ST. ROCH CATHOLIC SECONDARY SCHOOL

ASSIGNMENT GUIDE
2011-2012

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St. Roch C.S.S.

Rationale

What is Research?

We undertake research when we wish to **explore an idea, probe an issue, solve a problem, or make an argument in relation to what others have written**. We then seek out and use materials beyond our personal resources. The outcome of such an inquiry appears in the research paper (MLA Handbook 3).

The Purpose of Researching

Research increases your knowledge and understanding of a subject. Sometimes research will confirm your ideas and opinions; sometimes it will challenge and modify them. But almost always it will help to shape your thinking . . . you should look for sources that provide new information, that helpfully survey the various positions already taken on a specific subject, that lend authority to your viewpoint, that expand or nuance your ideas . . . always remember that **the main purpose of doing research is not to summarize the work of others but to assimilate and to build on it and to arrive at your own understanding of the subject.**

(MLA Handbook 4)

Applications of Research

You naturally search out information all of the time…and act based on that information

Examples: **Action/Outcome**

- Look at the guide on TV and compare options   - choose and watch a program
- Shop for clothing at different stores   - make your purchase
- Choose a drivers' education class   - register, pay and attend
- Compare college programs of interest   - register with the application centre
- Which group offers best aid for the food crisis? - donate
- What are the ethical concerns about cloning?   - discuss, debate, write an essay
- What are the archetypes in *Lord of the Flies?*   - discuss, debate, write an essay
- Understand the dietary limits of diabetes   - create a criteria-based menu
- Research a character   - act the part in a play

Rationale

Types of Research

The research paper is generally based on a combination of primary research and secondary research.

***Primary research* is the study of a subject through firsthand investigation**, such as analyzing a literary or historical text, a film, or a performance; conducting a survey or an interview; or carrying out a laboratory experiment. Primary sources include statistical data, historical documents, and works of literature or art.

***Secondary research* is the examination of studies that other researchers have made of a subject.**

Examples of secondary sources are articles and books about political issues, historical events, scientific debates, or literary works.

Select a Topic

Give yourself plenty of time to think through and rethink your choice of a topic.

Look for a subject or an issue that will continue to engage you throughout research and writing.

Consult library materials and other print and electronic information resources to refine the topic. Before settling on a final topic, make sure you understand the amount and depth of research required and the type and length of paper expected. If you encounter problems at any point in the project, do not hesitate to consult your instructor (MLA Handbook 7).

Modern Language Association. *MLA Handbook for Writers of Research Papers*. 7th ed. New York:

>   The Modern Language Association of America, 2009.

See this book for more detailed information and further examples. An electronic version of this MLA Handbook is available on our Library website. There is also a print copy of the Handbook available for sign-out in the St. Roch C.S.S. Library.

The Process of Inquiry and Research

This model represents research as a dynamic process of learning. The research experience involves moving back and forth between and within stages.

Reflect
Brainstorm
Present
Identify
Revise
Log
Outline
Access
Formulate
Create
Explore
Organize
Access
Think
Process
Investigate
Assess
Search
Practice Academic Honesty
Read
Record Details
Make Notes
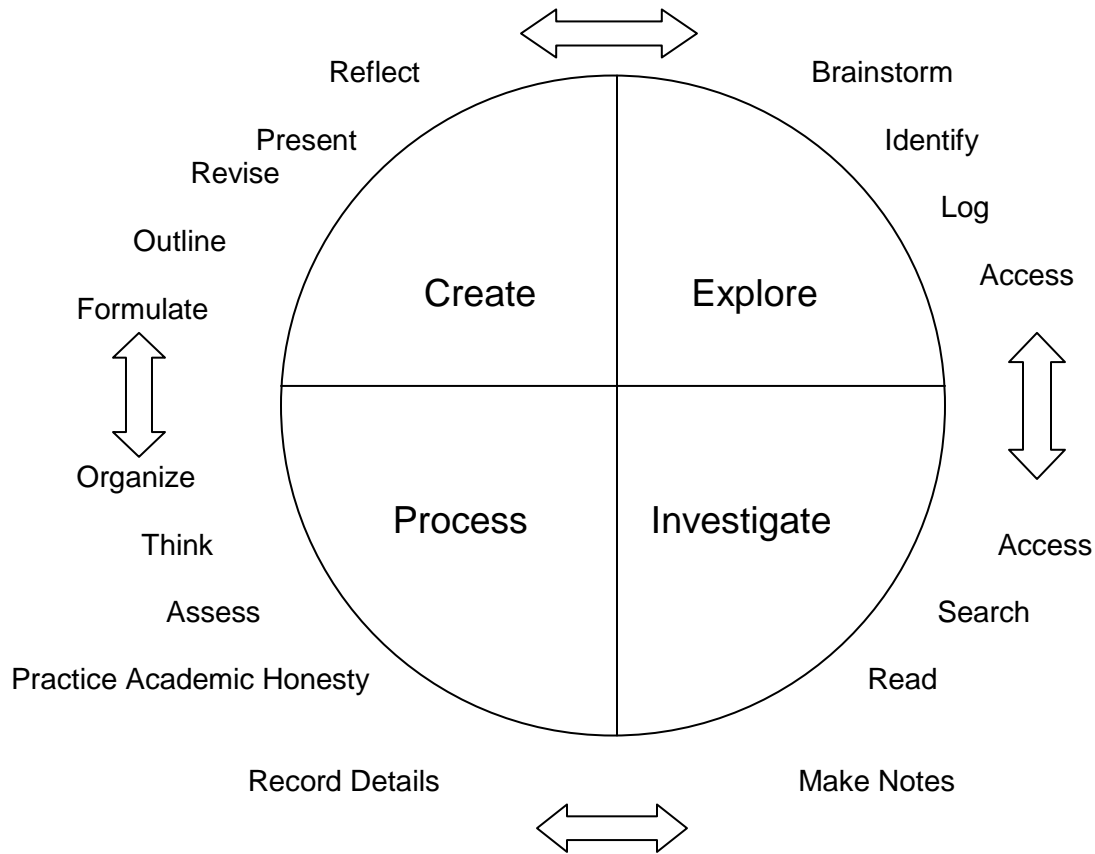
(Adapted from TDSB *Research for Success)*

- The four stage approach to research offers a plan and a structure to support you in building your understanding of a topic of interest

- Awareness of the stages can help you to feel confident about your progress

- Your work within each stage will lead you to increasingly clear understanding and questions. It will help you to exchange ideas with your peers and to ask questions of your teacher(s).

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Brainstorm Language and Ideas

Take time to think through your choice of topic before you commit to it. Look for an issue that will continue to engage you throughout research and writing.

Brainstorm your existing knowledge on paper (or computer), expanding upon it with information and language you gain from preliminary research using general sources.

Aim to connect your ideas to larger concepts and 'group" common information into branches.

Example:

OR

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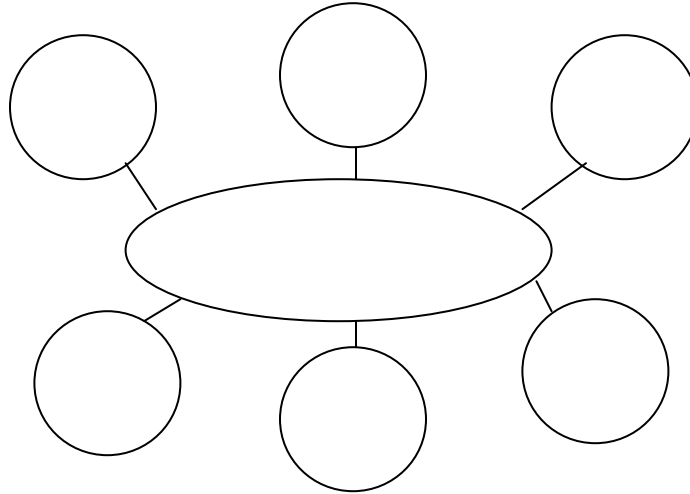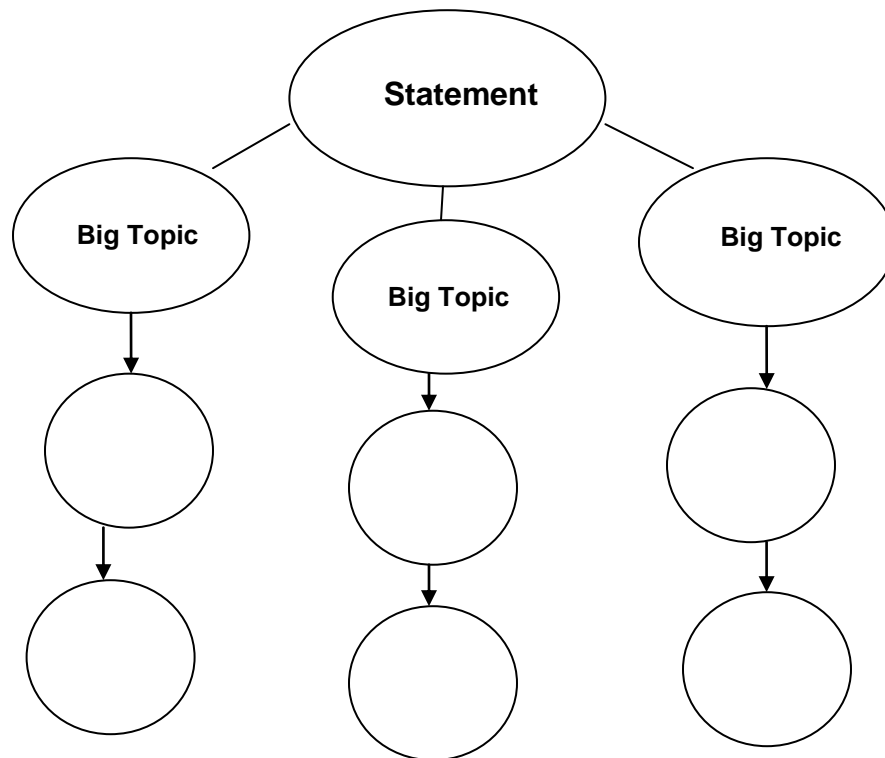
Identify Sources to Target Research Needs

Gather Sources to Meet Research Needs

Consider using sources from each of these three 'levels' of information – online or in print:

<table>
<tr><td>

General Information
– encyclopedia
– dictionary
– general topic reference books (in print and online)
– subject specific books …

</td><td>

Examples:

</td></tr>
</table>

Primary Sources (the study of a subject through first hand investigation)
– diaries, letters, first person accounts, journals
– original documents, speeches
– an original survey/interview
– original news coverage
 – photographs
 – professionals in the field
– laboratory experiment
– Community services directory
– a literary or historical text, film, or performance …

Secondary Sources (the examination of work which has been generated by others)
– magazine articles
– subject-specific books
 – scholarly articles and commentary/criticisms
 – in-depth reference
– biographies
– relevant organizations
– films, media
– maps
– government documents
– websites
– popular opinion …

Think about your library website as a toolkit of resources. Each tool has its function.
And, remember to access books – for their tactile and visual qualities, reliability, and ease of use:

(Find it Fast! Bookmark sideways)

Use your school's online book catalogue to identify books on the shelf, ordered by call number.

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Log Your Process

The **Research Log** is a way of keeping track of the specific activities of the research process. Record topics to discuss with your teacher, and steps you will take as you proceed with your research. List your due dates and transfer them to your agenda.

Due Date	Research Log / Conference Topics/Questions	Next Steps
	EXPLORE – Brainstorm, (relate), identify sources, log	
	INVESTIGATE – access, search, define, read, make notes	
	PROCESS – read, make notes, record details, practice academic honesty, assess, think, organize	
	CREATE – formulate, outline, revise, present, (reflect)	

STAGE 2 – INVESTIGATE

Access Sources Through Your School Library Web site

Your school library is likely to be your most reliable guide when you conduct research. You should therefore

become as familiar as possible with the library's electronic and print resources and its various services.

Electronic resources (e.g., online catalog of holdings, reference works, bibliographic and full-text databases)

Books and similar publications (e.g., pamphlets)

Print periodicals (e.g., journals, newspapers, magazines)

Additional sources (e.g., sound and video recordings)

Below is the St. Roch C.S.S. Library home page. Notice the resources available, Assignment Resources, On-Line Databases, E-Books, Curriculum Links, On-Line Newspapers and Magazines, Book Club and so on.

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Search With Skill

Use Special Search Features in the search bar to improve your search

a) **Quotation marks** – Put a term or phrase in "quotation marks" to find that exact combination of words

b) **Boolean searching** – Combine any selected terms with **AND, OR, NOT** – called Boolean operators – in the search bar of the collection
AND results contain *all* terms included; OR results contain *either* term included; NOT results *exclude* terms after NOT
    Example: diabet* AND fitness OR exercise NOT parent

c) **Wildcard symbols** – Use * in place of all possible word endings, to accommodate different word endings or spelling.
    Example, adolescen* gives results with adolescent and adolescence.

d) Alternatively, a **natural language search** might read: *insulin resistance among teenage diabetics*

The more that you read and think, the more focused your search (and search terms) will become. As you work, cross off from your list those words and phrases which don't continue to prove effective, and highlight those that do.

Increasingly, search engines offer search prompts as you type in the search bar. These prompts are giving you clues about topic language which will be recognized in that particular collection and conceivably in other collections. Try to keep track of recognized language as you continue to refine your search.

Within a given online source you are likely to find contents lists, external links, references, etc. These tools also help you to identify topic key words, alternate wording and examples, target, and narrowing words. Your search is only as good as the words *you* put in the search bar.

Try an Advanced Search

Click on the advanced search link within the collection you are using. Use search prompt boxes to let the filters and limits help you.

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Define Key Words

Define key words and ideas for your topic. Be clear on important and recognized language. Use the box below to generate your list and add definitions.

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Try categorizing these key words (and additional useful terms) for your **online search**.

Example: diabetes and teenagers

Main Key Words	Synonyms/Alternates/Examples	Target Words	Narrowing Words
Diabetes	diabetes mellitus "type 1" diabetes juvenile diabetes diabetic	insulin insulin resistance parent management "blood sugar"	teen* adolescen* female fitness exercise

Your Topic:

Main Key Words	Synonyms/Alternates/Examples	Target Words	Narrowing Words

Throughout your research, cross off from your list those terms which don't continue to prove effective, and highlight those that do. The more you read and think, the more focused and clear your search (and search terms) will become.

Size of collection affects how specific your search terms can be.

Collection:	Typical Collection Size	Impact on Search
School Library	"small' relatively speaking	use a main key word or a broader subject term e.g. diabetes
Online Encyclopedia	comprehensive basic info.	use more synonyms/alternates/examples or target words e.g. insulin resistance
Gale Powersearch	extensive reference contents	combine search terms and use special features e.g. teen* AND "insulin resistance"
Google or Yahoo	huge and mixed content	be very specific in combining key words or alternates, target, and narrowing terms

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Read With Intention

Reading Strategies:

Scan text – read down the page or paragraph to find a specific word, detail, or fact. Scan to locate something you need without reading the whole piece.

Skim text – read from left to right to gather the main idea and a few important facts. Skim titles/headings to know the gist of the work and to decide which sections merit detailed reading. You typically read the entire first paragraph, and the first sentence of each subsequent paragraph. When you skim a website, consult the index, or contents bars, or tabs to identify content that meets your needs.

Detailed reading – highlight, underline, circle, or take a highlighter to *your* copy of the information. Focus your attention on details you anticipate wanting to use again.

Note-making Strategies:

Make point form notes – record information that may be useful; look away from your reading and write in your own words, glancing back only to check your recall of fact or to clarify your understanding

Paraphrase – express the author's idea in your words which make it clear that you understand

Extract quotes and key ideas – search out information that answers your questions and develops your understanding; put quotation marks around exact words/phrases you may wish to keep

When making notes on the computer:

- READ, then type in your own words as much as possible
- Include your response/thoughts, and questions – perhaps in a different colour or font
- Copy and paste information with caution that the practice lends itself to plagiarism; use quotation marks and clearly indicate author's name
- Save each note-making document with an easy-to-access document name, ex. topic and author's last name; you might place all notes you create for a given assignment into one **'folder'**

An Annotated Works Consulted (record of all sources being considered):

An Annotated Works Consulted is the record of sources you looked at, with a descriptive and evaluative paragraph written below each source. The paragraph is known as the annotation; it contains your:

1st – summary of the central ideas of the work (or relevant part thereof) in two or three sentences
2nd – comment on its credibility and scholarship
3rd – estimation of its value and relevance to your particular research

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Make Notes From Each Source You Read

Note Making: Book Source

_____ . "_____ "
　　　　　Author (last name first).　　　　　　　　　　　　　"Title chapter of article." (In quotation marks)

_____ . _____ :
　　Title of work. (in Italics)　　　　　　　　　　　　　Place of publication:

_____ , _____. _____ .
　　　　　Publisher　　　　　　　　　　　　　　　　Year.　　　　　　　　Format.

Page	*It Says...* *(Record main ideas and quotations)*	*I Say…* *(Record your response to these ideas)*	*And So…* *(Record your own ideas, thoughts, questions, conclusions)*

Note Making: Web sites

_____ . " _____."
Author (last name first)   "Title of the segment within the website."

_____ . _____ ,
Title of the website.   Sponsor or publishing organization (N.P. if not available) ,

_____ . _____ . _____ .
Date of publication or last update (n.d. if not available) .   Format.   Date of access.

Page	*It Says...* (Record main ideas and quotations)	*I Say…* (Record your response to these ideas)	*And So…* (Record your own ideas, thoughts, questions, conclusions)

Note Making: Visual and Audio

_____. " _____. _____ .
"Title of the episode, segment file, or composition."   Pertinent credits (if any) .   Format identifier (if useful)

_____ . _____ . _____.
Title of the program, body of work   Pertinent credits (if any) .   Name of network, prod. co., distr.

_____ , _____ , _____. _____ .
Local station, place (if any) ,   Broadcast or posted date ,   Medium of reception .   Date accessed

Page	It Says... *(Record main ideas and quotations)*	I Say… *(Record your response to these ideas)*	And So… *(Record your own ideas, thoughts, questions, conclusions)*

Record Source Details

- For any source you are using, identify which of the five source examples below, it is similar to. Record the details of your source by filling in the blanks.
- You might choose instead to key the information directly into a Word document which you title **Works Cited**. Follow the pattern shown below, and consult the information on documentation provided later in this guide. Also, many students find websites like www.easybib.com to be useful.

Print Reference

_____. " _____."
Author (last name first)**.**   "Title of chapter or article." (in quotation marks)

_____**.** _____**:**
*Title of work***.** *(in italics)*   Place of publication**:**
_____**,** _____**.** __Print__**.**
Publisher**,**   Year**.**   Format**.**

Periodical Source – Print, or Online

_____. " _____."
Author (last name first)**.**   **"**Title of the article**."**

_____**,** _____**.** _____**:** _____**.**
*Title of the newspaper or magazine***,**   Volume   Day month year**:**   page(s) (if given)**.**

_____**.** _____**.**
*Database name (if online)***.**   Database provider (if online)**.**

_____**.** _____**.**
Format**.**   Date of access**.**

Social/Interactive Media and Other

_____**.** "_____**."** _____**.**
Name (if any)**.**   "Title of entry or segment**."**   Format identifier (if useful)**.**

_____**.** _____**.**
*Title of Website or program***.**   Sponsor, web server, or publisher (if listed)**.**

_____**.** _____**.** _____**.**
Date of posting, event, or interaction**.**   Format**.**   Date of access (if applicable)**.**

Visual and Audio Media

"_____**."** _____**.** _____**.**
"Title of the episode, segment, file, or composition**."** Pertinent credits (if any)**.** Format identifier (if useful)**.**

_____**.** _____**.**
*Title of the program, body of work, or series***.** Name of the network, production co.,or distributor**.**

_____**,** _____**.** _____**.** _____**.**
Local station, place (if any)**,** Broadcast or posted date**.** Format of reception**.** Date accessed (if online)**.**

Web Source

_____**.** "_____."
Author (last name first)**.**   **"**Title of the segment within the website**."**

_____**.** _____**,**
*Title of the website***.**   Sponsor or publishing organization (n.p. if not avail.)**,**

_____**.** __Web__**.** _____**.**
Date of publication or last update (n.d. if not avail.)**.** Format**.**   Date of access**.**

Practice Academic Honesty

In Dufferin-Peel, the Catholic virtues of *conscience*, *respect*, and *fairness* provide a rich and authentic, faith-grounded context for engaging students in critical thinking about academic honesty and the consequences of academic dishonesty (*Assessment*).

Plagiarism

What does the word "plagiarism" mean?

Plagiarism comes from the Latin word for "**kidnapper**." It is the act of intentionally, or unintentionally, using or passing off someone else's **words, ideas,** or **images** as your own. With the Internet, it is easy just to cut and paste another's work. Unless you give proper credit, you are stealing and it is wrong. Plagiarism is a form of intellectual dishonesty and is a serious and punishable offence.

What are other forms of academic dishonesty?
- taking a phrase without acknowledging the source
- buying an essay
- reusing an assignment without the teacher's approval
- borrowing a friend's/sibling's essay
- cutting and pasting from the internet
- making up a citation
- paraphrasing and not citing the source

Why do people plagiarize?

People plagiarize when they do not:
- record information effectively
- know how to cite
- manage their time well
- understand what plagiarism is
- think they will not get caught

Consequences of plagiarism – depending on the circumstances:
- Re-do the assignment
- Re-do a section of the assignment
- Complete a alternative assignment
- Earn a zero

How to change your ways

- Recognize and respect intellectual property
- Differentiate your words from the words in your note making
- Quick-list the source (e.g. copy the URL) for everything you coped or quoted
- Build habits around crediting your sources
- Exercise your healthy conscience

Avoid Plagiarism
To avoid plagiarizing when you are writing an essay you **must** document the following:

- the exact written or spoken words of another person
- another person's idea, opinion, or theory; even if you express it in your own words
- graphs, statistics, tables, charts, drawings, artwork, or anything else you did not create yourself
- summaries of another person's spoken or written words

Remember: when you do research, you are purposefully searching for the ideas, theories, opinions and facts provided by other people. You are expected to use the legitimate work of others to support your own opinion(s) in your essays or reports. **However, you must document anything that is not your original work or idea, according to the MLA** (Modern Language Association) guidelines.

Critically **Assess** Web sites

_____. " _____ "
    Author (last name first).   "Title of the segment within the website."

_____. _____,
    Title of the website.   Sponsor or publishing organization (n.p. if not avail.),

_____. _____. _____.
    Date of publication or last update (n.d. if not avail.)   Format.   Date of access.

_____

Hunt around the website and scrutinize it based on the following criteria:
If you answer NO to more than a couple of these questions, you probably should not use the site.

Authority:
Click on **About** or **About Us**

☐ Is the author of the site clearly identified?
☐ Does the author have relevant credentials?
☐ Could you contact someone about the site?
☐ Has the site been in existence for a significant length of time?

Objectivity:

☐ Could publisher/sponsors have a biased interest in this topic?
☐ Is the topic/information prone to slant or bias?
☐ Is the intended audience impartial?
☐ Does advertising on the page influence the information?

Accuracy and Recency:

☐ Was the page or site recently updated?
☐ Are sources of the information provided?
☐ Is a variety of credible sources referenced?

Coverage and Common Sense:

☐ Is the site free of spelling errors?
☐ Does the content match your focus?
☐ Might there be sources which better answer your question?
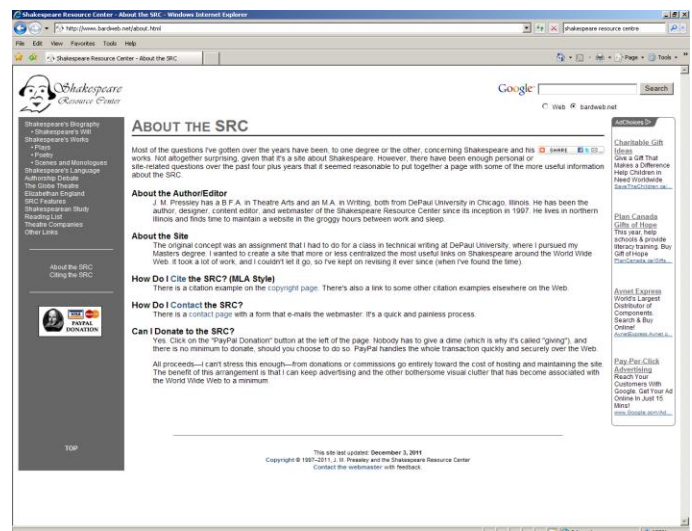
Think

In the mid 1900s a committee of college educators led by Benjamin Bloom conceptualized a classification of *levels* of thinking which increase in critical judgement – from basic recall of fact, through six levels, to the informed creation of original thought. This model of thinking skills has endured in educational literature because it continues to offer a structure for promoting higher thinking.

You might stretch your own thinking by becoming aware of levels of thought, and how thinking builds upon itself. Make the effort to further consider facts and ideas that emerge from your research, asking new questions and connecting key ideas.

Create

Evaluate

Analyse/
Synthesize

Apply

Understand

Remember
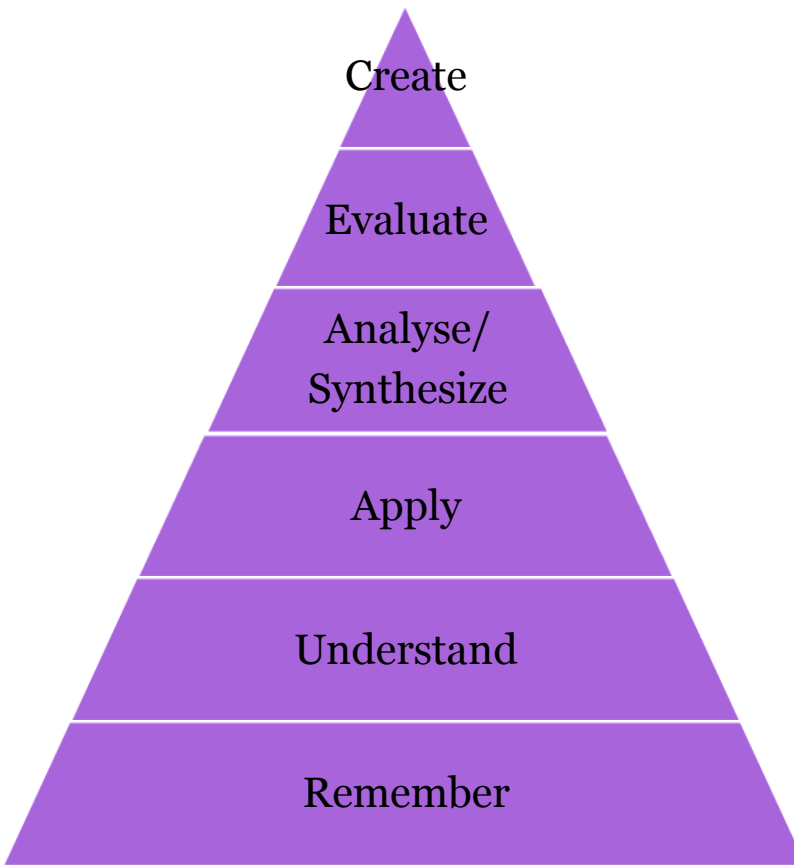
Create: Do something original with your ideas

Evaluate: Justify your ideas with reasoning based in your analysis

Analyse: Make sense of key ideas in light of new understanding and applications

Apply: Establish connections between facts/ideas from different sources

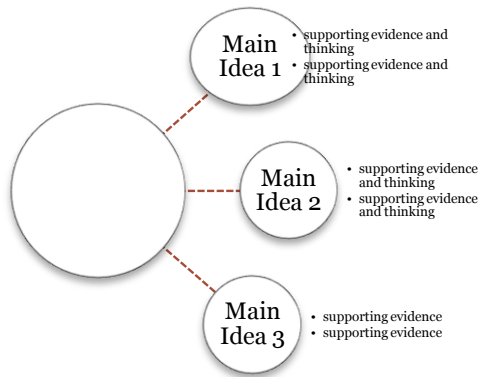**Understand**: Convey key facts/terms/ideas clearly and simply

Remember: Recall key facts, terms, and ideas

After you understand key facts, terms and ideas, what questions can you ask? What connections can you establish? How can you make sense of those connections to yourself and with others?
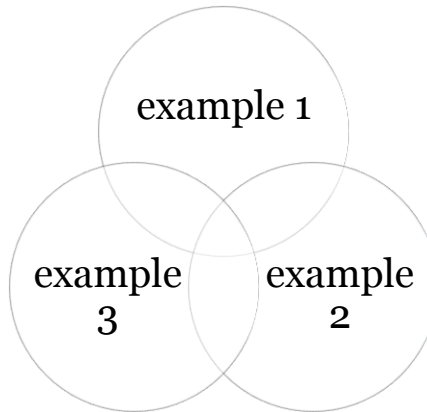
Organize Your Thinking

Organize your informed thinking in a way that establishes relationship between parts of the whole. A visual organizer like these found in SmartArt (in Word 2007) may help you to make connections and stretch your thinking. Examples:

Basic **Mindmap**
ex. traditional essay

Main Idea 1
- supporting evidence and thinking
- supporting evidence and thinking

Main Idea 2
- supporting evidence and thinking
- supporting evidence and thinking

Main Idea 3
- supporting evidence
- supporting evidence

Venn Diagram
ex. compare and contrast

example 1

example 3

example 2

Sequence List
ex. history

first event
- supporting evidence and thinking
- supporting evidence and thinking

subsequent event
- supporting evidence
- supporting evidence

resulting event
- supporting evidence
- supporting evidence
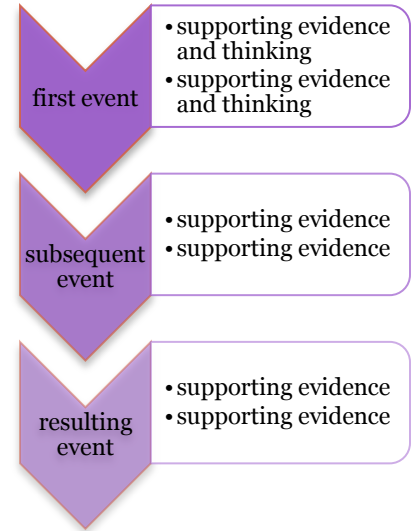
List of parts of an outcome
ex. business

Factor in the goal
- supporting details and thinking
- supporting details and thinking

Factor in the goal
- supporting details
- supporting details

Factor in the goal
- supporting details
- supporting details

Gear of opposing forces

opposing idea

related idea

main idea

Argument
ex. debate

one position

the other position

support evidence

supporting evidence

supporting evidence

supporting evidence
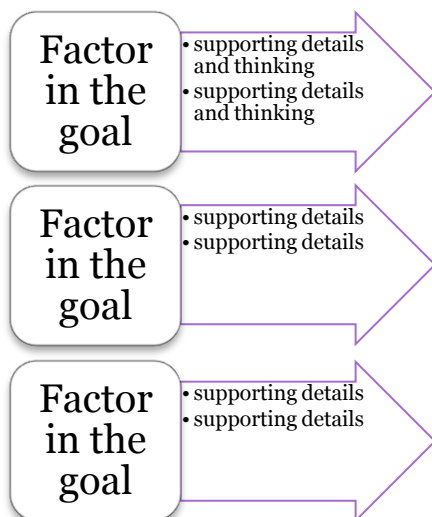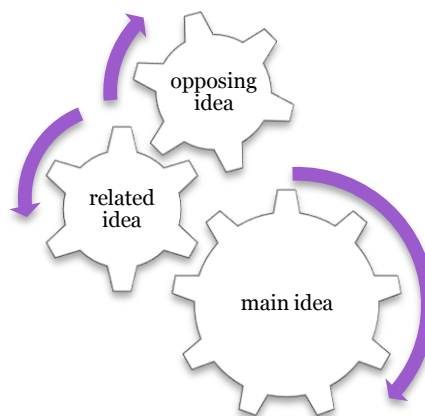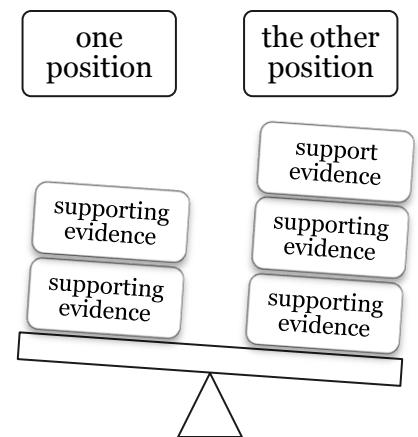
supporting evidence

Formulate Your Thesis

A thesis statement is a single sentence that formulates both your topic and your point of view. It is an answer to the central question or problem you have raised. When preparing the thesis statement, keep in mind your purpose in writing and the audience you are writing for (MLA Handbook 46).

Criteria for a Strong Thesis

Thesis	Comment
Does deforestation threaten the environment?	This is a good *question* that might lead to a thesis, but it is not a thesis?
Deforestation is a concern.	A statement of fact is a **weak** thesis. Take a stand that is arguable.
Something must be done about deforestation.	This is a weak and **vague** thesis. What must be done? Take a stand that is specific and arguable.
Deforestation will have a long-term impact on the biodiversity of forests.	**This is a good thesis.** It has a topic, a clear position, and the area of investigation included in one sentence.

Tip - A thesis statement must be provable and arguable, researchable, worth proving.

The thesis should be given in the form of a statement. It should state the point that your essay will attempt to support. It should not merely state the obvious. Ideally, the thesis and plan should consist of one sentence total.

Sample Thesis Statements

English
Topic – Fate in *Romeo and Juliet*
Thesis – The deaths in Romeo and Juliet are brought about partly by fate and partly by their decisions.

Science
Topic – Nuclear Energy
Thesis – Nuclear energy provides a long term, cheap and environmentally safe natural resource which will help meet Canada's present and future electrical demands.

Religious Studies
Topic – Catholic Church Today
Thesis – If the Catholic Church is to remain faithful to the teachings of Jesus, it is obligated to become involved in political and economic matters.

Social Science
Topic – Environmental Issues
Thesis – The world's remaining tropical rain forests are among the most important natural resources on a global scale, and need to be preserved in order to maintain the existence of life on our planet.

Outline Your Essay or Report

Topic – Overriding Idea **Peak the interest of audience** **Provide brief, factual background information** **Give the thesis statement with: Topic, Position, and Area of Investigation**	
Main idea #1: **Facts** **Details** **Explanations** **Connections** **Assessments**	
Main idea #2: 1. **Facts** **Details** **Explanations** **Connections** **Assessments**	
Main idea #3: **Facts** **Details** **Explanations** **Connections** **Assessments** 1.	
Conclusion **Restates thesis in ways that emphasizes its significance** **Provides a synthesis of main ideas presented**	

Tip: The Body of the essay can include as many paragraphs as you need to develop the thesis.

Tip: Transition words help the reader move to your new idea. These words include: *first, secondly, however, meanwhile, therefore, as a result, to conclude, for example, chiefly, in short,* and *in other words.*

Edit and Revise – A Checklist

Almost all famous writers have editors. During the process of research and writing, writers sometimes become too close to the content to see errors. This editing process clarifies thoughts; ensures ideas are in logical order; and corrects spelling, grammar, and punctuation. Ask your parents, friends, or a teacher or teacher-librarian to assist.

How do you edit?
- ☐ I have read my draft at least twice.
- ☐ I have read my draft once aloud to find missing word or sentence problems.
- ☐ I have edited my work for content, organization, spelling, and grammar.
- ☐ I have had help editing from another person to double-check my work.

What to look for?
1. Content
- ☐ I have met the content and length requirement of the assignment.
- ☐ I have considered the nature of my audience.

2. Structure
- ☐ My introduction includes:
  - o an interesting opening
  - o relevant background information
  - o a clear statement of purpose or thesis

- ☐ The paragraphs or sections of my presentation include:
  - o an opening sentence for each paragraph that:
    - - clearly states the topic
    - - related to my purpose or thesis in some way
    - - begins with a link to the previous paragraph
  - o enough details and analysis to develop each idea
  - o ideas arranged in an effective order (usually ending with my strongest statements)

- ☐ My conclusion
  - o reinforces purpose or thesis
  - o makes recommendations, demonstrates impacts, and/or offers solutions (report)
  - o provides a synthesis of the main ideas presented (essay)

3. Style and format
- ☐ My sentences are varied in length for interest, and free from grammatical errors (e.g., subject-verb non-agreement; incorrect change in tense; sentence fragments).
- ☐ My paragraphs and sentences flow smoothly and progress logically.
- ☐ I have listed my resources, quotations, and parenthetical documentation in correct MLA format.

(Research 51)

Present Your Work

There are a variety of possible formats for presenting research.

Visual	Bulletin Board Carving Chart or Table Computer Drawing Comic Strip Diagram	Display Experiment Game Graph Illustration Map	Model Mural Overhead Painting Photograph Picture	Picture Book Poster Puzzle Scrapbook Sculpture Sketch Timeline
Oral	Debate Dramatization Interview	Lesson mp3 Podcast	Panel Discussion Report Script	Film Song Speaker
Performance	Ceremony Chanting Dance Demonstration Docudrama	Forum Game Musical Play	Puppetry Radio Broadcast Reader's Theatre Role Play	Skit Slide Show Tableau Talk Show
Written	Abstract Anthology Article Blog Booklet Brochure/Pamphlet Diary/Journal	Editorial Essay Letter Manual Menu Newspaper Novella	Poetry Press release Quiz Review Report Response journal Script	Scroll Story Summary Survey
Multimedia/Technological	CD Concept Mapping Database DVD	Music File Portfolio Slide Show Spreadsheet	Teleconference Video Conference Video/Film	Web page Wiki

Discuss with your teacher the format required by the assignment.

Use these statements to decide which format might be the most appropriate to present your research.

The purpose of my research presentation is:
My motivation for doing this presentation is:
My personal learning styles are:
My intended audience is:
My research project will be assessed by:

The format, or combination of formats, I have decided to use is:

Notes On Writing Style

Paraphrasing

A paraphrase uses an author's idea, but expresses it in your own words - without quotation marks, since it's no longer a word-for-word quotation. And just changing a few words from the original doesn't count!

- Use a statement that credits the source somewhere in the paraphrase or summary, e.g., According to Jonathan Kozol . . .
- If you're having trouble summarizing, try writing your paraphrase or summary of a text without looking at the original, relying only on your memory and notes
- Check your paraphrase or summary against the original text; correct any errors in content accuracy, and be sure to use quotation marks to set off any exact phrases from the original text
- Check your paraphrase or summary against sentence and paragraph structure, as copying those is also considered plagiarism.
- Put quotation marks around any unique words or phrases that you cannot or do not want to change, e.g., "savage inequalities" exist throughout our educational system (Kozol). (owl@purdue)

Common Knowledge

Deciding if Something is "Common Knowledge"

Generally speaking, you can regard something as common knowledge if you find the same information undocumented in at least five credible sources. Additionally, it might be common knowledge if you think the information you are presenting is something your readers will already know, or something that a person could easily find in general reference sources. But when in doubt, cite (owl@purdue).

Things that are considered "common knowledge" do not need to be cited.

One sentence is common knowledge and the other is not. Which one needs to be cited?

John A. Macdonald was Canada's first Prime Minister.
John A. Macdonald was appointed Returning Officer in Ward 3 in Kingston, Ontario in 1838.

One sentence is common knowledge and the other is not. Which one needs to be cited?

Shakespeare probably earned about 200 pounds per year from his work in the theatre.
William Shakespeare was born in England in the 16th Century.

One sentence is common knowledge and the other is not. Which one needs to be cited?

Asthma rates have increased in Canada from 6.5 to 8.4 percent since 2007.
Asthma affects many children in Canada.

(Vaughan Memorial Library Acadia University – "youquoteityounoteit")

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MLA Style

You must give credit to the author for any and all information, ideas, images, etc. you use in your report, essay or presentation in any form. The purpose of documentation is to make it easy for a reader to identify or track down your sources.

Every acknowledgement has two locations or parts.

1. **In-text/Embedded** – acknowledgement of the source placed within the text – at the end of a sentence, or the end of a quotation or paraphrased section. The detail given in parentheses tells your reader that the information is taken from a source, and leads your reader to the complete source detail.

2. **Works Cited**, **Works Consulted**, or **References** – the alphabetized list of sources used, with complete details about their publication/location. It is placed on a separate page(s) at the end of your work.

Your teacher will dictate which style is to be used for documentation. The two styles that are used most commonly are those of the Modern Language Association (MLA) and the American Psychological Association (APA). At St. Roch C.S.S. we use the MLA Style Guide.

Using the MLA Style Guide

"Why do I need to learn MLA style?" . . . MLA style represents a consensus among teachers, scholars, and librarians in the fields of language and literature on **the conventions of documenting research**, and those conventions will help you organize your research paper coherently. By using MLA style, you will direct your readers to the sources you consulted in arriving at your finding, and you will enable them to build on your work".
MLA style is especially useful in today's research environment . . . One advantage of MLA style is its simplicity. When you write a paper in MLA style, **you place in parentheses brief references to the sources you are using to make your argument, and at the end of your paper you place an alphabetical list of the works you cite** (MLA Handbook xiii).

Modern Language Association. *MLA Handbook for Writers of Research Papers*. 7th ed. New York:

   The Modern Language Association of America, 2009.

See this book for more detailed information and further examples. An electronic version of this MLA Handbook is available on our Library website. There is also a print copy of the Handbook available for sign-out in the St. Roch C.S.S. Library.
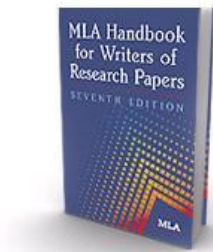
MLA Format – General Rules and Page 1

Please note: the MLA Handbook is currently in its Seventh Edition. The Modern Languages Association modifies the guide regularly to reflect changes in the medium of the resources and word processing programs.

2009 changes of note in the current MLA Handbook:

➤ **No more Underlining of titles (only use italics)**
➤ **Publication Medium (e.g. Print, Web, etc.)**
➤ **New Abbreviations (e.g. "N.p." for "no publisher given")**
➤ **No more "urls" listed on works cited page**

MLA Format: General Guidelines

• **Type on plain white 8.5" x 11" paper (no coloured or patterned paper)**

• **Use 12 pt. Times New Roman font (or similar font)**

• **Use the same font throughout for titles and other headers as well as the main text**

• **The entire paper, including headings, all quotations, and the Works Cited, should be double-spaced**

• **Indent the first line of new paragraphs; do not put extra line spaces between them.**

• **Leave only one space after punctuation**

• **Set all margins to 1 inch on all sides (except for the Header)**

• **Assignments in MLA do not use title pages, unless your teacher requires one**

• **Instead, all "title page" information appears on page 1.**

• **Page 1 set-up in Word 2007**

  o **Choose *Insert,* choose *page number*, choose top of page (right side), type in your surname, add one space. Close *Header/Footer* right side. This Header will automatically repeat on each page with sequential page numbers.**

• **At top margin (one inch) and flush with the left margin (one inch), enter your name, your teacher's name, course with section number, and date (09 June 2011).**

• **Centre the title and capitalize main words. Do not underline, italicize, or bold**

• **Long Quotations are double indented with a period at the end before the citations – no quotation mark.**

• **Refer to sample page 1 on next page.**

½"

Doe 1

1"

Jane Doe

Mr. S. Ayformat

ENG 4U1-01

2 November 2011

A Dream Shattered by Reality in *The Great Gatsby*

The roaring twenties was certainly one of the most dynamic decades of the twentieth century. It was in this decade, specifically 1925, when the novel *The Great Gatsby* was written by F. Scott Fitzgerald. The novel explores the many social and economic issues which were prevalent during this time period. By examining the personalities and goals of the characters in the novel, it is evident that Fitzgerald is commenting on the emerging materialism which was characteristic of this time period. However, Fitzgerald suggests that the pursuit of the American Dream, which encompasses the need for material possessions, would ultimately lead to the destruction of the individual. When examining materialism as it appeared in this time period and in the novel, it is clear that Fitzgerald is attempting to shed some light on the direction America was heading after the First World War.

1"   1"

When the war ended, Americans wanted to forget the hardships and turmoil of the previous years and concentrate upon the youthful glory and excitement, which became characteristic of the Jazz Age. "Jazz had been building up to a national explosion through ragtime and the dance crazes of the 1920's" (Morden 154). Jazz played a significant role in contributing to the youthful images which focused upon parties, fashions, and free attitudes as reflected by one of Gatsby's guests.

> Suddenly one of these gypsies, in trembling opal, seizes a cocktail out of
> the air, dumps it down for courage and, moving her hands like Frisco,
> dances out alone on the canvas platform. A momentary hush; the
> orchestra leader varies his rhythm obligingly for her, and there is a burst
> of chatter as the erroneous news goes around that she is Gilda Grey's
> understudy from the Follies.   The party has begun. (Fitzgerald 42)

1

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Formatting Second and Subsequent Pages

- The remaining pages in the body of the assignment are set up with the same margins and page number format; however, the four heading lines and the title are **not** repeated on each page.
- Each new paragraph should be indented one tab or **five** spaces. Do not put extra spaces between paragraphs.

Amir cuts down the final kite of the tournament. Hassan becomes the Hazara of kite fighting when he says, "Inshallah, we'll celebrate later. . . I'm going to run that blue kite for you" (Hosseini 71). Just as it is in their Pashtun-Hazara relationship, Hassan is cleaning up for Amir in kite flying as he goes and fetches the kite for him when the kite fighting tournament is over.

Several words were omitted here.

In their relationship, kites symbolize how Hassan is a loyal friend while Amir is not. Hassan's loyalty is represented by kites when he is cornered by Assef, the bully of the neighbourhood, who demands Hassan to give him the kite that he ran down for Amir, but Hassan refuses and says, "Amir agha won the tournament and I ran this kite for him. I ran it fairly. This is his kite" (77). Even though Hassan knows that Assef is more powerful and will punish him, he is a loyal friend and chooses not to give him the kite that is so important to Amir. Therefore, kites represent Hassan's loyalty in his relationship with Amir.

Despite Hassan's loyalty, kites demonstrate how Amir is not loyal to Hassan in return. "[Hassan] had the blue kite in his hands; that was the first thing I saw. And I can't lie now and say my eyes didn't scan it for any rips" (83), are Amir's first thoughts as he meets Hassan returning from the alley where Assef had attacked him. This blue kite represents Amir's disloyalty as he looks to make sure that the kite is alright before he tends to Hassan who has just been beaten.

Use square brackets when you add a word to a quote.

Years later when Amir is an adult walking through a park, he notices

TIPS FOR USING QUOTATIONS

Quotations are effective in research papers when used selectively. Quote only words, phrases, lines, and passages that are particularly interesting, vivid, unusual, or apt, and keep all quotations as brief as possible. Over quotation can bore your readers and might lead them to conclude that you are neither an original thinker nor a skillful writer.

The accuracy of quotations in research writing is extremely important. They must reproduce the original sources exactly. Unless indicated in brackets or parentheses, changes must not be made in the spelling, capitalization, or interior punctuation of the source. You must construct a clear, grammatically correct sentence that allows you to introduce or incorporate a quotation with complete accuracy. Alternatively, you may paraphrase the original and quote only fragments, which may be easier to integrate into the text (MLA Handbook 92).

- Always lead up to your quotation by giving the speaker and the situation. Do not assume that the reader knows the exact part of the book that you are quoting.

- Always follow up your quotation by commenting on, explaining, applying, interpreting, or drawing a conclusion from your quotation. Do not leave the reader to do the work! Never move on to a new point or paragraph immediately after the quotation.

- Always introduce and follow up on each quotation separately. Do not string them together.

- Remember that quotations are not a substitute for argument. Your well-developed argument is what will make a good essay, not a series of quotations strung together by "ifs, ands and buts".

Direct Quotation

This is the simplest method, the safest, and the one known best. Simply, copy the quotation word for word and place quotation marks around it.

Special Rules for Direct Quotations

- If the length of the direct quotation is **four lines or less**, simply incorporate the quotation into the paper's text and use quotation marks.
- If the length of the direct quotation is **greater than four lines**, continue double spacing it, indent two (2) Tabs [1 in.] from the left margin and **do not use quotation marks.**

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MLA and Parenthetical Citations

Notes on Parenthetical (in-text) Citations:

- Parenthetical citations depend on the medium (e.g. Print, Web, DVD).

- Parenthetical citations also depend on the source's entry on the Works Cited page.

- Signal word in the text is the first thing in the corresponding entry on the Works Cited page.

- The page number of the quotation is placed in parentheses () at the end of the quotation. The period or other end punctuation comes after the brackets.

- Do not use short forms for page, such as "p." Just the page number itself is included.

- If the author of the quotation is perfectly clear, put only the page number (67).

- If the author is unclear, especially when more than one source is quoted, give the author's last name and the page number, with no punctuation (King 157).

- For two books by the same author, put the title (or a short form of it) in italics, and the page number-- (King *Firestarter* 203) or (King *Cujo* 88).

- **Short quotations** of one to four lines are enclosed by quotation marks and incorporated into the body of the assignment. They are introduced by a comma (,) unless they are a continuation of a body paragraph sentence. If so, the appropriate punctuation, or none at all, is then used. Quotations are followed by the page reference in parentheses (see below) and then the period.

- **Long quotations** of more than four lines are set off from the body of the assignment by indenting the lines **10 spaces** on the **LEFT** side of the margin **only**. Type the quotation **double-spaced**, without using quotation marks. Do not indent the first line of the quotation more than the others unless you are quoting two or more paragraphs. A long quotation is introduced by a colon (:) unless it forms a continuation of a body paragraph sentence. If so, the appropriate punctuation, or none at all, is then used. Long quotations are followed directly by a period, and then the page reference in parentheses. (See below).

The following quotation examples come from the OWL Online Writing Lab, Purdue University.

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Short Quotations with Author

In-text Example:

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful

feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings"

(Wordsworth 263).

Wordsworth extensively explored the role of emotion in the creative process (263).

Corresponding Works Cited Entry:

Wordsworth, William. *Lyrical Ballads*. London: Oxford U.P., 1967. Print.

Another In-text Example Short Quotation

Human beings have been described by Kenneth Burke as "symbol-using animals" (3).

Human beings have been described as "symbol-using animals" (Burke 3).

Corresponding Works Cited Entry:

Burke, Kenneth. *Language as Symbolic Action: Essays on Life, Literature, and Method.*

Berkeley: U of California P, 1966. Print.

Long Quotations

In-text Example:

Nelly Dean treats Heathcliff poorly and dehumanizes him throughout her narration:

> They entirely refused to have it in bed with them, or even in their room, and
>
> I had no more sense, so, I put it on the landing of the stairs, hoping
>
> it would be gone on the morrow. By chance, or else attracted by hearing his
>
> voice, it crept to Mr. Earnshaw's door, and there he found it on quitting
>
> his chamber. Inquiries were made as to how it got there; I was obliged to
>
> confess, and in recompense for my cowardice and inhumanity was sent out of
>
> the house. (Bronte 78)

Note that the period comes before the brackets in a long quotation.

With Unknown Author
In-text Example:

We see so many global warming hotspots in North America likely because this region has "more readily accessible climatic data and more comprehensive programs to monitor and study environmental change . . ." ("Impact of Global Warming" 6).

Corresponding Works Cited Entry:

"The Impact of Global Warming in North America." GLOBAL WARMING: Early Signs. 1999.
Web. 23 Mar. 2009.

Authors with Same Last Names

In-text Example:

Although some medical ethicists claim that cloning will lead to designer children (R. Miller 12), others note that the advantages for medical research outweigh this consideration (A. Miller 46).

Work by Multiple Authors
In-text Examples:

Smith, Yang, and Moore argue that tougher gun control is not needed in the United States (76).

The authors state "Tighter gun control in the United States erodes Second Amendment rights"

(Smith, Yang, and Moore 76).

Jones et al. counter Smith, Yang, and Moore's argument by noting the current spike in gun

violence in America compels law makers to adjust gun laws (4).

Multiple Works by the Same Author

In-text Examples:

Lightenor has argued that computers are not useful tools for small children ("Too Soon" 38),

though he has acknowledged elsewhere that early exposure to computer games does lead to

better small motor skill development in a child's second and third year ("Hand-Eye

Development" 17).

Visual studies, because it is such a new discipline, may be "too easy" (Elkins, "Visual Studies"

63).

Citing the Bible

In-text Example:

Ezekiel saw "what seemed to be four living creatures," each with faces of a man, a lion, an ox,

and an eagle (*New Jerusalem Bible*, Ezek. 1.5-10).

Multiple Citations

In-text Example:

. . . as has been discussed elsewhere (Burke 3; Dewey 21).

Adding/Omitting Words

In-text Example for Adding Words:

Jan Harold Brunvand, in an essay on urban legends, states: "some individuals [who retell urban legends] make a point of learning every rumor or tale" (78).

In-text example for Omitting Words:

In an essay on urban legends, Jan Harold Brunvand notes that "some individuals make a point of learning every recent rumor or tale . . . and in a short time a lively exchange of details occurs" (78).

Basic Format:

Lastname, Firstname. *Title of Book*. Place of Publication: Publisher, Year of Publication. Medium of Publication.

Examples:

Gleick, James. *Chaos: Making a New Science*. New York: Penguin, 1987. Print.

Gillespie, Paula, and Neal Lerner. *The Allyn and Bacon Guide to Peer Tutoring*. Boston: Allyn, 2000. Print.

Palmer, William J. *Dickens and New Historicism*. New York: St. Martin's, 1997. Print.

---. *The Films of the Eighties: A Social History*. Carbondale: Southern Illinois UP, 1993. Print.

Article in a Magazine Format:

Author(s). "Title of Article." Title of Periodical Day Month Year: pages. Medium of publication.

Example:

Buchman, Dana. "A Special Education." Good Housekeeping Mar. 2006: 143-8. Print.

Article in Scholarly Journal Format:

Author(s). "Title of Article." Title of Journal Volume.Issue (Year): pages. Medium of
   publication.

Example:

Duvall, John N. "The (Super)Marketplace of Images: Television as Unmediated Mediation in

   DeLillo's White Noise." Arizona Quarterly 50.3 (1994): 127- 53. Print.

Web Source Format:

Editor, author, or compiler name (if available). "Article Name." *Name of Site*. Version number.

   Name of institution/organization affiliated with the site (sponsor or publisher). Date of

   last update. Medium of publication. Date of access.

Examples:

Bernstein, Mark. "10 Tips on Writing the Living Web." *A List Apart: For People Who Make*

   Websites. A List Apart Mag., 16 Aug. 2002. Web. 4 May 2009. Felluga, Dino. *Guide to*

   Literary and Critical Theory.

 Purdue U, 28 Nov. 2003. Web. 10 May 2006. "How to Make Vegetarian Chili." *eHow.com*.

   eHow, n.d. Web. 24 Feb. 2009.

Personal Interview Example:

Purdue, Pete. Personal interview. 1 Dec. 2000.

Speech Example:

Stein, Bob. *Computers and Writing Conference*. Purdue University. Union Club Hotel, West

   Lafayette, IN. 23 May 2003. Keynote address.

Film Example:

The Usual Suspects. Dir. Bryan Singer. Perf. Kevin Spacey, Gabriel Byrne, Chazz Palminteri,

   Stephen Baldwin, and Benecio del Toro. Polygram, 1995. Film.

Abbreviations for Information You Cannot Supply in MLA Format

Inserted before the colon, the abbreviation *n.p.* indicates *no place*; after the colon, it indicates *no publisher*. *N. pag.* explains the absence of page references in citations of the work.

n.p. before the colon (:) means no place of publication given

n.p. after the colon (:) means no publisher given

n.d. means no date of publication given

n. pag. no pagination given

No Place

N.p.: U of Gotham P, 2008.

No Publisher

New York: n.p., 2008.

No Date

New York: U of Gotham P, n.d.

No Pagination

New York: U of Gotham P, 2008. N. pag.

(MLA Handbook)

SAMPLE WORKS CITED

> Please note that URLs are no longer normally used for web sources. If required, put in angled brackets <>.

Works Cited

Alexander, Frances. *A New Introduction to World Religion*. New York: Random

House, 2001. Print.

---. *Religion and History*. New York: Random House, 1997, Print.

Beethoven, Ludwig van. *Symphony no. 7 in A, op. 92*. 1812. New York: Dover, 1998.

Print.

Brandon, J. P., ed. *A Collection of Canadian Short Stories*. Toronto: Oxford, 1998.

Print.

Clarke, C. "How to Write an Essay." *A Handbook for Secondary Students*.

Ed. John Attwell. London: Dodd and Sons, 2003. 123-178. Print.

"Canadian Government." *The New Encyclopedia Britannica: Macropaedia*. 15th ed.

1987. Print.

Chaucer, Geoffrey. *The Canterbury Tales*. Ed. Margaret Kortes. Toronto: Harcourt

Brace Jovanovich, 1988. Print.

Cini, Carl, and Michael Tambureno. *Why Study History?* Ottawa: Addison

Wesley, 2000. Print.

Clement, Brian. *Advanced Physics*. 4th ed. Vancouver: Ginn, 2004. Print.

Donaldson, Sabina, and Andrew Winzelburg. "Laughter and Stress." *American*

Humor. July-Aug. 1999. 43-65. Print.

Ferguson, Steven. "IQ Scores Are Up, and Psychologists Wonder Why." *Globe*

and Mail [Toronto] 23 March 1995: B1. Print.

McDonald, R. D. "The Plagiarism Epidemic in our High Schools." *Toronto*

Star Online. 2 January 2003. Web. 13 January 2003.

Annotations (right margin):

- Basic book entry.
- Another book by the same author.
- A musical score.
- A collection by a variety of authors with an editor.
- A work in an anthology or in a collection.
- Article in a reference book or encyclopedia.
- An edition with an editor.
- A book with two or more authors.
- Second or later edition.
- Article in a magazine.
- Newspaper article.
- Online newspaper or magazine. First date is date of publication; second is date of access. If no author, start with the article title in quotation marks.

"Natural Selection." *Nicholson's Survey of Science*. New York: Scienceserve

    Publishing, 1999. CD-ROM.

A CD-ROM.

"The Return of Q." *Star Trek: The Next Generation*. Dir. Jonathan Frakes. Perf.

    Patrick Stewart, Jonathan Frakes, Marina Sirtis. CFTO, Toronto. 19 Sept, 2002.

    Television.

A TV show

The Wizard of Oz. Dir. Victor Fleming. Perf. Judy Garland, Frank Morgan, Ray

    Bolger and Burt Lahr. MGM/United Artists, 1939. Audiocassette.

A videocassette or DVD. Give the appropriate medium.

The Wonder of It All. Dir. Mario DiIorio. Perf. Gerrard Morrison and L. A.

    Cunningham. Renaissance Films, 1991. DVD.

A movie. Give appropriate medium.

Wyatt, Josephine E. "Shakespeare, Shylock and Us." *Canadian Literary Review.*

    Spring 2003. Vol. 23. Issue 2. 34-63. EBSCO. Web. 21 Oct. 2005.

EBSCO or other on-line database. Second date is date of access. Add medium.

Xena's Fragrance by Ralph Lauren. *Cosmopolitan*. Advertisement. May 2000: 21-2.

    Print.

A print magazine advertisement.

Xerox Photocopiers. Advertisement. 17 Feb. 2002. Web. 3 March

Online advertisement.

Zettler, Ingrid. Personal interview. 4 Nov. 2004.

Personal interview.

Zeza, Astrid. *Temptation in Red*. N.d. Oil on canvas. Royal Ontario Museum,

    Toronto.

Visual art. Include the medium of composition and date, if available.

Zurich Insurance. Advertisement. CBC. 11 Jan. 2002. Television.

An advertisement on television.

Web Sites and Parenthetical Documentation

Believe it or not, web pages have authors too! The author may be a government body or an organization, such as the Ministry of Health or Amnesty International. If there is no author, the site may not be reliable and should not be used.

Web sites do not have page numbers, so they have to be documented differently. Put the author's name only in the parentheses if pages or paragraphs are not numbered. If the paragraphs are numbered on the site, put "par." and the number. In every case, make sure that the web site is included in your list of Works Cited so that the reader has the full information and can access the actual web site if necessary.

Shakespeare and Parenthetical Documentation

When quoting **Shakespeare**, do not put the page number in parentheses. Give the act, scene and line(s), using ordinary numbers with periods (no spaces) in between.

(Act 1, Scene 7, Lines 12-16) ~~(I, vii, 12-16)~~ ~~(1,7,12-16)~~ (1.7.12-16)

Schmidt 3

that Macbeth is, at first, reluctant to murder Duncan. He reminds

himself:

> He's here in double trust:
>
> First, as I am his kinsman and his subject,
>
> Strong both against the deed: then, as his host,
>
> Who should against his murderer shut the door,
>
> Not bear the knife myself. (1.7.12-16)

At first, Macbeth is very reluctant; it is only his "vaulting ambition" (1.7.27)

that causes him to go ahead with the deed. If ambition had not burned

There should be no extra spaces before and after the quotation. Double-space throughout.

Note that the quotation starts and ends in the middle of the line. Quote sentences, not lines!

When quoting poetry or Shakespeare

Quotations of one to three lines are handled as short quotations, but a slash (/) is used to show the start of a new line. Quotations of four or more lines are handled as long quotations. Be sure to reproduce the quotation **exactly**, including the length of the poetic lines, capital letters and punctuation.

More Notes on MLA Style

1. Be consistent with verb tense. Literary essays are written in the **present verb tense.** (Macbeth kills Duncan.)

2. Do not use artificial phrasing such as "This quotation proves . . ." or "This essay will discuss . . ."

3. Use formal, standard English. Avoid slang, colloquialisms and text-messaging short forms.

4. Do not use contractions. (Use "do not" instead of "don't" and "is not" instead of "isn't.")

5. Do not use first person (I, me, us, we) unless you are writing a personal essay and your teacher gives you permission.

6. Do not address the reader directly as "you."

7. *Italicize* the titles of all books, movies, plays, TV programs, newspapers, magazines, journals, web sites, etc.

8. Put quotation marks around titles of short stories, essays, newspaper, magazine and journal articles, a page within a web site, a title of a poem in a book of poems, etc.

9. All sources from the Internet—web sites or databases, require a date of access.

10. If a there is a **spelling error** in the quotation you wish to use, you must write the word as it appears in the text and then put (sic)—which means "thus"-- beside it in brackets, i.e., Nanny Jo says "A connexion (sic) between parents is essential" (62).

11. To cite a work of **visual art**, such as a painting, sculpture, lithograph, silk-screen, etc., you include the artist's name, if available, as well as the title of the work—italicized—and the year of composition, if provided. (If the year the artwork was created is not available, write N.d. for no date.) Also give the name of the institution where the artwork appears, the name of the collection (Collection of . . .) and the city where the institution or collection is located. Provide the medium as well.

> Smith, Anderson. *Goose Contraption*. 1989. Bronze. Confederation Park, Hamilton.

APPENDIX I: SAMPLE OF REFERENCES IN MLA STYLE

Books – Print

Kind of Source	Works Cited Entry	In-Text Citation
Generic Format	**Author's Last name, Author's First name.** *Title.* **Place of Publication: Publisher, Date of Publication. Type of Material.**	**(author's last name page)**
One author	Rowling, J.K. *Harry Potter and the Philosopher's Stone.* Vancouver: Raincoast, 1997. Print.	(Rowling 42)
Two or Three authors	Sagor, Richard, and Jonas Cox. *At-Risk Students: Reaching and Teaching Them.* 2nd ed. Larmount, New York: Eye on Education, 2004. Print. **Second and third author's name in natural order**	(Sagor and Cox 100)
Four or more authors	Fu, Jia Fang, et. al. *Nanchang Sisters.* Hamilton: Chisholm Press, 2010. Print.	(Fu, et. al. 52)
No author	*Resumes for the future Job Hunter.* Lincolnwood: VGM Career Horizons, 1997. Print.	(*Resumes* 5)
Corporate Author	Women's and Children's Hospital Foundation. *Annual Report 2004-2005.* North Adelaide: Women's and Children's Hospital Foundation, 2005. Print. **Preferably, include a long corporate author's name in the lead-up to the quotation or paraphrase so that the reading of the essay is not interrupted with an extended parenthetical reference.**	(Women's 22)
Edited book	Osberg, Lars, and Pierre Fortin, eds. *Hard Money, Hard Times.* Toronto: James Lorimer, 1998. Print.	(Osberg and Fortin 26)
Book in a series	Pezzi, Bryan. *Craig Kielburger.* Calgary: Weigl, 2007. Print. Remarkable Canadians. **Provide the series name after the medium.**	(Pezzi 19)
Multivolume work	Ford, Boris. Ed. *The New Pelican Guided to English Literature.* Vol.1. Middlesex, England: 1982. Print.	(Boris 111)
Single volume in a multivolume work	Butwell, Richard. "Vietnam." *Lands and Peoples.* Vol. 2. Danbury: Grolier, 2001. 293-302. Print. **Include page numbers for a specific article from a single volume of a multivolume work.**	(Butwell 45)

Books - Print

Kind of Source	Works Cited Entry	In-text Citation
Graphic novel	Spiegelman, Art. *Maus: A Survivor's Tale*. 2 vols. New York: Pantheon-Random, 1986-91. Print. **List the names of other collaborators after the title. Place them in the order in which they appear on the title page.**	(Spiegelman 24)
Dictionary	"Research." *Paperback Oxford Canadian Dictionary*. 2nd ed. 2006. Print. **In citations for widely-used reference books, full publication information is not required.**	("Research")
Translated book	Dostoevsky, Fyoder. *Crime and Punishment*. Trans. B.T. James. Garden City: Doubleday, 1987. Print.	(Dostoevsky 75)
Shakespeare	*Shakespeare, William. Romeo and Juliet. Ed. Ken Roy. Toronto: Harcourt Brace, 1989. Print.*	*(Rom. 1.3.18-22)* **Citations for Shakespeare include an abbreviated version of the title and the act, scene and line numbers.**
Short story, poem, article, or play from an anthology	Poe, Edgar Allan. "The Fall of the House of Usher." *Edgar Allan Poe's Annotated Short Stories*. Ed. Andrew Barger. New York: Bottletree, 2008. 171-84. Print.	(Poe 182)
Bible	*The New Jerusalem Bible*. Ed. Susan Jones. New York: Doubleday, 1985. Print.	*(New Jerusalem, Ezekiel 3.2)*
Catechism	*Catechism of the Catholic Church*. Ottawa: CCCB, 1994. Print.	(*Catechism*)
Encyclopedia article, with author listed	Rosso, A.S. and C.B. Jones. "Buddhism." *New Catholic Encyclopedia*. 2nd ed. 2003. Print.	(Rosso and Jones 56)
Encyclopedia article, no author listed	"China." *New Catholic Encyclopedia.* 2nd ed. 2003. Print.	(China 79)
Reprinted article in a collection	Callwood, June. "How Marilyn Bell Swam Lake Ontario." *Macleans* (1954) Rpt. In *Canada in the Fifties*. Toronto: Penguin, 2000. Print.	(Callwood 12)

Books – Electronic

Kind of Source	Works Cited Entry	In-Text Citation
Generic Format	**Author. "Title of article."** *Title of Book*. **City of Publication: Publisher, Year.** *Database Title*. **Format. Date of Access.**	**(author's last name page)**
eBook – web	Montgomery, L.M. *Anne of Green Gables*. Toronto, 1946. *Project Gutenberg Canada*. Web. 23 Apr. 2010.	(Montgomery 65)
eBook – from a database	Katz, Mark. *Capturing Sound: How Technology Has Changed Music.* Berkley: U of California P, 2004. *netLibrary*. Web. 15 Feb. 2006.	(Katz 9)
Bible	"New Jerusalem Bible." *Catholic Online.* Catholic Online, New York: Doubleday Religion, 1999. Web. 28 Mar. 2011.	(2 Cor. 5.17)
Catechism	Catholic Church. "Catechism of the Catholic Church." *St. Charles Borromeo Catholic Church*. Vatican: Libreria Editrice Vaticana, 2011. Web. 28 Mar. 2011.	(Catholic Church 2038)
Encyclopedia article in subscription database with author listed	Rickards, Joseph. "Photorealism." *Encyclopedia Americana*. 2009. *Grolier Online*. Web. 21 Oct. 2009.	(Rickards)
Encyclopedia article on the web with author listed	Veatch, Richard. "League of Nations." *The Canadian Encyclopedia.* 2011. Web. 19 April 2011.	(Veatch 238)
Book in a subscription database	Henningfeld, Diane. "Overview of The Bluest Eye." *EXPLORING Novels*. Detroit: Gale, 2003. *Student Resource Center – Gold*. Web. 21 Oct. 2009.	(Henningfeld 21)
Dictionary	"Research." *Merriam-Webster Online Dictionary.* Merriam-Webster, 2011. Web. 16 June 2011.	("Research")

Periodicals - Print

Kind of Source	Works Cited Entry	In-Text Citation
Magazine	Kaufman, Frederick. "The Second Green Revolution." *Popular Science* Feb. 2011: 62+. Print. **If the article does not have continuous pagination, type the first page number, followed by the (+) sign. If the magazine is published weekly or biweekly, include the publication day before the month.**	(Kaufman 87)
Newspaper	DiManno, Rosie. "On the Edge of a Nuclear Winter." *Toronto Star.* 18 Mar. 2011: A1+. Print. **If the city of a local newspaper is not included in the title, provide it after the title in square brackets, NOT italicized:** *Globe and Mail* **[Toronto]**	(DiManno A1) **If the author's name is unknown, use a short version of the title, in quotation marks:** **"On the Edge"**
Journal (scholarly or peer-reviewed)	Webster, Paul Christopher. "Global Action Required in Response to New Breed of Drug-Resistant Bacteria." *Canadian Medical Association Journal.* 182.15 (2010): 1602-03. Print. **Always include the volume and issue numbers of a scholarly journal, regardless of pagination.**	(Webster 1602)

Periodicals – Database

Generic Format	Works Cited Entry	In-Text Citation
Generic Format	**Author. "Title of article."** *Title of Magazine/Newspaper/ Journal* **Volume. Issue number. Day month (abbr.) year: page(s). Title of database. Format. Date of Access.**	**(author's last name page)**
Magazine	Kunzig, Robert, and Prachi Patel-Predo. "Our Invisible Energy." *Discover Magazine.* Aug. 2008: 54-59. *EBSCO.* Web. 22 Feb. 2010. **Use the month or date (if published weekly) instead of Volume and Issue. Do not put the year in brackets.**	(Kunzig and Patel-Predo 56)
Newspaper	Grant, Kelly. "Where public housing meets the market." *Globe & Mail* [Toronto]. 24 Apr. 2010: M1. *CPI.Q.* Web. 27 Apr. 2010. **Include the name of the city where the newspaper is published in square brackets, if it is not part of the title.**	(Grant M1)
Journal (scholarly or peer-reviewed)	Buhi, Eric R., Heather Clayton, and Heather Hepler Surrency. "Stalking Victimization Among College Women and Subsequent Help-Seeking Behaviors." *Journal of* *American College Health* 57.4 (2009): 19+. *Academic* *OneFile.* Web. 5 Apr. 2011.	(Buhi, Clayton, and Surrency 419)

Periodicals - Web

Kind of Source	Works Cited Entry	In-Text Citation
Generic Format	**Author. "Title of article."** *Title of Magazine/Newspaper/ Journal* **Volume. Issue number. Day month (abbr.) year: page(s). Format. Date of Access.**	**(author's last name page)**
Magazine	Walsh, Bryan. "Cell Phones: How Precautionary Should Our Principles Be?" *Time*. 11 May 2011: n. pag. Web. 2 June 2011. **Include the URL in angle brackets when the source cannot be easily located or when your instructor requires it.**	(Walsh)
Newspaper	Rush, Curtis. "Vigil held for Parkdale victim after police vow to catch killer." *Toronto Star*. 13 Apr. 2011: n. pag. Web. 16 Apr. 2011.	(Rush)
Journal **(scholarly or peer-reviewed)**	Lewington, Thomas, and Lily Anderson. "Avoiding Bacterial Infections in Pre-WWI London." *PLoSMedicine* 3.10 (2008): n. pag. Web. 18 June 2009. <http://www.plos medicine.plosjournals.org>. **Often, there are no page or paragraph numbers assigned to articles from the Internet. If this is the case, use n. pag., which means "no pagination" to show that in the citation.**	(Lewington and Anderson)

Other Print Sources

Kind of Source	Works Cited Entry	In-Text Citation
Brochure or Pamphlet	The Arthritis Society. *Walk to Fight Arthritis.* Toronto: The Arthritis Society, 2011. Print. **Treat a brochure or pamphlet as you would a book.**	(Arthritis Society)
Government Publication	Ontario Ministry of Education. *Growing Success Assessment, Evaluation and Reporting in Ontario Schools.* Toronto: Queen's Printer for Ontario, 2010. Print. **If you do not have the author's name, cite the name of the government, followed by the department that issued the publication. If the author is known, the name may begin the entry. If there is an editor or compiler, you designate such after the author's name: Blackstone, Mari, comp.**	*(Growing Success)*

Other Print Sources

Kind of Source	Works Cited Entry	In-Text Citation
Advertisement	Miracle by Lancome. Advertisement. *People* 18 June 2010: 2. Print. **Provide the name of the product, company or institution that is the subject of the advertisement.**	(Miracle 2)
Review of a Book	Maslin, Janet. "The Obituary Writer Has the Upper Hand." Rev. of *The Coffin of Little Hope* by Timothy Schaffert. *New York Times* 14 April 2011: C1. Print.	(Maslin)
Letter	Kostoff, John B., and Anna Abbruscato. "An open letter to the Dufferin-Peel Community regarding GSAs (Gay/Straight Alliances) in our schools." 29 March 2011. Print.	(Kostoff and Abbruscato)
Conference Notes	Gibson-Lawler, Johanna, and Kelly Moore. "Wikis, Weeblies, and Web: Web 2.0, Technology in Learning" Conference notes. *OLA Super Conference.* Ontario Library Association. 2 February 2010. Conference.	(Gibson-Lawler and Moore)
Class Notes/ Handout(s)	Brennan, Nial. "Bioethics." Grade 11 University Biology, St. Augustine Secondary School, Brampton. 25 April 2010. Print.	(Brennan)

Web Sites

Generic format	**Author. "Title of Page."** *Title of Website***. Sponsor or Publishing Organization. Publication date or last update. Format. Date of Access. <include URL if teacher requests it, or if the site cannot easily be found without it.** • **Use N.p if there is no publisher or sponsor** • **Use n.d. if no date is given**	**(name of author or short version of web page title)**

Web Sites

Format	Works Cited Entry	In-Text Citation
Web Site Article with an Author	Pressley, J. M. "An Encapsulated Biography." *Shakespeare Resource Center*, 10 Feb. 2005. Web. 10 June 2011.	(Pressley)
Entire Web Site when the organization is Author	*Free the Children*. Free the Children, 2010. Web. 20 Jan. 2011.	(*Free the Children*)
Web Site without an Author or Date of Publication	*EasyBib.com*. ImagineEasy Solutions, n.d. Web. 8 May 2009.	(*EasyBib*)

Social Media

Format	Works Cited Entry	In-Text Citation
Generic Format	**Author. Format Identifier. "Title of Message/Entry."** *Title of Web Site*. **Publisher/Sponsor. Date of posting or last update. Format. Date of Access.** Use N.p. if you cannot find the publisher/ sponsor, and n.d. if you cannot find the date of publication.	**(Author's last name)**
Twitter	Oceanking. Web log post. "Shark Fin Slaughter!" *Twitter.com*. 6 Aug. 2011. Web. 19 Oct. 2011. <http://twitter.com/oceanking/status/235790435>. Include the web site address upon teacher request.	(Oceanking)
Facebook	Emily Lewington. Facebook update. "Cleaning up the Thames." *Facebook.com*. 7 Dec. 2010. Web. 19 Dec. 2010. <http://www.facebook.com/note.php? note_id=289933467403>.	(Lewington)

Other Web Sources

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Blog	Ariano, Tara. "Twitterature." *Tara Ariano – Personal Blog of the World's # 1 Fan of Dairy Products.* DIYthemes, 26 Aug. 2010. Web. 22 Sept. 2011.	(Ariano)
Comment on a Blog	Sars. "Re: Twitterature." Reply to Tara Ariano. *Tara Ariano – Personal Blog of the World's # 1 Fan of Dairy Products.* DIYthemes, 5 Aug. 2009. Web. 9 Mar. 2010.	(Sars)

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E-mail	Blackpool, Genevieve. "Re: Boys' Literacy." Message to Annie Doyle. 15 Nov. 2010. E-mail.	(Blackpool)
PowerPoint Presentation	McGhie, Patti. "Adoption: Just Another Way of Forming a Family." HPC 301, Grade 11 Open Parenting. St. Joan of Arc C.S.S., Mississauga. 24 Feb. 2011. Lecture. *Microsoft PowerPoint* file.	(McGhie)

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Kind of Source	Works Cited Entry	In-Text Citation
Online Tutorial	"Credible Sources Count." Tutorial. *Vaughan Memorial Library.* Acadia University. 2008. Web. 28 Jan. 2011.	("Credible")
Podcast (Web)	Nickell, Joe. "Why Investigate the Paranormal?" *For Good Reason.* Host D.J. Groethe. James Randi Educational Foundation. 11 July 2010. Web. 12 Oct. 2011.	(Nickell)
Podcast (MP3)	Nickell, Joe. "Why Investigate the Paranormal?" Host D.J. Groethe. *For Good Reason.* James Randi Educational Foundation. 11 July 2010. MP3 file. 4 Apr. 2011.	(Nickell)
Wiki	"Cultural Influence of *Star Trek*." *Wikipedia: The Free Encyclopedia.* Wikimedia Foundation, n.d. Web. 15 Mar. 2010.	("Cultural")
Computer Game	*Left 4 Dead 2.* Redwood City: Electronic Arts, 2009. CD.	(*Left*)
Video from the Web	Stedman, Kyle. *Changes to the MLA Handbook, 7th Edition. YouTube.* YouTube. 12 Aug. 2009. Web. 22 Sept. 2010.	(Stedman)
Clipart	*Screenbean.* Clipart, 2007. Microsoft Word file.	(*Screenbean*)
Photograph from the Web	Brand, Chloe. "Great Horned Owl Family." Photograph. *Webshots.* American Greetings, 22 May 2006. Web. 5 Nov. 2010.	(Brand)

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Kind of Source	Works Cited Entry	In-Text Citation
Personal Photograph	Family at 2011 Chinese Lunar New Year celebration, Burlington. 17 Feb. 2011. Personal photograph by author. JPEG file.	(Family)
Film	*Pirates of the Caribbean*. Dir. Gore Verbinski. Perf. Johnny Depp, and Geoffrey Rush. Prod. Jerry Bruckheimer. Walt Disney Pictures. 2003. Film. **Note that if the source was a DVD, you would substitute DVD for Film.**	(*Pirates*)
Television Broadcast	"Home." *The X-Files.* Dir. Kim Manners. Perf. David Duchovny, and Gillian Anderson. FOX. WUTV, Buffalo, 11 Oct. 1996. Television.	("Home")
Radio Broadcast	"Game Changer: Shannon Moroney's Story." *The Current.* Host Anna Maria Tremonti. CBC Radio 1 Toronto, 11 Oct. 2011. Radio.	("Game")

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Toronto District School Board. *Research Success @Your Library.* Toronto: Toronto District

        School Board, 2010. Print.

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You quote it, you note it. Acadia University Library. 2008. Web. 19 Oct. 2011.

The Star
http://www.thestar.com/news/canada/article/1007465--university-dean-apologizes-for-poaching-parts-of-convocation-speech for The Star's article about an address given by the Dean of Medicine and Dentistry at University of Alberta to the graduating class – plagiarized from one given just weeks earlier to a Stanford graduating class.

St. Roch C.S.S.