



*Style Manual
for
Documented Papers*



*adapted by the
CJUHS D Teacher Librarians*

2014 Edition



This Style Manual belongs to



Class of _____

ACADEMIC HONESTY – No Cheating!

I need to understand the terms academic honesty and plagiarism because at Chaffey District there are strict policies and consequences regarding academic honesty. All work which is presented with my name will be assumed to be my own. (See Parent/Student Handbook.)

When I am presenting work that is not original, I must acknowledge the use of such work by properly documenting the paper and/or the presentation. Any academic dishonesty by me on any part of my school papers will result in failing that project and could result in failing the course.

I understand that I have permission to copy information, as long as I give credit to the person who said it. I will follow the proper format of parenthetical citations, quotations, and work cited format, as shown in the CJUHSD Style Manual. I understand that **scholastic dishonesty** also includes the concept of **intent to defraud**—for example, submitting a paper in one class that was already submitted and graded in another.

(See also *The Chaffey Joint Union High School District's ELECTRONIC NETWORK USE POLICY*, in the CJUHSD Board Policies and Administrative Procedures book).

Signature of student indicates compliance with the above statement, as well as signature on Parent/Student/School contract, which was signed when student was first enrolled.

Chaffey Pride



The resounding words in our halls are these: “**Don’t procrastinate!**”

Research needs to be done in STEPS. Chunk your work.

Lao-tsu said in the 6th Century B. C., “The journey of a thousand miles must begin with a single step.” Here is where your research paper begins.

Remember to SAVE YOUR WORK! Always have a backup to important documents.

Table of Contents

❖ Creating the Research Paper	
➤ Guidelines for Source Cards & Note Cards	1-2
➤ Works Cited Forms	3-8
➤ Citation Worksheet	9
➤ Preparing Parenthetical Citations	10-12
➤ Guidelines for Word Processing	13
❖ Tools for Note Taking and Writing the Rough Draft	
➤ Evaluating Internet Sources	14-16
➤ General Tips for Taking Notes	17
➤ Cornell Note Taking	18-19
➤ Focused Note Taking	20
➤ Other Important Information	21
➤ How to Create a Thesis	22
➤ Creating the Outline	23
➤ How to Create a Rough Draft	24
➤ Guidelines for the Rough Draft	25
➤ Jane Schaffer Paragraph Writing	26
❖ Appendix	
➤ How to Write a Business Letter	27
➤ How to Write a Scientific Report	28-29
➤ Editing Symbols	30

These become your Works Cited page!

Guidelines for Source Cards

Use 3" x 5" lined cards, one card for each source.

A
Lee, Harper. <i>To Kill a Mockingbird</i> . New York:
Warner Books, 1982. Print.
Public Library F Lee
Pages: 114-116

Letter each source card.

Use the correct MLA Works Cited style format. (See pages 26-35).

This is a sample of a book format.

Write down the name of the library, the call number, and the pages

B
Crosby, R.A. "The Mockingbird as Symbol." <i>Readings on To</i>
Kill a Mockingbird. Ed. Terry O'Neill. San Diego:
Greenhaven Press, 2000. 49-51. Print.
School Library 813.54 LEE Pg. 40-50

New letter for the next source..

*Notice that you write the correct information continuously until you reach the end of the line. **Don't** write each item on a different line!*

This area is for the student to keep track of where the information was found. Be sure to use it!

C
"To Kill a Mockingbird." <i>Novels for Students</i> . Ed. Diane
Telgen. Vol. 2. Detroit: Gale, 1997. 285-307. <i>Gale</i>
<i>Virtual Reference Library</i> . Web. 24 Feb.
2014. < http://galegroup.com/ >.
Online Database

New letter for the next source.

Create a new source card for every source you find.

Guidelines for Note Cards

Use 3" x 5" or 4" x 6" lined cards for taking notes from your sources. Follow your teacher's instructions. Information on every note card should include the source letter which corresponds to the same letter on **the source card**.

The Meaning in Book Title	B1
“The title hurts the reader’s sensibility and creates an impression that something beautiful is being bruised and broken. It is only after the reader plunges into the narrative and is swept off into its current that he starts gathering the significance of the title.”	
(Crosby 49)	

This is the first note card for source B.

Note card topic. Be specific.

Sample of a **direct quote** note card.

Author and page number for the quote on this card. This is important when you write your paper.

Tom Robinson As a Mockingbird	B2
“As we find the mockingbird fluttering and singing time and again, the whole of Maycomb seems to be turning before our eyes into a wilderness full of senseless slaughter.”	
(Crosby 50)	

This is the second note card for source B.

Only one fact or quote per card!

Symbolism in the Snowman	C1
“Another powerful symbol is contained in the snowman Scout and Jem build after Maycomb's rare snowfall. . . Its transformation suggests that skin color is a limited distinction that reveals little about an individual's true worth.”	
“To Kill” 295-96)	

This is the first note card for source C.

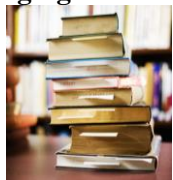
Idea:

Use highlighters with the note cards once you are definite about your focus choices. Organize your paper using different highlighter colors to accent the focus words in upper left corner. Then organize cards by color to create the outline!

If no author is given, give the next piece of information on the source card. Shorten if it is long. When page numbers are not given, cite the paragraph number. For example: (Sanchez par. 28).

Works Cited Forms

The following are forms for Works Cited (bibliographic) entries. Use these forms on your Works Cited cards so that when you create the list in the Works Cited, you will already have the correct form. To create the **hanging indention** format, check your word processing manual. **DO NOT USE TABS!**



Books

A. One author

Atlases: Cite as a book!

City where published: If several cities are listed, give the FIRST one.

Publisher: Use the short name. Do not include "publisher" or "Inc." etc.

Author's Last Name, First. *Title of Book*. City: Publisher, Year. Publication Medium.

Anderson, Dale. *The FBI Files: Successful Investigations*. Brooklyn: Mason Crest, 2010.
Print.

B. Two or three authors

*List the names in the order as they appear on the title page.

* Only the first author's name should be reversed: Last Name, First Name.

* Use a comma between the authors' names. Place a period after the last author's name.



Hutcheon, Linda, and Michael Hutcheon. *Bodily Charm: Living Opera*. Lincoln: U of Nebraska Press, 2000. Print.

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. Chicago: U of Chicago Press, 2003. Print.

C. Four or more authors

* The abbreviation et al. means "and others." Use et al. instead of listing all of the authors.

Plag, Ingo, et al. *Introduction to English Linguistics*. Berlin: Mouton, 2007. Print.

D. No author given or by a corporate author

Encyclopedia of Photography. New York: Crown, 1984. Print.

National Research Council. *Beyond Six Billion*. Washington: National Pub., 2000. Print.

This is a corporate author.

E. An editor, but no single author

Burton, John A., ed. *The Atlas of Endangered Species*. New York: Macmillan Library Reference, 1999. Print.

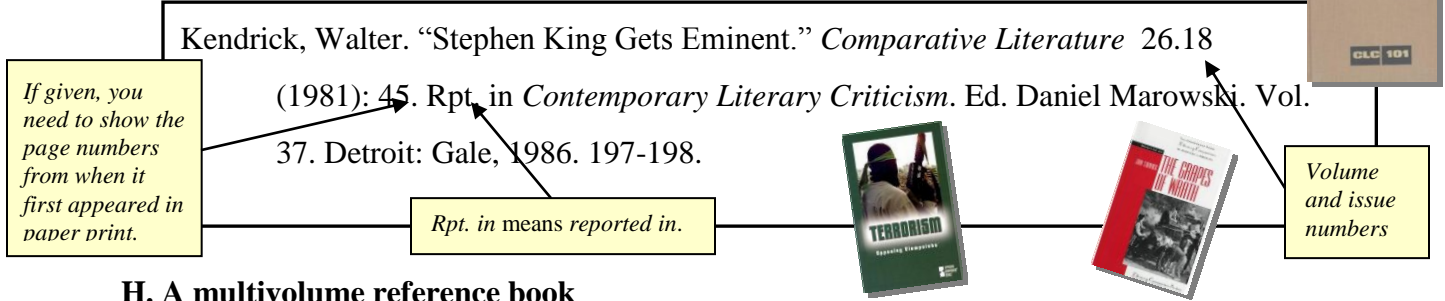


F. A translated book

Homer. *The Odyssey*. Trans. Robert Fagles. New York: Viking Press, 1996. Print.

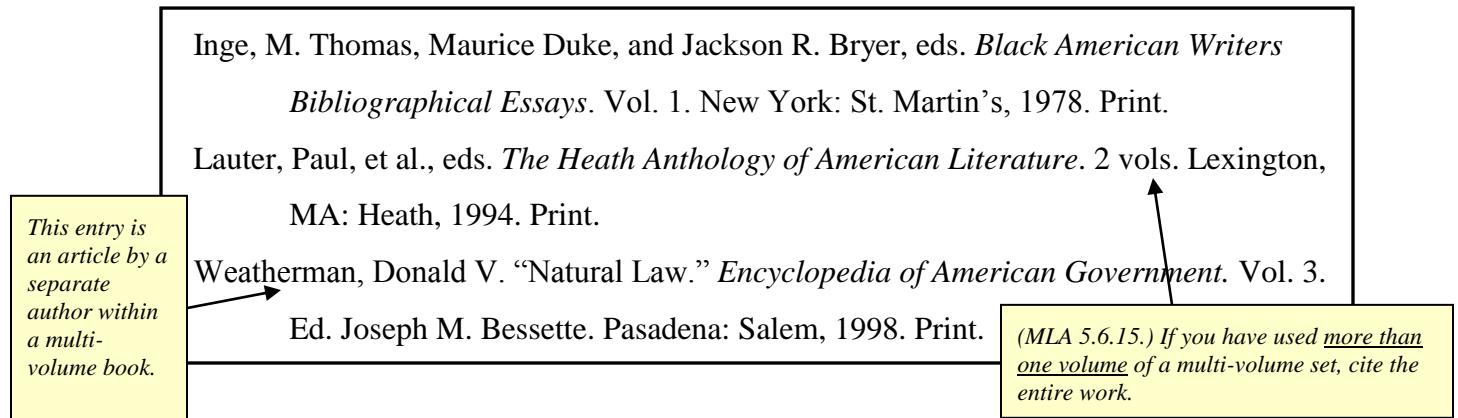
Translator's name, first name first.

G. A reprinted article or essay, such as *Contemporary Literary Criticism* and *Opposing Viewpoints* series.

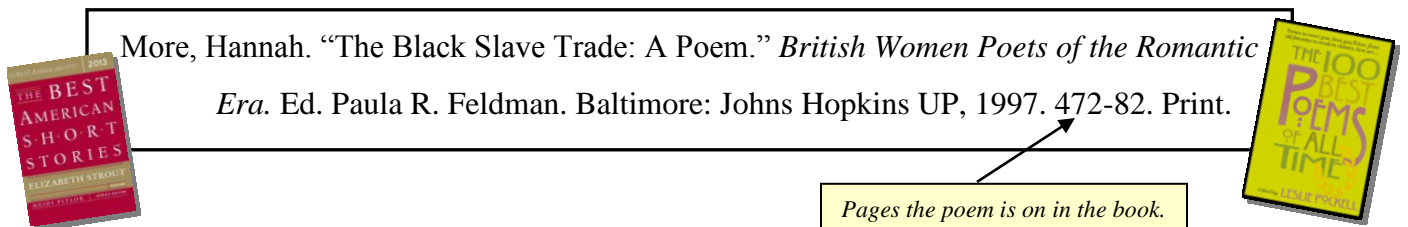


H. A multivolume reference book

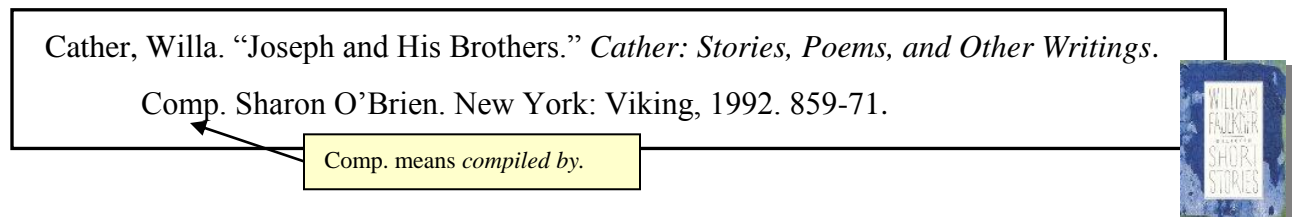
If you have used only one volume of a multivolume work, cite only that volume as in the third entry (Weatherman) below. Then you give only page numbers when you refer to that work within the text. When indicating one particular volume, the *Vol.* is capitalized. When referring to the total of volumes in a set, the abbreviation is lower case, i.e., 8 vols.



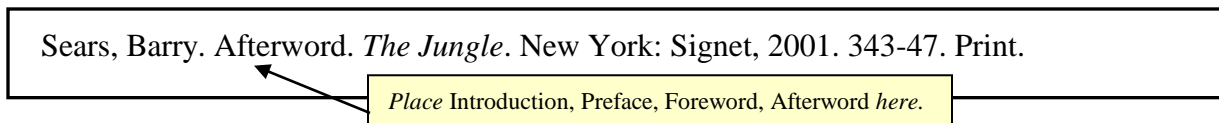
I. Work in an anthology by different authors (a collection of works, such as poems, short stories, or plays)



J. A work in an anthology by one author (a collection of works, such as essays, poems, short stories, or plays)



K. An introduction, a preface, a foreword, or an afterword



General Encyclopedias

An “encyclopedia” used here means a work that is alphabetically arranged by volume, giving introductory information about subjects, **NOT** books with the word “encyclopedia” in the title.



A. An article in an encyclopedia with no author

“Alaska--The 49th State.” *Compton’s Encyclopedia*. 2000.

“Jazz Dance.” *The New Encyclopaedia Britannica*. 15th ed., 1997.

When citing encyclopedias, especially those that often appear in new editions, it is not necessary to include full publication information. Give the edition (if available) and the year of publication.

B. An article in an encyclopedia with an author

Schmitt, Barton D., and C. Henry Kempe. “Child Abuse.” *The Encyclopedia Americana*. 1999.

Dictionaries

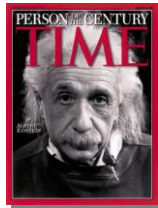
“Envy.” *Webster’s Third New International Dictionary of the English Language Unabridged*. 1971.

“Pride.” *The Oxford English Dictionary*. 2nd ed. 2000.



Periodicals

The paper format!



A periodical is a publication that appears regularly at fixed intervals, such as a magazine, a scholarly journal, or a newspaper.

A. An article in a magazine or newspaper

Bazell, Robert. “Science and Society: Growth Industry.” *New Republic* 15 Mar. 2004: 13-14.

Carnahan, Frances. “What a World!” *Early American Life* Apr. 2005: 2-4.

Trevino, Paula Ann. “Traveling with Student Groups: The Joy.” *San Diego Union Tribune* 21 Feb. 2005: D1-3.

Note: there is no period after the title of the periodical.

This is an article in a weekly magazine. You will see a specific date given, rather than just the month.

B. An editorial

Gergen, David. "A Question of Values." Editorial. *US News and World Report* 11 Feb. 2002: 72. Print.

No period.

No period.

C. An article in a scholarly journal

If the journal uses only issue numbers, include the number.

Kafka, Ben. "The Demon of Writing: Paperwork, Public Safety, and the Reign of Terror." *Representations* 98 (2007): 1-24. Print.

Striner, Richard. "Political Newtonism." *William and Mary Quarterly* 3rd ser. 52.4 (1995): 583-608. Print.

If the journal is published in more than one series.

Volume number.

No period.

An Interview

Jackson, Jesse. Personal interview. 6 May 2005.

King, Stephen. Telephone interview. 10 Sept. 2004.

"Williams' Own Words." Interview with Dick Redding in 1910. *The Top 100 Sports Books Of All Time*. Ed. Bill Smith. New York: Sports Illustrated, 2002.



For purposes of documentation, there are three kinds of interviews: 1) published or recorded interviews, 2) interviews broadcast on television or radio, and 3) interviews conducted by the researcher. Begin your entry with the person interviewed. For more detailed information on this see MLA, 5.7.7.

Media and Other Sources

A. A letter or e-mail

Use this entry format for citing from a letter or e-mail.

Clinton, William, Former President of the United States of America. E-mail to the author. 5 Nov. 1998.

Chase, Damon. Letter to Donald VanHook. 8 Sept. 2007.

Pool, Shelly. E-mail to author. 1 Feb. 2007.

An e-mail or letter you, the author, have received personally

Someone else may have important information from a letter source that you wish to include in your research.

B. A film

It's a Wonderful Life. Dir. Frank Capra. Perf. James Stewart, Donna Reed, Lionel Barrymore, and Thomas Mitchell. RKO, 1946. Film.

B. Television or radio program



“Frederick Douglass.” *Civil War Journal*. Narr. Danny Glover. Dir. Craig Haffner. Arts and Entertainment Network. 6 Apr. 1993. Television.

Give the episode name, followed by any significant information that you wish to include about the episode’s writer, director, producer, or actors. Then give the series or program name, followed by any information that you wish to include about the series’ writer, director or producer. Then give the network, the local station, the city, and the date of the airing of the program.

C. Handouts, Speeches, and Lectures

“Title of Article.” Marine Science Class. Distr. Bernice Sealy, teacher. RCHS, Rancho Cucamonga. 28 Jan 2014.

Distr. means distributed by.

Johnson, Phil. “Photosynthesis Lecture.” Natural Science I Class. CHS, Ontario. 2 Dec. 2007.

D. A Brochure, Pamphlet, or Press Release

Treat a brochure/pamphlet as you would a book.

Modern Language Association. *Language Study in the Age of Globalization: The College-Level Experience*. New York: MLA, n.d. Print.

n.d. means no date.

E. An Image (Painting, Sculpture, Photograph, Infographic)

Kunka, Andrew. “Re: Modernist Literature.” Message to the author. 15 Nov. 2010. Email.

F. Listserv, Discussion Group, or Blog Posting

Editor, screen name, author, or compiler name. “Posting Title.” *Name of Site*. Version number (if available). Name of institution/organization affiliated with site. Web. Date of access.

G. Internet Resources

Online citations for electronic text need to include as many of the following items as possible or as appropriate (similar to MLA, 5.6.2):

1. Name of author, editor (if given) [period].
2. “Title” of the article, material, or document (in quotation marks) [period before the final quotation mark].
3. Title of the overall Web site [italicized].
4. Publisher or sponsor of the site; if not available, use *n.p.*
5. Date of publication; if nothing is available, use *n.d.*
6. Medium of publication (*Web*)
7. Date of access (day, month, year)
8. URL address of web page. (This is at your teacher’s discretion.)

Web documents generally do not have fixed page numbers or any kind of section numbering. If your source lacks numbering, you will NOT use page numbers in your parenthetical references. (MLA web site quote.)



(Continue to the next page for citation examples.)

Green, Joshua. "The Rove Presidency." *The Atlantic.com*. Atlantic Monthly Group, Sept.

2007. Web. 15 May 2010. <<http://atlantic.com/article>>.

Ask your teacher if he/she wants you to include the URL.

Tyre, Peg. "Standardized Tests in College?" *Newsweek*. Newsweek, 16 Nov. 2007. Web.

15 May 2010. <<http://newsweek.com/id/70750>>.

"Maplewood, New Jersey." *Google Maps*. Google, 15 May 2010. Web. 15 May 2010.

<<http://www.maps.google.com>>.

"Utah Mine Rescue Funeral." *CNN.com*. Cable News Network, 21 Aug. 2007. Web. 21

Aug. 2007. <<http://cnn.com>>.

When the URL is extremely long, just include the domain name only.

H. Online Databases, such as Gale's *Student Resources in Context*.



Note: Many databases give you the citation in the correct MLA format at the bottom of every article. Be sure to copy it down!

"Of Mice and Men." *Novels for Students*. Ed. Diane Telgen. Vol. 1. Detroit: Gale, 1997.

240-262. *Gale Virtual Reference Library*. Web. 9 Mar. 2010. <<http://galegroup.com>>.

Seppa, Nathan. "Lisa Schwartz: Making Informed Decisions About Mammograms." *Science*

News 13 Feb. 2010: 32. *Student Resource Center Gold*. Web. 9 Mar. 2010.

<<http://galegroup.com>>.

Zaidman, Laura M. "Harper Lee: Overview." *Twentieth-Century Young Adult Writers*. Ed.

Laura Stanley Berger. Detroit: St. James Press, 1994. *Literature Resource Center*.

Web. 9 Mar. 2010. <<http://galegroup.com>>.

"Medical Marijuana." *Issues & Controversies on File*: n. pag. *Issues & Controversies*. Facts

on File News Services, 6 June 2005. Web. 9 Mar. 2010 <<http://www.2facts.com/article/i0200090>>.

URLs can be split at any slash mark.

Use this worksheet if you need help completing your source cards and/or works cited page.

MLA Citation (7th Edition) Worksheet

Books

_____. _____
 Author Last Name, First Name Period Book Title (italicized) & subtitle (if any) Period

 (INDENT) City of publication (no state) Colon Publisher Comma Year Pub. Period Medium (Print) Period
Sample:
One author: Dickens, Charles. *Great Expectations*. New York: Scholastic, Inc., 2002. Print.
Two authors: Smith, John R. and Ann Jones. *Funnybones*. London: Oxford Press, 2008. Print.
Three or more authors: Gomez, Raul, et al. *Human Diversity*. Boston: Chelsea House, 2006. Print.

Multivolume Works

_____. _____
 Author Last Name, First Name (if any) Period Title of Essay (quotation marks) & subtitle (if any) Period

 (INDENT) Book Title (italicized) & subtitle (if any) Period Vol. # Used Period Editor (First Name First) Ed.

 (INDENT) _____
 Period City Pub. Colon Publisher Comma Year Pub. Period
Sample:
Weatherton, Donald V. "Natural Law." *Encyclopedia of American Government*. Vol. 3. Ed. Joseph Bessette. Pasadena: Salem Press, 1988.

A Reprinted Article or Essay

_____. _____
 Author Last Name, First Name (if any) Period Title of Essay (quotation marks) & subtitle (if any) Period

 (INDENT) _____ : () : _____ Rpt. in
 (INDENT) Orig. Book/Mag. Title (italicized) & subtitle (if any) Orig. Vol # Colon Orig. Yr Colon Orig. Pg #s Period

 (INDENT) "Rpt. In" then book title (italicized) Period Editor (First Name First) Period City Pub. Colon Ed.

 (INDENT) Publisher Comma Year Pub. Period Pages Used Period
Sample:
Greenberg, Robert M. "Transgression in the Fiction of Philip Roth." *Twentieth Century Literature* 43: (1997): 487-506. Rpt. in *Contemporary Literary Criticism*. Ed. Jeffrey W. Hunter. Detroit: Gale, 2005. 26-9.

Means
"Reprinted
in"

General Internet Site (Not an Online Database)

_____. _____
 Author Last Name, First Name (if any) Period Title of Web Page (quotation marks) Period

 (INDENT) Title of Web Site (italicized) Period Publisher/Sponsor of Web Site Comma Site Date (if any)
 Period

 (INDENT) Medium (Web) Period Date of Access Period
Sample:
Altonn, Helen. "Marine Team Sounds Alarm for Reefs." *StarBulletin.com*. Star Bulletin, 29 Aug. 2008. Web. 17 Sep. 2009.

Online Database

Most databases supply the user with the correct MLA citation for every article. Be sure to copy or print the citation before leaving the page and select 7th edition, if given an option.

Preparing Parenthetical Citations

Preparing parenthetical citations to document your sources is fairly straightforward. These citations make your sources easily accessible to your reader. The following guidelines will help you to cite your sources properly.

1. Parenthetical citation with an author or an editor for a book or magazine article which has page numbers.

Place the citation at the end of the sentence that contains the materials being documented. The citation should appear after the text of the sentence but before the end mark within parentheses.



- | | |
|-----------------------------------|--|
| a. Author's or editor's last name | c. No commas separating name & page, except when one author & multiple works (MLA 5.4.6, see McStudent page 6.) |
| b. Page number, if applicable | |

Between 1968 and 1988, television coverage of presidential elections changed dramatically in two ways (Hallin 5).

Note the period is after the citation.
Quotation mark is before the citation.

2. Parenthetical citation of a work by two or three authors.

When citing a work by two or three authors, give the authors' last names and the page number.

Remember that a report is a documented paper where the writer is an "observer" who has collected, organized, and copied the information (Sebranek, Meyer, and Kemper 70).
"When collecting the information, the writer needs to constantly keep his thesis statement in mind" (Baits and Harris 589).

3. Parenthetical citation of a work by more than three authors.

When citing a work by more than three authors, give the last name of the first author, followed by et al. and the page number. *Et* is the Latin word for *and*, while *al* is an abbreviation for the Latin word *alii*, meaning others. [MLA 5.2]

The beauty of design comes in what is seen or experienced. The visual quality of a work becomes the human experience (Kirk, et al. 345).

4. Parenthetical citation of a source with NO author.

When there is no author given or the work is anonymous, **give a shortened version of the title** (use the first one to three word[s]), followed by the page number, if page numbers are given.

Religion was a strong part of Egyptian art with deities influencing "every aspect of nature" ("Egypt" 78).

5. Parenthetical citation of an encyclopedia article.

When citing an article in a reference work that is arranged alphabetically (such as an encyclopedia or similar reference work) and does NOT have an author, give only the title or a shortened version of the title. **No page numbers** are given for an encyclopedia citation (as long as the articles are in alphabetical order) because each edition varies.



“Archeologists show cultural developments” of the times (“Egypt”).

Note the quotation marks around the title because this is an article. The encyclopedia title is italicized because it is a book title and no page number because it is an encyclopedia.

6. Parenthetical citation of a multivolume reference work.

To cite a page number in a multivolume work that is *not* an alphabetically organized reference work, give the author’s name and page reference. If you use more than one volume give the author’s name, the volume number, a colon, and page reference.



International espionage was as prevalent as ever in the 1990s (Johnson 2: 159).

When citing a volume & page, separate the two by a colon & a space.

7. Parenthetical citation when more than one work cited for the same author.

When there are several books, articles or other works cited from one author, give the author’s name and one to three words in the title of the work to differentiate which work you are referring to.

Shakespeare’s *King Lear* has been called a “comedy of the grotesque” (Frye, *Anatomy* 237).

Use comma when more than one article by the same author.

8. Parenthetical citation from an Internet source.

Follow the same guidelines as the basic parenthetical citation (#1) using

- First the author’s name (if given)
- If no author, give the article title, using the first one to three words
- If no page numbers are given, include the paragraph number.



“Eagleton has belittled the gains of postmodernism” (Chan par. 41).

When there is no page number, count the number of paragraphs and use “par.”

9. Parenthetical citation from an online database.

Follow the same guidelines as the basic parenthetical citation (#1) using the author's name. If no author, give the article title, using the first 1-3 words. If there are page numbers, include that, but if no page number is included, use the paragraph number.

"The most memorable superstition in *To Kill a Mockingbird* is the one concerning the 'hot places.' Because of its uniqueness, it stands as a kind of symbol of superstition in general" ("Discovering Theme" par. 13).

When there is no page number, count the number of paragraphs and use "par."

10. A quote from a dictionary.

When citing a dictionary, name the dictionary in your text and then give the definition.

The dictionary name is in the sentence, so it is not necessary to add the title in the parenthetical.

Webster's *Unabridged Dictionary* defines *envy* as "painful or resentful awareness of an advantage enjoyed by another, accompanied by a desire to possess the same advantage" (def. 2a).

Italicize a word you are emphasizing, MLA 2.3.1



11. Parenthetical citation for a long quotation.

When documenting a long quotation that is set off from the text, place the citation after the end punctuation. Space twice before the citation.

[Note that the quote is indented twice. Highlight the quoted material and move the indent marker one inch. The period is placed before the cite on a long quotation.]

Unlike the old footnotes,
which could have been quite lengthy, it is important to keep parenthetical references as brief – and as few – as clarity and accuracy permit. Give only the information needed to identify a source, and do not add a parenthetical reference unnecessarily. Identify sources by author. (Gibaldi 187)

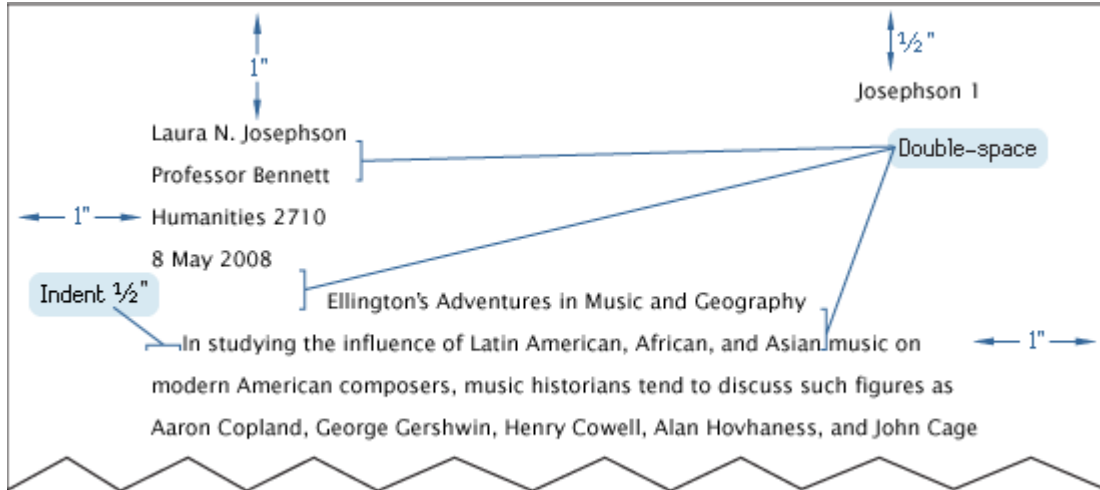
Long citations are four lines or more.

Unlike any other time, the period goes before the citation.

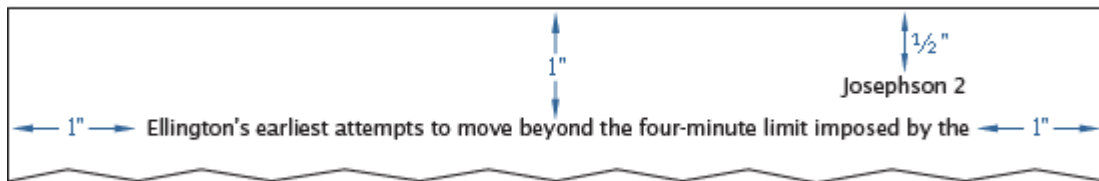
Quote

Guidelines for Word Processing a Paper

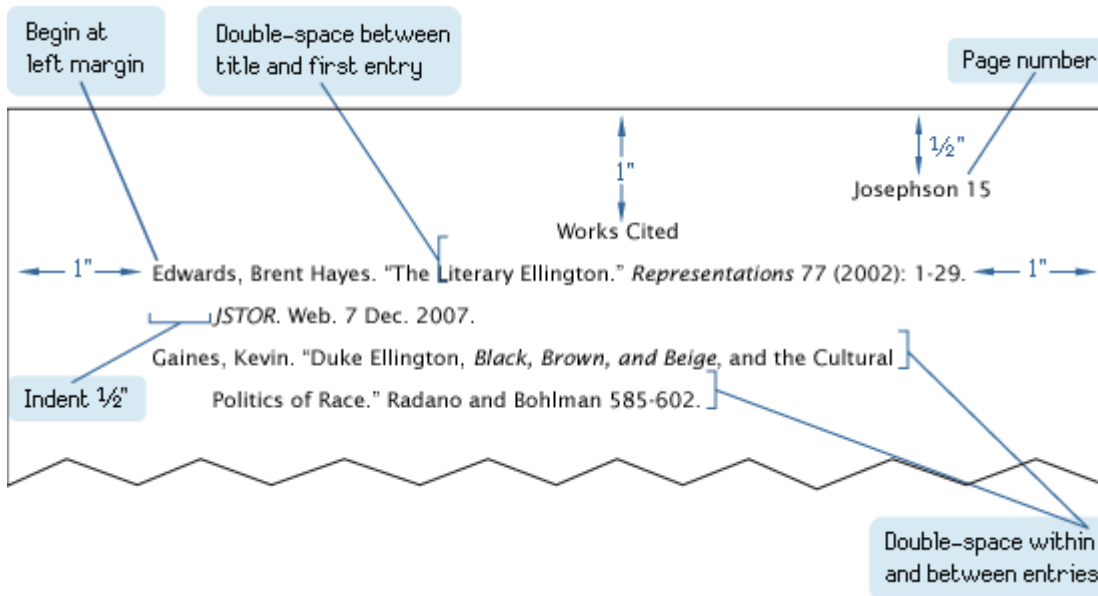
I. The Top of the First Page (NO TITLE PAGES)



II. The Running Head of All Pages After the First Page



III. The Works Cited Page



C.A.R.P. Website Evaluation Checklist


Title of page you are evaluating:

URL of page:

CURRENCY

<p>When was the page written or updated?</p> <p>If no date is given on the page, visit the home page to look for the date.</p>	<p>Date</p> <p>_____</p>	 <p>• Genome Audio Files - Page down .</p> <p>Last modified: Monday, May 11, 2009</p> <p>Home * Contacts * Disclaimer</p> <p>Base URL: www.ornl.gov/hgmis</p> <p>Site sponsored by the U.S. Department of Energy Office of Science.</p>
<p>Is the information current enough for your topic?</p> <p>Why might the date matter for your topic?</p>	<p>Yes No</p>	

AUTHORITY

<p>Who wrote the page?</p> <p>If there is no specific author, what is the name of the organization responsible for the site? You may need to visit the home page to find the answer.</p>	<p>Email: _____</p> <p>Name: _____</p>	 <p>author bio Arpad Pusztai, Ph.D., received his degree in Chemistry in Budapest, Hungary and B.S. in Physiology and Ph.D. in author</p> <p>Genetically Modified Foods: Are They Human/Animal Health? Arpad Pusztai An Act of Science.org original article</p> <p>article highlights Genetically modified (GM) crops and food are being pushed through there is little scientific study about their health safety test technology is inadequate to an they can carry unpredictable toxins they may increase the risk of allergenic re</p>
<p>Is there evidence that the author or organization is an expert on this subject?</p> <p>What are their credentials?</p>	<p>Evidence: _____</p>	


Provided by Keene University

<http://infolit.keene.edu/>

RELIABILITY

<p>Are there references given for the information on the site?</p> <p>Look for a bibliography or any list of materials used in the creation of the page.</p>	<p>Yes How many? No</p>	
<p>Is the content primarily opinion?</p> <p>Is the content biased or balanced? Why might bias matter for your topic?</p>	<p>Yes No</p>	

PURPOSE AND POINT OF VIEW

<p>Why was the page put on the web?</p> <p>Are there ads on the site? How do they relate to the topic covered?</p> <p>Example: an ad selling ammunition next to an article about firearm legislation.</p> <p>Is the content primarily opinion?</p>	<p>Information/facts Persuasion Sales tool Other _____</p>	
<p>What is the domain extension?</p> <p>How might this influence the purpose?</p>	<p>.com .edu .mil .org .net .gov Other _____</p>	<p style="text-align: center;">Conclusion: Will you use the site for your paper? Why or why not?</p>
<p>Based on the writing style and vocabulary, who is the intended audience?</p>	<ul style="list-style-type: none"> • Children • General Public • Scholars or professionals 	

If yes, write full citation:



WHO?

Who wrote the page?
Look for the "About Us" or "Contact Us" link

What information do they provide about themselves?

What are the credentials of this author or group?

Are they qualified?

Can you contact them?

(Can't tell who is behind it? Don't use it!)

What can you find out about the author or site using other internet sources or library reference materials?

Are sources credited?

Any bibliography or works cited?

TRUST, then VERIFY with other trustworthy sources.

WHERE?

WHAT?

Is there any bias or slant?

Are there links to other viewpoints?

Are there obvious errors in spelling, grammar, or incorrect information?

Are there facts? Opinions? Propaganda? Are there ads?

Who is the intended audience?

WHEN?

When was it produced?

When was it last updated? (Are any dates listed?)

How current is the information?

Is any information outdated?

How up-to-date are the links?

Are there broken links?

Does it state a purpose or mission statement?
To sell? To inform? To persuade? Something else?
What is the purpose?

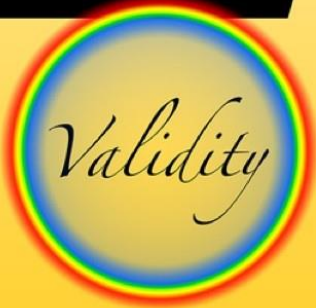
What type of site is it?
- (title) = personal webpage

Look at the domain extension in the URL for the following three-letter codes:

- .com = commercial or private
- .gov = government
- .mil = military
- .net = network
- .org = non-profit organization
- .edu = college/university

Others are telling us where the site is located (.uk, .ch, .tw, etc.)

WHY?



The 5 W's of Website Evaluation

General Tips for Taking Notes

Taking good notes is a key element in being a successful student. These tips will help you stay organized and increase your speed at recording the main points during a lecture and will improve your listening skills. Taking and reviewing good notes results in higher grades. Therefore, you should develop a system of your own that you can *use consistently*. We suggest the Cornell Note Taking System described in the following pages.

1. Label your notes with the *course*, the *date* and the *discussion topic*.
2. Record the information you will need to study in an abbreviated form on the main part of the page.

*Use standard abbreviations, such as:

ch. (chapter)	bk (book)	e.g. (for example)
etc. (and so forth)	rvw (review)	p. (page)
pp. (pages)	stdy (study)	hwk (homework)

*Create your own abbreviations for commonly used words by leaving out certain letters as demonstrated above.

*Play with abbreviating words until you develop a system that you can use consistently.

3. In the margin, indicate important points using **key words** that will help you find and remember the points covered in the lecture.

*Develop a set of symbols (asterisks, exclamation points, question marks, stars, etc.)

4. Make your notes more **visual**.

*Indent, use symbols, spacing, varied handwriting, highlighting.

5. Use the same techniques when you need to take notes from a **textbook**.

Cornell Note Taking Format

STEP ONE – SET UP YOUR PAGE HEADING

Your Name:

Teacher's Name:

Topic:

Date:

Main Ideas	Notes
<p data-bbox="256 632 477 772">STEP THREE: Identify the Key Points Based on Notes</p> <p data-bbox="188 856 516 1003">Write key terms and/or questions that summarize the concepts being presented.</p> <ul data-bbox="240 1052 256 1226" style="list-style-type: none"> • • • 	<p data-bbox="857 632 1089 701">STEP TWO: Take Your Notes</p> <p data-bbox="607 856 1349 1150">In this section, record your notes on the lecture or reading that is given. Use any note taking system you prefer in this section of the page. For example, you may choose to write complete or semi-complete sentences. You may wish to use an outline format with bullet points. Remember that you will increase your speed by incorporating some of the strategies presented in “General Tips for Taking Notes”. Make sure you write legibly!</p>
<p data-bbox="188 1619 326 1650">Summary</p> <p data-bbox="448 1692 1114 1724">STEP FOUR: Summarize What You've Learned</p> <p data-bbox="188 1734 1338 1839">Once the lecture or reading has been completed and you have filled in your main ideas, go back and re-read your notes. Then, in a few sentences, capture the main ideas. Answer the questions: “What did I learn today?” and “What don't I understand?”</p>	

Topic:	Name: _____ Per: _____ Date: _____ Class: _____
	Notes:

Focused Note-Taking Sheet

Case: _____

Answer before class: What confuses you about this case/issue? _____

Professor's questions/comments	Student's response

Changes in fact patterns	Effects of changes

Explanations of relationships among general principles (e.g., majority/minority rules, exceptions, elements):

Policy arguments:

Professor's emphasis/focus:

Answer after class: What still confuses you about this case/issue? _____

Notes

Important Information

- ❖ **Abbreviations** in Works Cited for months are as follows:

Jan.	Apr.	Oct.	
Feb.	Aug.	Nov.	(See MLA 6.2)
Mar.	Sept.	Dec.	

No abbreviation for May, June, or July.



- ❖ In a Works Cited list only the city, **no state**.

Example:

Sealy, Bernice. *Lively Links for Science Classes*. Chicago: Cougar Press, 2005.

Sullivan, Sean.. *Baseball Rules!* Los Angeles: Desert Sports Press, 2004.

- ❖ **Numbers** in written work: As a rule of thumb WRITE out all numerals from zero to ninety-nine. If the number is written with an abbreviation, date, page or address, use numerals, as below:

5:30 p.m.	\$12.67	page 236	11801 Lark Drive
15%	1492	2,000 BC	September 6, 1945

- ❖ **Titles in Italics** (place in *italics* titles which have been published independently, MLA 2.6.2.) Titles in *italics* include the names of books, plays, long poems published as books, pamphlets, periodicals (newspapers, magazines, and journals), films, radio and tv programs, paintings, ships, aircraft, and spacecraft.



How to Create a Thesis Statement from a Controlling Purpose/Focus Aspect

You need to fully develop a purpose from your research. If your notes do not satisfy what your original purpose was, be sure to adjust your position. One's documentation within the body of a research paper must support a **specific opinion** in a thesis statement. Your purpose now *needs to be persuasively written in a declarative sentence with a specific and narrowed subject, a definite attitude about this subject (your opinion/commentary), strong word choice with focus vocabulary, and preferably a why or condition statement to show a relationship to be proven.* A thesis statement can be one or two sentences in length.

Example 1:

The dark mystery and heavy burden of a research paper can be enlightened by taking the tasks one step at a time. Just as some believe that the world was created in six days, so can the creation of a research paper be accomplished by following six critical guidelines.

[The purpose of this paper is to explain the six steps for writing a research paper.]

Example 2:

By featuring three types of sails, windsurfing appeals to not only the strong and athletic individual who dares to endure a maximum workout or to compete in a mind and body battle, but also to one who enjoys the leisure of sailing and the fun and freedom of ocean play.

[The purpose of this paper is to describe the physical and mental fitness needed in order to be a successful wind surfer.]

Example 3:

Despite the fact that both white men live in the small southern town of Maycomb, Atticus Finch alone displays fatherly qualities to be admired in Harper Lee's To Kill a Mockingbird. His compassion not only reaches out to his children, but to all citizens, causing him to use sound moral judgments, so unlike Bob Ewell whose selfishness and lack of morals create a man unfit to raise his seven children.

[The purpose of this paper is to contrast what types of fathers Atticus Finch and Bob Ewell are in Harper Lee's To Kill a Mockingbird.]

A thesis argument, one or two sentences, should be the last sentence(s) in the thesis paragraph.

Creating the Outline from the Note Cards



Follow these steps when creating your outline from your note cards:

1. Separate your note cards by focus aspects. Keep a stack of unneeded cards. Never throw anything away until weeks after your grade comes back!
2. Review your focus areas and, with your outline, write your thesis.
3. Depending on your thesis attitude, arrange your focus sets of note cards in an order that is both logical and persuasive. One's strongest argument should be the last section of the paper.
4. Your teacher will request you to either make a *sentence outline* or a *topic outline* or a combination of the two.

Example:

<p>Outline</p> <p>Thesis: The dark mystery and heavy burden of a research paper can lighten by taking the tasks one step at a time. Just as some believe that the world was created in six days, so can the creation of a research paper be accomplished by following six critical guidelines.</p> <p>I. Finding the right topic for research is a major responsibility for a student to undertake.</p> <p style="padding-left: 20px;">A. A report is different than a research paper.</p> <p style="padding-left: 40px;">1. An observer, a passive role</p> <p style="padding-left: 40px;">2. An active thinker to formulate a thesis attitude</p> <p style="padding-left: 20px;">B. Meaningful research means satisfying a personal need.</p> <p style="padding-left: 40px;">1. Enjoyment, career, questions, mysteries, history</p> <p style="padding-left: 40px;">2. Ask preliminary questions and brainstorm</p> <p style="padding-left: 20px;">C. Is this topic important enough for me?</p> <p style="padding-left: 40px;">1. Interesting, significant, objective</p> <p style="padding-left: 40px;">2. Narrowed to a controlling purpose</p> <p>II. After the controlling purpose is determined, it is time to begin the Working Bibliography. . . .</p>	<p>Important</p> <p>1. <i>The outline needs to be typed and <u>double spaced</u>.</i></p> <p>2. <i>Each focus aspect should be strong enough to represent a Roman numeral section in the outline with at least an A & B idea and two specific details under each. These items come from your note cards and represent the integration of ideas found in a minimum of two or three sources per focus section (I, II).</i></p> <p>3. <i>It is not necessary to outline the thesis and clincher paragraphs.</i></p> <p>4. <i>Check to make sure that the information included definitely supports the thesis and is necessary for the paper and not just "excess fluff."</i></p>
---	--

How to Create a Rough Draft by using the Outline and Note Cards

Outline of Research Paper

Thesis: The dark mystery and heavy burden of a research paper can lighten by taking the tasks one step at a time. Just as some believe that the world was created in six days, so can the creation of a research paper be accomplished by following six critical guidelines.

I. Finding the right topic for research is a major responsibility for a student to undertake.

A. A report is different than a research paper.

1. An observer, a passive role

2. An active thinker to formulate a thesis attitude

B. Meaningful research means satisfying a personal need.

1. Enjoyment, career, questions, mysteries, history

2. Ask preliminary questions and brainstorm

C. Is this topic important enough for me?

1. Interesting, significant, objective

2. Narrowed to a controlling purpose

II. After the controlling purpose is determined, it is time to begin the Working Bibliography. . . .

A thesis paragraph has already been written, so it is now time to write the body of your research paper. Look at your outline.

Each Roman Numeral section is one part of the body of your paper and can be converted into two to five separate paragraphs, depending on how much information is included with specifics. Each paragraph in a research paper should not be longer than 2/3 of a page, for a writer is "building a case or argument" for a particular opinion. The shorter paragraphs show one's active thinking and connections of material.

To begin the body of your rough draft, you need your outline, your note cards in the order you plan to use them, and your active mind which will provide the thesis links and attitude development throughout the paper. Here are your important commentary clinchers and transitions which compose about 30% - 35% of your paper. Remember, the rest is your documented note cards.

In this example, the writer chose to make three body paragraphs—one representing I, A, 1, 2; one B, 1, 2; and lastly, C, 1, 2. Please refer to the sample research paper and notice the opening and last lines of each paragraph. It is important to clinch and transition with key vocabulary that represent the focus aspect. Besides within the paragraph the phrases you the writer add, here is your place for commentary expression. State what is important about the information you have just shared and reinforce your thesis attitude. Your style of expression allows your voice to be heard in this paper, particularly now.

Before introducing the next Roman numeral, be sure to adequately clinch the central idea in the preceding section. Here, you are building your thesis opinion.

A goal is to blend direct quotations with summary and paraphrase notes. Avoid overuse of quotations, for then your writer's voice is lost and becomes reporter-ish. Your energy and your appreciation of your research needs to be part of your thesis attitude.

Guidelines for Rough Draft Revision Process

[To be done over & over again!]

A. Content and Organization

- Does your paper adequately support or prove the thesis?
- Does your introduction capture your reader's attention and provide significance and relevancy for your topic?
- Does your thesis statement give a specific, narrowed subject and a definite attitude?
- Do your body paragraphs combine effective quotations and meaningful summaries and paraphrased details?
- Does your paper present evidence from a wide variety of up-to-date sources?
- Have all unnecessary or irrelevant materials been deleted to allow for strong coherency?
- Have you created commentary transitions that link your documentation directly to your thesis?
- Have you remembered to incorporate sentences that clinch and transition between key specifics and focus aspects?
- Have you maintained short body paragraphs with dynamic topic sentences?
- Does your clincher paragraph reemphasize your thesis and give your readers a sense of completion or awareness with a universal appeal?

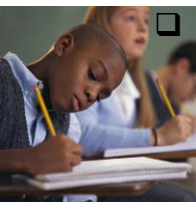


B. Style

- Have you employed sophisticated sentence structure, incorporating sentence variety?
- Have you avoided wordiness and used clear, concrete specifics?
- Does your paper have a writer's voice, a tone of persuasive ownership, instead of a third person reporter?
- Is your diction (vocabulary) effective with only some key repetitions?
- Does your title (not over five words in length) spark?

C. Format

- Have you avoided plagiarism by completely documenting all sources?
- Is your works cited representative of only sources documented within your paper?
- Did you follow all title page, margin, and pagination rules?
- Have you proofread for all spelling, usage, and punctuation errors?
- Have you read your paper aloud for coherency?
- Have you carefully proofread each rough draft, taking your time between drafts to find new possibilities?



(From Shepherd 58-60 and Moretti)

Let's Begin the Works Cited!

It's a good idea to start typing your Works Cited page(s) early in the research writing project. Each time you add a source to your rough draft, you can type that source into your Works Cited page. Your Works Cited page(s) will then grow with your rough draft. Just remember to take out any sources from the Works Cited if you later drop them from your paper. **A Works Cited page contains ONLY THOSE SOURCES YOU ACTUALLY CITE IN THE BODY OF THE RESEARCH PAPER!**

A **Bibliography** is a listing of all sources you consulted, even those not cited in your paper. Some teachers may want both the Works Cited AND the Bibliography!

Jane Schaffer Paragraph Writing

1. Topic Sentence (TS): **WHAT** are you proving?
2. Concrete Detail (CD): **WHERE** is the proof?
Lead-In, “directly quoted material” (Author #).
3. Commentary (CM)—**HOW/WHY** does concrete detail prove topic sentence?
4. Commentary (CM)—**HOW/WHY** does concrete detail prove topic sentence?
5. Concrete Detail (CD)
6. Commentary (CM)
7. Commentary (CM)
8. Concluding Sentence (CS)—**SO WHAT?**
 - a. Do not summarize!
 - b. Do not repeat topic sentence!

Types of In-Text Citation:

A. Introduction of Speaker:

Lennie states, “Tell me—like you done before...About the rabbits” (Steinbeck 13)

Verb Options (varying up “the author states” or “the author says”):



- | | | | |
|----------------|--------------|---------------|------------|
| ✓ Acknowledges | ✓ Comments | ✓ Endorses | ✓ Reasons |
| ✓ Adds | ✓ Compares | ✓ Grants | ✓ Reflects |
| ✓ Admits | ✓ Confirms | ✓ Illustrates | ✓ Refutes |
| ✓ Agrees | ✓ Contends | ✓ Implies | ✓ Rejects |
| ✓ Argues | ✓ Declares | ✓ Insists | ✓ Reports |
| ✓ Asserts | ✓ Denies | ✓ Notes | ✓ Responds |
| ✓ Believes | ✓ Disputes | ✓ Observes | ✓ Suggests |
| ✓ Claims | ✓ Emphasizes | ✓ Points out | ✓ Writes |

B. Introduction and Colon:

Alice Walker identifies one main reason black women have been denigrated in folklore: “We have been handed the burdens that everyone else—everyone else—refused to carry” (86).

C. Direct Quote integrated into syntax of Sentence:

Hawthorne discusses the need to “[s]how freely to the world, if not your worst, yet some trait whereby the worst may be inferred” in an effort to dispel the Puritan myth that sinners must be sought out and humiliated (270).

D. Introductory Phrase:

According to Alice Walker, black women have “been handed the burdens that everyone else—everyone else—refused to carry” (86).

E. Subordination Using ‘That’:

In the face of racism and antifeminism, Walker declares that “black women have been called ‘the mule of the world’” (86).

Center your letter, top to bottom, on the page.

Chaffey Joint Union High School District
211 W. Fifth Street
Onatio, CA 91762
March 10, 2014

Return address.
Give YOUR address. No name; that goes at the bottom of the letter.
Next line: Today's DATE.

← QS = Quad Space (4 returns)

All Students, Parents, and Staff
711 Amethyst Dr.
Rancho Cucamonga, CA 91701

Inside Address:
This is the address where the letter will be sent.

Dear Student:

← Salutation: Use a colon

Welcome to the wonderful world of research—a place of active learning for those with curious minds! We are proud to have developed the Chaffey Joint Union High School District's *Style Manual for Documented Papers* that will serve as a guide on your discovery to a new world of learning.

This document was developed as a user-friendly resource to help students with documented paper assignments during their high school years. "A Guideline for Word Processing" has been included to give the standard final draft requirements for all papers. A properly formatted research paper is included as an instructional device on how to create a research paper. An up-to-date, Seventh Edition, *Modern Language Association (MLA) Handbook* has been consulted for the Parenthetical Citation and Works Cited entries. Valuable handouts are also included, allowing all to view examples of research components and to provide helpful advice for each research step in the process.

A research paper allows time to think and reflect about subjects that are meaningful to us. The discovery allows for curiosity, surprises, and intellectual growth: **the more we read, think, and write, the more we know**. Again, welcome to the world of research; enjoy your discoveries!

Respectfully submitted,

← Complimentary Close:
Use a comma, then QS (quad space).

Mat Holton
CJUHSD Superintendent

Font style of letter is Times New Roman, 12 point.

Scientific Reports

How to write a good laboratory report

- I. Title
- II. Purpose: A simple statement of the problem or purpose of the lab. This may be written as a statement or a question.
- III. Background: Summarize the introduction. Give enough information that an uneducated person reading the report would know what was going on.
- IV. Hypothesis: Use your prior knowledge to determine what you think will happen in the lab or what you think is the answer to the question in the purpose statement.
- V. Procedure: Summarize what will be done in the lab. This will help you understand what you will be doing before you start.
- VI. Data: Data can be in the form of a table or can be observations. Use a straight edge to make the table and make it big enough to hold all the data and still be readable. Label the table so it is easily understood and **Do Not Forget the Units**.
- VII. Analysis: This is the portion of the lab where you determine what the data means. The analysis includes any mathematical or statistical calculations. Any questions on the lab handout should be a part of this section. Any graph paper and a straight edge should be used. It is also important to label the x-axis with the independent variable and label the y-axis with the dependent variable. (Do not forget the units). The graph should also include a title.
- VIII. Conclusion: This is the most important part of the lab as it allows the instructor to see if you understood the concept that was being taught in the lab. All conclusions are to be written in paragraph form with complete sentences. (Yes, grammar counts.) The conclusion should be in the following format:
 - 1st paragraph**
 1. State the purpose
 2. State your hypothesis
 3. State whether the hypothesis was right or wrong. (It is okay if the hypothesis was wrong)
 4. State the relevant data that supports the hypothesis. In other words, explain why you have rejected or accepted the hypothesis using the data.
 - 2nd paragraph**
 1. Introduce and explain the main concept of the lab (from notes or textbook)
 2. Using the concepts from class, explain what happened and why
 3. If results do not support class concepts, state what should have happened and what sources of error could have skewed the results
 4. Summary statement. If...then...because...

Conclusions in Science

The conclusion of a scientific lab report should be able to stand by itself as a summary of the investigation

CONTENT

Writing task

	Self	Peer	Teacher
State Purpose			
State hypothesis; State if right or wrong			
Restate results (in 1 sentence)			

Thesis and control

Introduce concepts learned in class			
Tie specific concepts to results			

Support

Explain how results support concepts			
Use key words correctly			
Provide cause and effect:			
If...then...because...			
If results don't support class concepts:			
State what should have happened			
Possible errors and/or explanation			

WRITING CONVENTIONS

Sentence variety

Use a variety of sentence types			
Use precise and descriptive language			

Audience

Use advanced language appropriate to assignment			
Use advanced language appropriate to reader			

Writing mistakes

Use correct spelling, punctuation and grammar			
Use complete sentences			

Comment:

Editing Symbols

Following is a list of common editing symbols and their explanations:

- s/v** subject-verb or pronoun-antecedent agreement problem
- awk** awkward phrasing or sentence structure
- cite / (c)** researched information has not been cited
- coh** coherence: paragraph lacks a logical development or flow of ideas
- cs** comma splice: two sentences joined by the use of a comma, rather than by a comma and a conjunction, or by subordinating one clause
- frag** fragment: incomplete sentence
- LQF** long quote format: long quotes need to be set off by indenting two tabs
- Inc / QI** incorporate quotes / quote inclusion: introduce quotes with appropriate tags and context; build quote into larger sentence
- CD** concrete detail needs citation (see Style Manual, p.16)
- ¶** paragraphing: ineffective paragraph organization. Paragraph may not be sufficiently developed, or may need a break at some point, or may lack a discernible organizing principle.
- r-o** run-on sentence
- TS** topic sentence: ineffective or absent topic sentence
- tr / t** transition: no transition, or ineffective transition between ideas, especially between paragraphs.
- wc / ww** word choice: ineffective word choice; may be incorrect word or immature vocabulary
- √ punctuation error (often a comma)
- o capitalization error
- F.Q.** Floating Quote – need to provide an anchor using the writers own voice before or after the quotation.
- ∩ join two words into one (further more = furthermore)
- / split one word into two (high/school) OR add a space
- ~ switch word order
- AQ** Awkward use of quote. May not flow with construction of sentence or May not support argument.