8. **Ask your librarian!** If you have trouble finding anything do not hesitate to ask your librarian. Source location and evaluation is something of an art. There is no single perfect indicator of a great web site or the best place for research. You must make an inference from a collection of clues. Often librarians can be your most valuable resource. Librarians have knowledge, training, skill and experience that can help save you time and focus your searches. Most importantly we have a desire to equip you with researching skills for life. We love our jobs! Please ask.

4. Quoting, Paraphrasing, and Summarizing

You can borrow from the works of other writers as you research. Good writers use three strategies—summarizing, paraphrasing and quoting—to blend source materials in with their own, while making sure their own voice is heard.

Quotations are the exact words of an author, copied directly from the source word for word. Quotations must be cited!

Use quotations when:

- You want to add the power of an author’s words to support your argument
- You want to disagree with an author’s argument
- You want to highlight particularly eloquent or powerful phrases or passages
- You are comparing and contrasting specific points of view
- You want to note the important research that precedes your own

Paraphrasing means rephrasing the words of an author, putting his/her thoughts in your own words. A paraphrase can be viewed as a “translation” of the original source. When you paraphrase, you rework the source’s ideas, words, phrases, and sentence structures with your own. Paraphrased text is often, but not always, slightly shorter than the original work. Like quotations, paraphrased material must be followed with in-text documentation and cited the on the Bibliography page.

Paraphrase when:

- You plan to use information on your note cards and wish to avoid plagiarizing
- You want to avoid overusing quotations
- You want to use your own voice to present information

Summarizing involves putting the main idea(s) of one or several writers into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summarized ideas are not necessarily presented in the same order as in the original source. Summaries are significantly shorter than the original and take a broad overview of the source material.

Summarize when:

- You want to establish background or offer an overview of a topic
- You want to describe common knowledge (from several sources) about a topic
- You want to determine the main ideas of a single source

Material on Quoting, Paraphrasing and Summarizing from Springfield Township, PA High School Library Web Page: <http://mciu.org/~spjvweb/>, Joyce Valenza, Library Media Specialist and Carol Rohrbach.

Plagiarism See Appendix B

5. Examples of Quoting, Paraphrasing and Summarizing

Referring to the works of other authors in your work lends credence to your writing. It shows that you've read pertinent material, it shows that others share your views, and it places your writing in a greater context. However, you must clearly differentiate your ideas and words from those of other authors. When you use someone else's words, you quote, when you use someone else's ideas, you paraphrase or summarize. Below are examples of each.

Original:

I'm convinced that fear is at the root of most bad writing. If one is writing for one's own pleasure, that fear may be mild – *timidity* is the word I've used here. If, however, one is working under a deadline – a school paper, a newspaper article, the SAT writing sample – that fear may be intense. Dumbo got airborne with the help of a magic feather; you may feel the urge to grasp a passive verb or one of those nasty adverbs for the same reason. Just remember before you do that Dumbo didn't need the feather; the magic was in him. You probably do know what you are talking about, and can safely energize your prose with active verbs.

Stephen King, On Writing: A Memoir of the Craft, 127-128.

Quoting: When you quote someone, you use the author's exact words.

In his book On Writing: A Memoir of the Craft, Stephen King offers his personal views on writing: "I'm convinced that fear is at the root of most bad writing."

Paraphrasing: When you paraphrase someone, you use your words to convey another author's ideas. The words and the sentence structure must all be yours.

Acceptable:

Stephen King blames fear for the overuse of adverbs and passive verbs, hallmarks of bad writing, and he encourages fledgling writers not to resort to using such devices as a crutch.

Unacceptable:

Stephen King is **convinced that fear is at the root of bad writing** and encourages writers to **energize prose with active verbs**.

The words in bold in the above unacceptable example are exactly as King wrote them. They have not been changed therefore they are plagiarized. Simply eliminating one or two words is not paraphrasing.

Summarizing: To summarize is to condense ideas into fewer words and with fewer details. A paragraph, page, or even a chapter, might be summarized in a single sentence. Be sure your summary accurately conveys the author's message.

Accurate:

For Stephen King, fear yields bad writing.

Inaccurate:

Stephen King says students should be afraid of writing the SAT writing sample.

King acknowledges that students often *are* afraid of writing the SAT essay. He does not claim that they *should be*. The point he is trying to make in this passage is about fear and poor writing. The SAT is mentioned only as an example of what types of writing tasks make writers afraid.

Examples of quoting, paraphrasing and summarizing from National University's Writing Center at: k55.nu.edu/resources/NU/collateral/uploadedFiles/quotParaphSum.pdf.

6. APA Citation Style and Parenthetical In-Text Citations

The various academic disciplines use their own editorial styles for citing sources and for listing the works that have been cited. The APA writing style is used for studies in the social sciences – anthropology, communications, economics, education, history, political science, psychology and sociology among others.

The style described in detail in this guide is that of the American Psychological Association for documenting sources, which is set forth in the *Publication Manual of the American Psychological Association*, the 5th Edition. The guide from which the APA style is drawn is available in its entirety in the GHS Library. You may also visit the following web site for the APA Style: www.apa.org.

As you write your paper, you must let your readers know where you got the ideas and information you are using. This information gives credit to the source and enables the reader to verify such things as statistics and find additional material on the subject. **Insert a short parenthetical in-text citation wherever you use each statement of fact, each quotation and every conclusion or judgment drawn from another writer.** General information that can be found in many places is considered common knowledge and is not credited. (For more information on common knowledge see Appendix B.)

Unlike most of the other writing styles, foot and endnotes are not major components of an APA paper. Instead, in-text citations are presented parenthetically, with an author-date system so that the reader immediately knows the source of the information and how current it is.

- Parenthetical in-text citations typically include the author's last name and source publication year often in a signal phrase. In sources with unknown authors, include the title (shortened if long) and publication year in parentheses after the borrowed information in the text.
- All parenthetical in-text citations direct the reader to the appropriate source in the Reference List at the end of the text. It is crucial that the spelling and publication information of in-text citations matches up perfectly with the spelling and publication information in your reference list.
- When directly quoting from a source, you must include more specific information regarding where the material is located in the cited text. Include (p./pp.), paragraph (para.), chapter (chap.), or figure (fig.) number after the publication year in the parenthetical citation.

Readers can look up the author's last name in the alphabetized list of references, where they will learn the work's title and other publication information. When readers decide to consult the source, the page number will take them straight to the passage that has been cited.

See Appendix A for examples of in-text citations and their sources in the Reference List.

Reminder

The guiding rule for in-text citations is to KEEP IT SIMPLE! The reference needs only to be specific enough to lead the reader to the correct entry in the Reference List. For other sample in-text citations, see Appendix A and the sample paper in Appendix C.

7. Appendixes

An appendix provides extra information that is relevant to the text but not suitable for inclusion in it. An appendix is a group of related items. Appendixes, for example, may contain tables too detailed for text presentation, a large group of illustrations, technical notes on method, schedules and forms, copies of documents not generally available to the reader, long case studies, figures, or other illustrative material.

All appendixes go at the end of the paper between the body of the text and the Reference List. Materials of different categories should be placed in separate appendixes. When there is more than one appendix, each is given a number or a letter (Appendix 1, etc.; Appendix A, etc.) Each appendix must bear a descriptive title. Each appendix should contain the source of the data cited, using the same format as the Reference List. See appendixes at end of this guide for examples.

8. Reference List

The Reference List section of your paper should list all the works that you will cite in your text. This is where the reader finds the complete documentation for all the parenthetical in-text citations. It simplifies documentation because it permits one to make only brief references to these works in the text. A parenthetical in-text citation such as (Terrace et al., 1979) enables readers to identify the source in the Reference List.

The list is alphabetized by authors' last names (or by titles for works without authors). There is a direct connection between the parenthetical in-text citation and the alphabetical listing.

Start the Reference List on a new page. Type the heading "References" centered and one inch from the top of the page. Double-space between the heading and the first entry. Begin the entry flush with the left margin. If an entry runs more than one line, indent the subsequent lines 1/2" from the left margin. Double-space the entire entry for APA style. Double-space between entries.

Alphabetize entries in the reference list by the author's last name, using the letter-by-letter system. In this system, the alphabetical order of names is determined by the letters before the commas that separate last names and first names. Spaces and other punctuation marks are ignored. The letters after the commas are considered only when two or more last names are identical. The following examples are alphabetized letter by letter.

Descartes, R.

De Sica, V.

MacDonald, G.

McCullers, C.

Morris, R.

Morris, T.

Morrison, T.

Saint-Exupery, A.

St. Denis, R.

If the author's name is unknown, alphabetize by the title, ignoring any initial A, An or The. For example, *The Cuban Missile Crisis* would be alphabetized under *c* rather than *t*.

If your list includes two or more works by the same author, arrange the entries by date, the earliest first. If your list includes two or more works by the same author in the same year, arrange them alphabetically by title. Add the lowercase letters "a," "b," and so on within the parentheses immediately following the year if the articles are part of a series: (2001a, July 7). See Appendix A for more examples.

APA Style
SAMPLE REFERENCE LIST

- Brady, J.T. & Brady, P. L. (2003, November). Consumers and genetically modified foods. *Journal of Family and Consumer Sciences*, 95(4),12-18. Retrieved February 25, 2005, from Academic OneFile in iCONN (A1478445).
- Canadian Food Inspection Agency. (2004, April 28). *What are genetically modified foods?* Retrieved February 23, 2005, from <http://www.inspection.gc.ca/english/sci/biotech/safsal/gmoogme.shtml>
- Freckleton, R. P., Sutherland, W.J., & Watkinson, A. R. (2003, November 7). Deciding the future of GM crops in Europe. *Science*, 302(5647), 994-996. Retrieved February 25, 2005, from JSTOR (4543402).
- Health Canada. (2002, February). *The safety of genetically modified food crops*. Retrieved March 22, 2005, from http://www.hc-sc.gc.ca/english/protection/biologics_genetics/gen_mod_foods/genmodebk.html
- Nottingham, S. (2003, February 13). Eat your genes: How genetically modified food is entering our diet. *CQ Researcher* 19 (2), 129-152. Retrieved July 21, 2009, from CQ Researcher Online (cqresrre200906543).
- Parent, K. & Vandelac, L.(Directors). (1999). *The genetic takeover, or, mutant food*. [Motion picture]. Canada: National Film Board of Canada.
- SCOPE Forum (2004-2005). *Genetically modified food : Controversies surrounding the risks and benefits of genetically modified food*. Retrieved February 25, 2005, from: The SCOPE Research Group (UC Berkley, UW, AAAS): <http://scope.educ.washington.edu/gmfood/>
- Update: Genetically Modified Food. (December 31, 2008.) *Issues and Controversies OnFile*. Retrieved July 21, 2009, from Issues and Controversies (100400).
- Zheng, M. Y. (2004). Genetically modified (GM) foods. In B. D. Ness (Ed.) *Encyclopedia of genetics* (Vol.1, pp.366-370). Pasadena, Calif.: Salem Press.

8. Tips and Warnings

This paper should be an example of your best possible work. In order to make it so, the following suggestions are offered.

DO:

1. When researching on the World Wide Web, be aware that experts on the topic do not evaluate many of these sources. They may not be accurate. You will need to use discretion, compare sources and be selective in your evaluation of information on the Internet. Paid databases that require a password, such as EBSCO or CQ Researcher can be trusted.
2. As you research and write save all notes, drafts and Internet printouts. **You will be expected to turn in all research materials with your paper.**

As you write your rough draft:

3. Make sure the paper has an introduction stating all the main ideas that will be developed in the paper.
4. Use a parenthetical in-text citation for all material borrowed from sources, even if you have put it in your own words.
5. Use transitions to smooth the change from one topic to another and to show the relationship between the two. Do NOT use chapter headings!
6. Write a conclusion that summarizes all your main points.
7. Leave time for revisions. Does the paper answer your question?
8. Proofread your paper and correct all mistakes.

As you type your final draft:

9. Papers should be typed, double-spaced in 12-point Times New Roman font.
10. Use only one side of the paper with margins as specified on page 8.
11. Check the spelling and grammar. **There should be zero spelling errors in the final draft.**
12. Include a page titled "References" at the end of your paper that includes complete documentation and publishing information for all sources cited within the text.
13. Make a copy of your paper. When typing your paper on the computer, remember to save your paper frequently as you type. **Make sure you have saved your paper to the C drive of your home computer. Make sure you have saved your paper to your personal profile/documents folder on a school computer. Floppy disks, CDs and flash drives are not permanent places to save a paper. They damage easily and you will lose your work.**
14. **Do not email your paper to school. You will be unable to open the attachment. If you do email your paper to school and are able to open it be sure to save it to your documents folder on the school computer before making any changes!!! If you work in your email all changes will be lost when you log off. Move documents between school and home using a USB/flash drive.**
15. Staple your paper before coming to class.

DO NOT:

1. Use contractions (can't, don't) in a formal paper.
2. Use first or second person (I, me, you) in a formal paper. Use only the third person (he, she, it, one, they, their).
3. Separate introduction and conclusion from the main body of the paper. They should be your first and last paragraphs respectively.
4. Use slang expressions unless you place them in quotation marks.
5. Use sensationalist language.
6. Include drawings in the main body of the paper. Graphs, diagrams, or other statistical information should be placed between the body of the paper and the Reference List and labeled as Appendix A, B, C, etc.

Your paper is due at the beginning of the period on the assigned day. In a paper that has been assigned more than one month in advance, illness on the due date is not an excuse for a late paper. One letter grade shall be deducted for each day or part of day the paper is late.

9. Format for Setting Up a Research Paper in APA Style

Materials and Typeface

Use good quality 8 1/2" x 11" white paper. A research paper should be typed in readable, letter quality print in 12-point font size.

Margins and Line Spacing

Leave margins of at least one inch at the top, bottom, and sides of the page. Double-space the entire manuscript, including long quotations that have been set off from the text.

Pagination

Begin pagination with your title page. Create a right-aligned header with the first few words of your title and the page number. Put the same header with the corresponding page number on subsequent pages.

Title Page

Center the title in the upper half of the title page, double spaced if it is longer than one line. On the lines below the title, write your name, class and school.

Page Numbers and Running Head

Number all pages in the upper right corner. Depending on your instructor's preference, you may also use a short title or your last name before the page numbers to help identify pages in case they come loose from your manuscript.

Figures and Tables

- Add figures (such as charts, graphs, pictures, etc.) and tables (orderly rows and columns of data) in appendixes at end of paper.
- The line below each figure should have the label *Figure #* in italics, followed immediately by a figure description.
- The two lines above each figure should have the label *Table #* followed by the table description on the line below the table number.

10. Creating the Header

Creating the header with your title and page number in Microsoft Word

Please Note: You should include a header on the title page. Put your full name in the center.
(See Appendix B.)

Creating the header with page numbers for your paper using Microsoft Word 2003

1. Choose **View>Header and Footer**
2. Press tab twice to move your cursor to the right of the header
3. Type your title and one space
4. Click **Insert Page Number** from Header and Footer toolbar on screen
5. Highlight the page number in your header
6. Click the **Page Number Format** button on the Header and Footer toolbar
7. Click in **Number Format** list box and choose a **Page Numbering Style**

Creating the header with page numbers for your paper using Microsoft Word 2007

1. On the **Insert** tab on the ribbon, in the **Header and Footer** group, click **Page Number**
2. Click **Top of Page**
3. Choose **Plain Number 3**
4. Choose **Page Number** from top ribbon
5. Click **Format Page Numbers**
6. Choose **Number Format 1,2,3** and click OK
7. In header type your title and one space
8. Close Header and Footer ribbon

Appendix A

Sample Parenthetical In-Text Citations and Reference List – APA Style

PRINT SOURCES

Books

Sample Parenthetical In-Text Citation	Corresponding Entry in Reference List
<p>BOOK WITH SINGLE AUTHOR OR EDITOR (General Statement) APA uses an author-date system to identify the source and how current it is.</p> <p>Example Richard Vasta (1992) theorizes that there is a direct connection...</p> <p>OR There is a correlation between class participation and earned grade (Vasta, 1992).</p> <p>Direct quotations require a page number.</p>	<p>BOOK WITH SINGLE AUTHOR OR EDITOR (Generic Format) Author Last Name, First Initial. Middle Initial. (Year Published). <i>Book title</i>. Publication City, State: Publisher.</p> <p>Book with Single Author or Editor (Example) Vasta, R. (1992). <i>Six theories of child development</i>. London: Kingsley Publishers.</p>
<p>BOOK WITH TWO, THREE, FOUR, OR FIVE AUTHORS</p> <p>Example – First Citation Wassertein, Zappulla, Rosen, Gerstman and Rock (1994) found that mood affects...</p> <p>OR Studies find that mood affects music preference (Wassertein, Zappulla, Rosen, Gerstman and Rock, 1994).</p> <p>Example – Subsequent Citations Wassertein et al. (1994) found that mood affects...</p>	<p>BOOK WITH TWO, THREE, FOUR, OR FIVE AUTHORS (Generic Format) Author Last Name, First Initial. Middle Initial., Author Last Name, First Initial. Middle Initial., Author Last Name, First Initial. Middle Initial., Author Last Name, First Initial. Middle Initial., & Author Last Name, First Initial. Middle Initial. (Year Published). <i>Book title</i>. Publication City, State: Publisher.</p> <p>Book with two, three, four or five authors (Example) Wasserstein, R., Zappulla J., Rosen E., Gerstman B., & Rock , S. (1994) <i>Social learning theory</i>. Englewood Cliffs, NJ: Prentice Hall.</p>
<p>BOOK WITH SIX OR MORE AUTHORS</p> <p>When the work you are referencing has six or more authors, you only have to cite the last name of the first author and include et al. in the first (and all following) in-text citations.</p>	<p>BOOK WITH SIX OR MORE AUTHORS (Generic Format) Author Last Name, First Initial. Middle Initial., et al. (Year Published). <i>Book title</i>. Publication City, State: Publisher.</p> <p>Book with six or more authors - Example Evra, J. et al. (2006). <i>Problems in the Middle East</i>. Boston: Little Brown.</p> <p>Pamphlet – Treat a pamphlet as a book</p>

PRINT SOURCES (continued)

Books

Sample Parenthetical In-Text Citation	Corresponding Entry in Reference List
<p>SINGLE AND MULTIVOLUME REFERENCE BOOKS</p> <p>Follow examples above used for books.</p>	<p>SINGLE AND MULTIVOLUME REFERENCE BOOKS (Generic Format) Author Last Name, First Initial. Middle Initial. (Year Published). Article title. In First Initial., Middle Initial., Last Name (Ed.), <i>Book title</i> (Vol. Volume Number.). Publication City, State: Publisher.</p> <p>Single and Multivolume Reference Books (Example) Johnson, S. B. (2009). The United States and North Korea. In C. F. Brown (Ed.) <i>Encyclopedia of Foreign Policy</i> (Vol. 4). New York: Random House.</p>

Magazines, Journals and Newspapers – Hard Copy

<p>MAGAZINE OR JOURNAL ARTICLE</p> <p>Follow examples above used for books.</p>	<p>MAGAZINE OR JOURNAL ARTICLE (Generic Format) Author Last Name, First Initial. Middle Initial. ([Date Published Year, Month Day]). Article title. <i>Magazine or Journal Title</i>, Volume Number, (Issue Number), p./pp. Page Number Starts-Ends.</p> <p>Magazine or Journal Article (Example) Reddy, V. (2002, January 4). Sharing humor and laughter in politics. <i>Journal of Political Science</i>, 149 (1), pp. 14-23.</p> <p style="color: red;">(If no volume number or issue number is listed, omit. Follow book examples for more than one author, and then continue with magazine or journal format.)</p>
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<p>NEWSPAPER ARTICLE</p> <p>Follow examples above used for books.</p>	<p>NEWSPAPER ARTICLE (Generic Format) Author Last Name, First Initial. Middle Initial. (Date Published Year, Month Day). Article Title. <i>Newspaper Name</i>. p. /pp. Page Number Starts[Ends].</p> <p>Newspaper Article (Example) Stengle, J. S. (2005, February 5). Exercise won't stall aging, study says. <i>The Boston Globe</i>. P. A3.</p>
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Author with many publications dates from the same year

If you are referencing different works by the same author that have the same publication year, alphabetize the citations by the article titles unless the articles are part of a series. If the articles are part of a series, order them sequentially and indicate that they are series articles by attaching an alphabetic designator (a lowercase a, b, c, etc.) after the date.

Example

Carlsberg, A. R. (1999a). Title of first article in series.
 Carlsberg A. R. (1999b). Title of second article in series.
 Carlsberg A. R. (1999c). Title of third article in series.

DVDs, VIDEOCASSETTES, INTERVIEWS AND LECTURES

DVD or Videocassette

Sample Parenthetical In-Text Citation	Corresponding Entry in Reference List
<p>DVD/VIDEOCASSETTE</p> <p>Example Guber (2000) uses his film to...</p> <p>OR <i>Thirteen Days in October</i> (Guber, 2000) shows how...</p>	<p>DVD/VIDEOCASSETTE (Generic Format) Director Last Name, First Initial. Middle Initial. (Director). (Year Released). <i>Title</i>. [Motion Picture]. Production Company.</p> <p>DVD/Videocassette (Example) Guber, P. S. (Director). (2000). <i>Thirteen days in October</i>. [Motion Picture]. Pixar Films.</p>

Interviews and Lectures

<p>INTERVIEW</p> <p>Example Rowland (May 4, 2003) stated in our conversation...</p> <p>OR During the conversation I learned about the trouble (Rowland, May 4, 2003).</p>	<p>INTERVIEW <i>(Because they do not provide recoverable data, personal communications are not included in the reference list. Cite in text only.)</i></p>
<p>LECTURE</p> <p>Example John Murdoch (2008) stated in his lecture...</p> <p>OR Terrorism is a global problem (Murdoch, 2008).</p>	<p>LECTURE (Generic Format) Author Last Name, First Initial., Middle Initial. (Date of Lecture Year, Month Day). Title of Lecture. <i>Title of Conference or Class</i>. Location of lecture.</p> <p>Lecture (Example) Murdoch, J. D. (2008, September 9). The United States fights terrorism. <i>Current Issues</i> <i>Class</i>. Glastonbury High School, Glastonbury, Connecticut.</p>

ONLINE SOURCES – LIBRARY PAID DATABASES

PLEASE NOTE

*APA Style does not require inclusion of a database or umbrella service gateway URL.
It DOES require a document number.*

Sample Parenthetical In-Text Citation	Corresponding Entry in Reference List
<p>CQ RESEARCHER</p> <p>Example Katel (2009) lists several countries where terrorism...</p> <p>OR Terrorism is blossoming in Pakistan and Afghanistan (Katel, 2009).</p>	<p>CQ RESEARCHER (Generic Format) Author Last Name, First Initial. Middle Initial. (Date Published Year, Month Day).</p> <p style="padding-left: 40px;">Article Title. <i>Source Name</i>, Volume Number(Issue Number),</p> <p style="padding-left: 40px;">Page Number Starts-Ends. Retrieved Date Retrieved Month Day, Year,</p> <p style="padding-left: 40px;">from Database Name (Document number).</p> <p>CQ Researcher (Example) Katel, P. (2009, February 13). Homeland security. <i>CQ Researcher</i> 19 (2), 129-152.</p> <p style="padding-left: 40px;">Retrieved June 29, 2009, from CQ Researcher Online (cqresrre2009062600).</p>
<p>PLEASE NOTE</p> <p style="color: red;"><i>If any component of the generic format is missing in YOUR source, omit it and move on to the next component.</i></p>	<p>JSTOR ISSUES AND CONTROVERSIES OPPOSING VIEWPOINTS WORLD NEWS DIGEST</p> <p style="color: red;"><i>These four databases all follow the same format as CQ Researcher above. You will include the name of the appropriate database where CQ Researcher is listed above.</i></p>
<p>EBSCO (Example) Follow example for CQ Researcher above.</p> <p style="color: red;"><i>EBSCO includes MASUltra School Edition, Newspaper Source, Professional Development Collection, ERIC and Green File.</i></p>	<p>EBSCO (Generic Format) Author Last Name, First Initial. Middle Initial. (Date Published Year, Month Day).</p> <p style="padding-left: 40px;">Article Title. <i>Source Name</i>, Volume Number(Issue Number),</p> <p style="padding-left: 40px;">Page Number Starts-Ends. Retrieved Date Retrieved Month Day, Year,</p> <p style="padding-left: 40px;">from Database Name in Umbrella Service Name (Document number).</p> <p style="color: red;">PLEASE NOTE – EBSCO is an “umbrella” service. When citing a document from a service with many databases such as EBSCO, you must provide the database <u>within</u> the service as well as the service (umbrella) itself.</p> <p>Ebsco (Example) Sachs, J. (2009, July). Still needed: A Climate plan. <i>Scientific American</i>, 301(1), 32.</p> <p style="padding-left: 40px;">Retrieved June 29, 2009, from MAS Ultra - School Edition database in EBSCO (41130025).</p>

ONLINE SOURCES – LIBRARY PAID DATABASES (continued)

PLEASE NOTE

*APA Style does not require inclusion of a database or umbrella service gateway URL.
It DOES require a document number.*

iCONN – Database Umbrella Service from State of Connecticut

Sample Parenthetical In-Text Citation	Corresponding Entry in Reference List
<p>ICONN MAGAZINE OR JOURNAL ARTICLE</p> <p>Example Aldy, Eduardo and Parry (2008) offer an idea for slowing climate change...</p> <p>OR Taxing energy use might help slow climate change (Aldy, Eduardo and Parry, 2008).</p>	<p>ICONN MAGAZINE OR JOURNAL ARTICLE (Generic Format) Author Last Name, First Initial. Middle Initial. (Date Published Year, Month Day).</p> <p>Article Title. <i>Source Name</i>, Volume Number(Issue Number), Page Number Starts-Ends. Retrieved Date Retrieved Month Day, Year, from Database Name in Umbrella Service Name (Document number).</p> <p>iConn Magazine or Journal Article (Example) Aldy, J. E., Eduardo, L. & Parry, I. (2008, September). A Tax-based approach to slowing global climate change. <i>National Tax Journal</i>, 61 (3), 493-500. Retrieved June 29, 2009, from Academic OneFile in iCONN (A190149937).</p>
<p>ICONN NEWSPAPER ARTICLE</p> <p>Follow example for iCONN magazine or journal article above.</p>	<p>ICONN NEWSPAPER ARTICLE (Generic Format) Author Last Name, First Initial. Middle Initial. (Date Published Year, Month Day).</p> <p>Article Title. <i>Source Name</i>, p. Page Number. Retrieved Date Retrieved Month Day, Year, from Database Name in Umbrella Service Name (Document number).</p> <p>iCONN Newspaper Article (Example) Pascopella, A. (2007, May 5). Change coming to NCLB. <i>The New York Times</i>, p. A14. Retrieved June 29, 2009, from Newspapers in iCONN (A1438776).</p>
<p>ICONN HEALTH AND WELLNESS RESOURCE CENTER</p> <p><i>In the example provided to the right, you will notice there is no author listed. Begin with the first word of the title in the parenthetical in-text citation and continue with iCONN formats shown above.</i></p> <p><i>The source also does not provide a volume or issue number so they are omitted from the reference list.</i></p>	<p>ICONN HEALTH AND WELLNESS RESOURCE CENTER (Generic Format) Author Last Name, First Initial. Middle Initial. (Date Published Year, Month Day).</p> <p>Article Title. <i>Source Name</i>, Volume Number(Issue Number), Page Number Starts-Ends. Retrieved Date Retrieved Month Day, Year, from Database Name in Umbrella Service Name (Document number).</p> <p>iCONN Health and Wellness Resource Center (Example) Swine flu: Vaccine almost ready, but who will get vaccinated first? (2009, June 15). <i>European Report</i>, 12567. Retrieved June 29, 2009, from Health and Wellness Resource Center in iCONN (A201666337).</p>

ONLINE SOURCES – LIBRARY PAID DATABASES (continued)

Sample Parenthetical In-Text Citation	Corresponding Entry in Reference List
<p>HISTORY ONLINE – Example</p> <p>Peretz (2005) states that Israel will not...</p>	<p>HISTORY ONLINE (American, Ancient and Medieval and Modern World) - (Generic Format) Author Last Name, First Initial. Middle Initial. (Date Published Year, Month Day).</p> <p style="padding-left: 40px;">Article or Document Title. <i>Book Article Was Originally Published In.</i></p> <p style="padding-left: 40px;">Retrieved Date Retrieved Month, Day, Year from Database Name (Document Number).</p> <p>History Online – (Example) Peretz, D. (2005). Israel and the Palestinians. <i>Encyclopedia of the Palestinians</i>.</p> <p style="padding-left: 40px;">Retrieved September 18, 2009 from Modern World History Online.</p> <p style="padding-left: 40px;">(BHISR07).</p>
<p>ISSUES AND CONTROVERSIES – Example</p> <p>Some say Israel should compensate Palestinians (2001).</p>	<p>ISSUES AND CONTROVERSIES – (Generic Format) Article Title. (Date Published Year Month Day.) <i>Source Name</i>. Retrieved Date</p> <p style="padding-left: 40px;">Retrieved Month Day, Year from Database Name. (Document Number).</p> <p>Issues and Controversies – (Example) Cloning. (2001, January 5). <i>Issues and Controversies OnFile</i>. Retrieved September</p> <p style="padding-left: 40px;">18, 2009 from Issues and Controversies (140492).</p>
<p>OPPOSING VIEWPOINTS – Example</p> <p>According to Grigg (2005) Israel should....</p>	<p>OPPOSING VIEWPOINTS – (Generic Format) Author Last Name, First Initial Middle Initial. Article Title. (Date Published Year</p> <p style="padding-left: 40px;">Month, Day.) Retrieved Date Retrieved Month Day, Year. (Document Number).</p> <p>Opposing Viewpoints – (Example) Grigg, W. N. Anti-Immigration Measures Are Necessary. (2005). Retrieved</p> <p style="padding-left: 40px;">September 18, 2009 from Opposing Viewpoints Resource Center</p> <p style="padding-left: 40px;">(EJ3010004216).</p>
<p>WORLD NEWS DIGEST –Example</p> <p>One Palestinian was shot last week (Latin, 1979).</p>	<p>WORLD NEWS DIGEST – (Generic Format) Article Title. Article Date Year Month, Day). <i>Facts On File World News Digest</i>.</p> <p style="padding-left: 40px;">Retrieved Month Day, Year, from World News Digest (Document Number).</p> <p>World News Digest – (Example) Latin America: Batista Overthrown; Other Developments. (1979 January 7). <i>Facts on File World News Digest</i>. Retrieved September 17, 2009 from World News</p> <p style="padding-left: 40px;">Digest. (2009498620).</p>

ONLINE SOURCES – THE FREE WEB

Sample Parenthetical In-Text Citation

Corresponding Entry in Reference List

PLEASE NOTE

1. For Free web sources include the entire URL for the page within the site that you are using.
2. APA Style does NOT place a period after the URL Address.
3. If any component of the generic format is missing in YOUR source, omit it and move on to the next component.

WEB DOCUMENT

Example

Stanley (2009) offers many ways to avoid identity theft.

OR

Shredding your financial papers is one good way to avoid identity theft (Stanley, 2009).

WEB DOCUMENT (Generic Format)

(This includes photos, images, illustrations, etc.)

Author Last Name, First Initial. Middle Initial. (Date Published Year, Month Day).

Document Title. Retrieved Date Retrieved Month Day, Year, from Name of

website URL Address

Web Document (Example)

Stanley, S. U. (2009, January 4). *Defend: Recover from identity theft*. Retrieved June

29, 2009, from USA.gov website <http://www.ftc.gov/bcp/edu/microsites>

[idtheft/consumers/defend.html](http://www.ftc.gov/bcp/edu/microsites/idtheft/consumers/defend.html)

Provide the entire URL for a photo or image from the original website it appeared in. Do not use the URL from Google Images.

ARTICLE ON A TITLED WEBSITE

Example

Stanley (2009) offers many ways to avoid identity theft.

OR

Shredding your financial papers is one good way to avoid identity theft (Stanley, 2009).

ARTICLE ON A TITLED WEBSITE (Generic Format)

Author Last Name, First Initial. Middle Initial. (Date Published Year, Month Day).

Document Title *Source Title*. Retrieved Date Retrieved Month Day, Year, from

Name of website URL Address

Article on a Titled Website (Example)

Stanley, S. U. (2009, January 4). *Defend: Recover from identity theft*. *Washington Post*.

Retrieved September 23, 2009 from Washington Post website

[http://www.washingtonpost.com/wp-dyn/content/article/2009/09/11/](http://www.washingtonpost.com/wp-dyn/content/article/2009/09/11/AR2009091103720.html?sub=AR)

[AR2009091103720.html?sub=AR](http://www.washingtonpost.com/wp-dyn/content/article/2009/09/11/AR2009091103720.html?sub=AR)

E-MAIL

Example

Rowland (May 4, 2003) stated in email...

OR

From the second e-mail I learned about the trouble (Rowland, May 4, 2003).

E-MAIL

Because they do not provide recoverable data, personal communications are not included in the reference list. Cite in text only.

ONLINE SOURCES – THE FREE WEB (continued)

Sample Parenthetical In-Text Citation	Corresponding Entry in Reference List
<p>PLEASE NOTE</p> <p><i>1. For Free web sources include the entire URL for the page within the site that you are using.</i></p> <p><i>2. APA Style does NOT place a period after the URL Address.</i></p> <p><i>3. If any component of the generic format is missing in YOUR source, omit it and move on to the next component.</i></p>	
<p>POSTING TO A BLOG OR DISCUSSION LIST</p> <p>Follow example for web document above.</p>	<p>POSTING TO A BLOG OR DISCUSSION LIST (GenericFormat) Author Last Name, First Initial. Middle Initial. (Date Posted Year, Month Day). String Title or Message Title. Message posted to URL Address</p> <p>Posting to a Blog or Discussion List (Example) Fielding, T. (2004, November 12). A healthy world. Message posted to http://boards.ign.com/message.asp?topic=933135</p>
<p>DISSERTATION OR DISSERTATION ABSTRACT</p> <p>Example In his dissertation King (1980) implies... OR Functional unity theory is a new way to look at relationships (King, 1980).</p>	<p>DISSERTATION OR DISSERTATION ABSTRACT (Generic Format) Author Last Name, First Initial. Middle Initial. (Year Published). Dissertation Title (Doctoral Dissertation, Institution, Date Accepted Month Day, Year). Retrieved Date Month Day, Year from Name of Database or Website URL Address (for websites).</p> <p>Dissertation or Dissertation Abstract (Example) King, A.F. (1980). An exploratory study into the 'functional unity' theory. (Doctoral dissertation, University of California at Berkeley, 1980). Retrieved June 29, 2009, from UC Berkeley Psychology http://arch.ced.berkeley.edu/ced/people/arch_query.php?id=21&dept</p>

Appendix B

Avoiding Plagiarism

Brought to you by the Purdue University Online Writing Lab at <http://owl.english.purdue.edu>

The heart of avoiding plagiarism is to make sure you give credit where it is due. This may be credit for something somebody said, wrote, emailed, drew, or implied.

Choosing When to Give Credit

Need to Document	No Need to Document
<ul style="list-style-type: none">• When you are using or referring to somebody else's words or ideas from a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium• When you use information gained through interviewing another person• When you copy the exact words or a "unique phrase" from somewhere• When you reprint any diagrams, illustrations, charts, and pictures• When you use ideas that others have given you in conversations or over email	<ul style="list-style-type: none">• When you are writing your own experiences, your own observations, your own insights, your own thoughts, your own conclusions about a subject• When you are using "common knowledge" — folklore, common sense observations, shared information within your field of study or cultural group• When you are compiling generally accepted facts• When you are writing up your own experimental results

Making Sure You Are Safe

	Action during the writing process	Appearance on the finished product
When researching, note-taking, and interviewing	<ul style="list-style-type: none"> • Mark <i>everything</i> that is someone else's words with a big Q (for quote) or with big quotation marks • Indicate in your notes which ideas are taken from sources (S) and which are your own insights (ME) • Record all of the relevant documentation information in your notes 	<p>Proofread and check with your notes (or photocopies of sources) to make sure that <i>anything</i> taken from your notes is acknowledged in some combination of the ways listed below:</p> <ul style="list-style-type: none"> • In-text citation • Footnotes • Bibliography • Quotation marks • Indirect quotations
When paraphrasing and summarizing	<ul style="list-style-type: none"> • First, write your paraphrase and summary without looking at the original text, so you rely only on your memory. • Next, check your version with the original for content, accuracy, and mistakenly borrowed phrases 	<ul style="list-style-type: none"> • Begin your summary with a statement giving credit to the source: <i>According to Jonathan Kozol, ...</i> • Put any unique words or phrases that you cannot change, or do not want to change, in quotation marks: ... <i>"savage inequalities" exist throughout our educational system (Kozol).</i>
When quoting directly	<ul style="list-style-type: none"> • Keep the person's name near the quote in your notes, and in your paper • Select those direct quotes that make the most impact in your paper -- too many direct quotes may lessen your credibility and interfere with your style 	<ul style="list-style-type: none"> • Mention the person's name either at the beginning of the quote, in the middle, or at the end • Put quotation marks around the text that you are quoting • Indicate added phrases in brackets ([]) and omitted text with ellipses (. . .)
When quoting indirectly	<ul style="list-style-type: none"> • Keep the person's name near the text in your notes, and in your paper • Rewrite the key ideas using different words and sentence structures than the original text 	<ul style="list-style-type: none"> • Mention the person's name either at the beginning of the information, or in the middle, or at that end • Double check to make sure that your words and sentence structures are different than the original text

This page is located at http://owl.english.purdue.edu/handouts/print/research/r_quotprsum.html

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To contact OWL, please visit our contact information page at

<http://owl.english.purdue.edu/lab/contact.html> to find the right person to call or email.

What is *Common Knowledge*?

- You don't have to cite everything. Facts or ideas referred to as "common knowledge" do not have to be cited.
- Common knowledge includes facts that are found in many sources, facts that you assume many people know. A rule of thumb is that if you find a fact in three or more sources, it may be considered common knowledge.
- An example of common knowledge is that John Adams married Abigail Smith.
- Remember, you must document little-known facts and any ideas that interpret facts, even if they are paraphrased! For instance, even if you don't use McCullough's words, you should absolutely document McCullough's belief that this marriage may have been the most critical decision of Adam's life.

Material on Common Knowledge from Springfield Township, PA High School Library Web Page:
<http://mciu.org/~spjvweb/>, Joyce Valenza, Library Media Specialist.

Also, keep in mind that at Glastonbury High School, plagiarism is punishable, on the first offense, by a zero on the assignment, a phone call to parents, and a disciplinary referral.

Appendix C – Sample Paper APA Style for Current Issues

Short title and
page number

A Call to Action 1

A Call to Action:
Regulate Use of Cell Phones on the Road

Full title, writer's
name, name of
course, instructor's
name, and date (all
centered)

Joseph Smith

Current Issues
Mr. Murdoch
October 2, 2009

A Call to Action:
Regulate Use of Cell Phones on the Road

Full title, centered.

When a cell phone goes off in a classroom or at a concert, we are irritated, but at least our lives are not endangered. When we are on the road, however, irresponsible cell phone users are more than irritating. They are putting our lives at risk. Many of us have witnessed drivers so distracted by dialing and chatting that they resemble drunk drivers, weaving between lanes, for example, or nearly running down pedestrians in crosswalks. A number of bills to regulate use of cell phones on the road have been introduced in state legislatures, and the time has come to push for their passage. Regulation is needed because drivers using phones are seriously impaired and because laws on negligent and reckless driving are not sufficient to punish offenders.

No one can deny that cell phones have caused traffic deaths and injuries. Cell phones were implicated in three fatal accidents in November 1999 alone. Early in November, two-year-old Morgan Volanti was killed by a driver distracted by his cell phone. Morgan's father, John, reports that the driver "ran a stop sign at 45 mph, broadsided my vehicle and killed Morgan as she sat in her car seat (1999)". A week later, corrections officer

Signal phrase names the author of the quotation to follow. No page number is available for this web source. Because author is named in signal phrase, only date is put in parentheses.

Author's name and date is given in parentheses.

Shannon Smith, who was guarding prisoners by the side of the road, was killed by a woman distracted by a phone call (Besthoff, 1999). On Thanksgiving weekend that same month, John and Carole Hall were killed when a Naval Academy midshipman crashed into their parked car. The driver said in court that when he looked up from the cell phone he was dialing he was three feet from the car and had no time to stop (Cell, 2001).

Source has no author so only first word of title and date are given.

Cartoon example is put in an Appendix and referred to in text of paper.

Expert testimony, public opinion, and even cartoons (see Appendix A) suggest that driving while phoning is dangerous. Frances Bents, an expert on the relation between cell phones and accidents estimates that between 450 and 1,000 crashes a year have some connection to cell phone use (Layton, 2000). In a survey published by Blackstone (2008) of the Farmer's Insurance Group, 87% of those polled said that cell phones affect a driver's ability, and 40% reported having close calls with drivers distracted by phones.

Scientific research confirms the dangers of using phones while on the road. Volunteers made their cell phone bills available in order to confirm the times when they had placed calls. The participants agreed to report any nonfatal collision in which they were involved. By comparing the time of a collision with the phone records, the researchers assessed the dangers of driving while phoning.

A quotation longer than 40 words is set off from the text. Quotation marks are not used.

A work with six or more authors is cited by the first author's name followed by "et al." in the parentheses or the signal phrase. No page number given for quote from online source.

The word "and" links the names of two authors in the signal phrase. An ampersand (&) links names in parentheses.

Parentheses are not used here because both the authors and the date are provided in the signal phrase.

Here are their results:

We found that using a cellular telephone was associated with a risk of having a motor vehicle collision that was about four times as high as that among the same drivers when they were not using their cellular telephones. This relative risk is similar to the hazard associated with driving with a blood alcohol level at the legal limit (Redelmeier et al., 1997).

In reports by news media, the latter claim was exaggerated ("similar to" is not "equal to"), but the comparison with drunk driving is startling nonetheless.

A 1999 study focused on Oklahoma, one of the few states to keep records on fatal accidents involving cell phones. Using police records, Volanti and Brown of the Rochester Institute of Technology investigated the relation between traffic fatalities in Oklahoma and the use or presence of a cell phone. They found a ninefold increase in the risk of fatality if a phone was being used and a doubled risk simply when a phone was present in a vehicle. The latter statistic is interesting, for it suggests that those who carry phones in their cars may tend to be more negligent (or

prone to distractions of all kinds) than those who do not.

The writer counters an opposing argument.

Some groups have argued that state traffic laws make legislation regulating cell phone use unnecessary. Sadly, this is not true. Laws on traffic safety vary from state to state, and drivers distracted by cell phones can get off with light punishment even when they cause fatal accidents. For example, although the midshipman mentioned earlier was charged with vehicular manslaughter for the deaths of John and Carol Hall, the judge was unable to issue a verdict of guilty. Under Maryland law, he could only find the defendant guilty of negligent driving and impose a \$500 fine (Layton, 2000). Such a light sentence is not unusual. The driver who killed Morgan Pena in Pennsylvania received two tickets and a \$50 fine – and retained his driving privileges (Drivers', 2000). In Georgia, a young woman distracted by her phone ran down and killed a two-year-old. Her sentence was ninety days in boot camp and five hundred hours of community service (Redelmeier et al., 1997). The families of the victims are understandably distressed by laws that lead to such light sentences.

Facts are documented with in-text citations. Author's name and date are in parentheses.

When certain kinds of driver behavior are shown to be especially dangerous, we wisely draft special laws making them illegal and imposing specific punishments. Running red lights,

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failing to stop for a school bus, and drunk driving are obvious examples; phoning in a moving vehicle should be no exception. Unlike more general laws covering negligent driving, specific laws leave little ambiguity for law officers and for judges and juries imposing punishments. Such laws have another important benefit. They leave no ambiguity for drivers. Currently, drivers can tease themselves into thinking they are using their car phones responsibly because the definition of “negligent driving” is vague.

According to Blackstone (2008), as of December 2000, twenty countries were restricting use of cell phones in moving vehicles. In the United States, it is highly unlikely that legislation could be passed on the national level, since traffic safety is considered a state and local issue. To date, only a few counties and towns have passed traffic laws restricting cell phone use. For example, in Suffolk County, New York, it is illegal for drivers to use a handheld phone for anything but an emergency call while on the road (Drivers', 2000). Layton (2000) reports the first town to restrict use of handheld phones was Brooklyn, Ohio. Brooklyn, also the first community in the country to pass a seat belt law, has once again shown its concern for traffic safety.

Laws passed by counties and towns have had some effect,

Transition helps readers move from one paragraph to the next.

but it makes more sense to legislate at the state level. Local laws are not likely to have the impact of state laws, and keeping track of a wide variety of local ordinances is confusing for drivers. Even a spokesperson for Verizon Wireless has said that statewide bans are preferable to a “crazy patchwork quilt of ordinances” (Besthoff, 2001). Unfortunately, although a number of bills have been introduced in state legislatures, as of early 2001 no state law seriously restricting use of phones had passed – largely because of effective lobbying from the wireless industry.

Writer cites an indirect source. Words are quoted in another source cited in parentheses.

Despite claims of some lobbyists, tough laws regulating phone use can make our roads safer. In Japan, for example, accidents linked to cell phones fell by 75% just a month after the country prohibited using a handheld phone while driving (Volanti & Brown, 1999). Research suggests and common sense tells us that it is not possible to drive an automobile at high speeds, dial numbers, and carry on conversations without significant risks. When such behavior is regulated, obviously our roads will be safer.

Writer counters a claim made by some opponents.

Because of mounting public awareness of the dangers of drivers distracted by phones, state legislators must begin to take the problem seriously. “It’s definitely an issue that is gaining

For variety the writer places a signal phrase after a quotation.

Steam around the country,” says Matt Sundeen of the National Conference of State Legislatures (Layton, 2000). Lon Anderson of the American Automobile Association agrees: “There is momentum building,” he says, to pass laws (Layton, 2000). The time has come for states to adopt legislation restricting the use of cell phones in moving vehicles.

The paper ends with the writer’s stand on the issue.

Only one appendix per page.

Appendix

Cartoon Depicting Dangers of Cell Phone Use While Driving

If you have more than one appendix, you must assign each a letter, i.e. Appendix A, Appendix B, etc.



You must create a title for each appendix.

Layton, L. (2000, December 10). Cartoon. *Washington Post*.

Put the source for the information in the appendix below the information.

List of references begins on a new page. Heading is centered.

References

List is alphabetized by authors' last names (or by title when a work has no author). Only the first word in titles is upper case.

Besthoff, L. (1999, November 11). Cell phone use increases risk of accidents, but users willing to take the risk." *WRAL Online*. Retrieved January 12, 2001, from [http:// www.wral-tv.com/news/wral/1110-talking-driving](http://www.wral-tv.com/news/wral/1110-talking-driving).

If a title begins with A, An or The, ignore the first word and alphabetize by the second word.

A Cell phone primer. (2001). Washington D.C.: The Federal Communications Commission.

Drivers' penchant for cellular phones causes problems on U.S. roads. (2000, July 7). *Issues and Controversies OnFile*. Retrieved February 3 2001, from Issues and Controversies (100400).

For a source with more Than six authors, the first author's name is listed followed by "et al".

Layton, L. Legislators aiming to disconnect motorists. (2000, December 10). *Washington Post C1*. Retrieved January 12, 2001, from Newspapers in iCONN (WP14389).

First line of each entry is at the left margin; extra lines are indented 1/2" (or five spaces.)

Redelmeier, D. A., et al. (1997) Association between cellular-telephone calls and motor vehicle collisions. *New England Journal of Medicine* 336, 453-58. Retrieved January 24, 2001, from Academic OneFile in iCONN (A14784).

An ampersand joins two names.

Teenage drivers and cell phones. (2008) *Opposing Viewpoints*. Retrieved January 13, 2001 from Opposing Viewpoints Resource Center (19058).

Volanti, J. M. & Brown J. Cellular phones and fatal traffic collisions. (1999, October 30). *Accident Analysis and Prevention* 133:17, 18-21. Retrieved February 3, 2001, from MASUltra School Edition in Ebsco (6754MS3).

Double spacing is used throughout

Database document number

Appendix D – Pre-Research Worksheet

CI Pre-Research Worksheet Foreign Issue

Question – What should the United States do about Iran’s nuclear program?

Begin the Pre-Searching Analysis Search with Peripheral Vision

1. What UNIQUE WORDS, DISTINCTIVE NAMES, ABBREVIATIONS, or ACRONYMS are associated with your topic?
Mahmoud Ahmadinejad
Tehran
2. Can you think of societies, organizations, or groups that might have information on your subject via their pages?
National Security Council
U.S. Department of State
U.S. Department of Defense
International Atomic Energy Agency
Washington Institute for Near East Policy
3. What other words are likely to be in ANY Web documents on your topic?
U. N. Sanctions
nuclear proliferation
plutonium
nuclear development
uranium enrichment program
4. Do any of the words in 1, 2, or three belong in phrases or strings—together in a certain order, like a cliché?
“uranium enrichment”
“Mahmoud Ahmadinejad”
“nuclear development”
5. For any of the terms in #3 and #4 can you think of synonyms, variant spellings, or equivalent terms you would also accept in relevant documents?
nuclear technology
nuclear weapons
6. Can you think of any extraneous or irrelevant documents these words might pick up? You want to exclude these words.
NOT North Korea
7. What BROADER terms could your topic be covered by?
Nuclear war
terrorism
Iran

CI Pre-Research Worksheet

Domestic Issue

Question – Is standardized testing helping or hurting the educational process?

Begin the Pre-Searching Analysis

Search with Peripheral Vision

1. What UNIQUE WORDS, DISTINCTIVE NAMES, ABBREVIATIONS, or ACRONYMS are associated with your topic?
No Child Left Behind Act **SAT**
CAPT
Mastery Test

2. Can you think of societies, organizations, or groups that might have information on your subject via their pages?
“Connecticut Department of Higher Education” **“U.S. Department of Education”**
“Glastonbury Board of Education” **“College Board”**
“Connecticut Education Association” **“National Education Association”**

3. What other words are likely to be in ANY Web documents on your topic?
testing and funding **testing and bias**
testing and progress **testing and educational equality**
high stakes

4. Do any of the words in 1, 2, or three belong in phrases or strings—together in a certain order, like a cliché?
“teaching to” **“educational equality”**
“high stakes”

5. For any of the terms in #3 and #4 can you think of synonyms, variant spellings, or equivalent terms you would also accept in relevant documents?
measurement **exams**
assessment **accountability**
achievement

6. Can you think of any extraneous or irrelevant documents these words might pick up? You want to exclude these words.
NOT preparation
NOT guide

7. What BROADER terms could your topic be covered by?
education **learning**
teaching **curriculum**

Blank
CI Pre-Research Worksheet
_____ **Issue**

Question _____

Begin the Pre-Searching Analysis
Search with Peripheral Vision

1. What UNIQUE WORDS, DISTINCTIVE NAMES, ABBREVIATIONS, or ACRONYMS are associated with your topic?

2. Can you think of societies, organizations, or groups that might have information on your subject via their pages?

3. What other words are likely to be in ANY Web documents on your topic?

4. Do any of the words in 1, 2, or three belong in phrases or strings—together in a certain order, like a cliché?

5. For any of the terms in #3 and #4 can you think of synonyms, variant spellings, or equivalent terms you would also accept in relevant documents?

6. Can you think of any extraneous or irrelevant documents these words might pick up? You want to exclude these words.

7. What BROADER terms could your topic be covered by?

Appendix E - How to Write an Annotated Bibliography

An annotated bibliography is a list of citations to books, articles and documents from web sites. Each citation is followed by a brief (usually 150 words) descriptive and evaluative paragraph which is the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy and quality of the sources cited.

Annotations vs. abstracts

Abstracts are descriptive summaries found at the beginning of journal articles. Annotations are descriptive and critical. They expose the author's point of view, manner of writing and authority. They may also show the relevance of the work to your own topic and thesis. Annotations attempt to give enough information to make a decision as to whether or not to read the complete work. **For the purposes of your Research Paper/Project, you should have already decided that the source will be important to your research before you include it in your annotated bibliography.**

The Process

- Locate books, periodicals and web documents that may contain useful information on your topic.
- Choose works that provide a variety of perspectives.
- Complete bibliographic information using APA format.
- Follow with an annotation including some or all of the following:
 - Information to explain the credentials of the author. For example: Dr. William Smith, a history professor at UConn, based his book on twenty years of research.
 - Scope and main purpose of the book, article or web site.
 - Any biases you detect.
 - Compare or contrast the work with another work in your list.
 - Intended audience and level of reading difficulty.
 - The relevance of the work to your topic.
 - A summary comment such as "A popular account directed at educated adults."
- An annotation should be about 150 words.
-

How can I write an annotated bibliography without reading the whole work?

To write an effective annotation, you need not necessarily read the entire work.

For a book, you should read the introduction and the conclusion. You should also read any notes provided by the author, and look carefully at the table of contents and index to see what topics the author covers. Read the author's credentials and any notes he or she provides about the work. Look also at the sources the author uses to draw conclusions.

For an article, read the abstract, introduction and conclusion. Know the author's credentials and look at the list of references.

For a web site, read the "About" section to determine the purpose of the site and credentials of any authors. Explore a few of the site's pages to see if the information is relevant to your research.

What are some examples of annotated bibliographic entries?

Web Site

America's War Against Terrorism, World Trade Center/Pentagon Terrorism and the Aftermath. The site has a copyright of 2004 and a last updated date of July, 2009 at the time of this writing.

Retrieved August 16, 2009 from <http://www.lib.umich.edu/govdocs/usterror.html>

This website provides access to a large collection of documents pertaining to terrorism from the University of Michigan Library's Documents Center. The documents have been organized by Grace York, the library's Documents Center Coordinator. Documents are available on such topics as September 11th Attack and Aftermath, Intelligence, Terrorism Suspects and Prosecution, Counter Terrorism, the Afghan War, Wiretapping, the Patriot Act and much, much more. The site is well organized and provides me a clear chronology of terrorism and reaction to it. Documents are linked from newspapers, books and websites. The site does not have an opinion, it simply provides factual information in an easy to use format. Included on the site are search strategies for finding other reliable information on terrorism. This site is almost like one stop shopping for my topic!

Article

Cohen, B. L. Interview by Richard Brookheiser. (1979, February 2.) Q & A: Understanding a Trillion-Dollar Question. *National Review*, 95, 143-145. Retrieved August 16, 2009 from Academic OneFile in iCONN (A24763).

Bernard Cohen is has twenty years experience with the CIA. He believes the nuclear terror possibility has been considerably overdrawn. In fact, there are experts on terrorism who say it would be a good thing if terrorists became preoccupied with nuclear bombs, since it would distract them from more feasible methods of mass murder. Cohen's book counters many statements made in Robert Liston's book *Terrorism*.

Books

Liston, R. A. *Terrorism*. (1977). Nashville: Thomas Nelson, Inc.

Terrorism is a diatribe against terrorism by states, terrorism by revolutionaries, and terrorism by criminals. Liston tells us very little about the phenomenon other than the "fact" that it is almost always unnecessary. He tries to support his personal opinion with weak arguments. Liston has few credentials that allow him to discuss terrorism other than the fact that he claims to have read several books on the subject. The attentive newspaper reader will find very little new information in this book, although a chapter – anecdotal in focus – which treats efforts to combat terrorism may be marginally useful. In spite of the book's weaknesses, it provides a jumping off point for discussing how to combat terrorism.

Watson, B. W., et al. (1993) Iraqi Diplomacy in the Gulf War. *Military Lessons of the Gulf War*. Edited by Bruce W. Watson, et al. London: Greenhill, 31-53.

Bruce Watson, professor of political science at the University of Connecticut, suggests that Iraqi diplomacy failed in almost every respect, largely owing to the absence of any political credibility behind the justification for its original invasion. It is argued that Saddam on several occasions failed to grasp opportunities when he might have gained significant diplomatic advantage.

