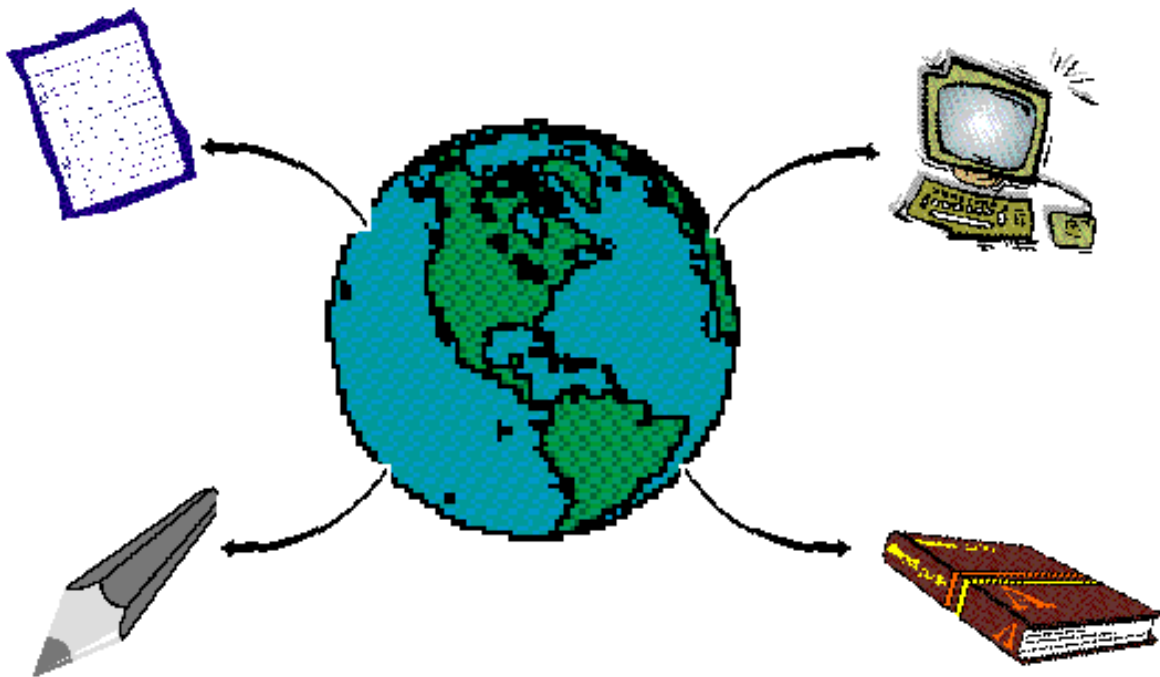




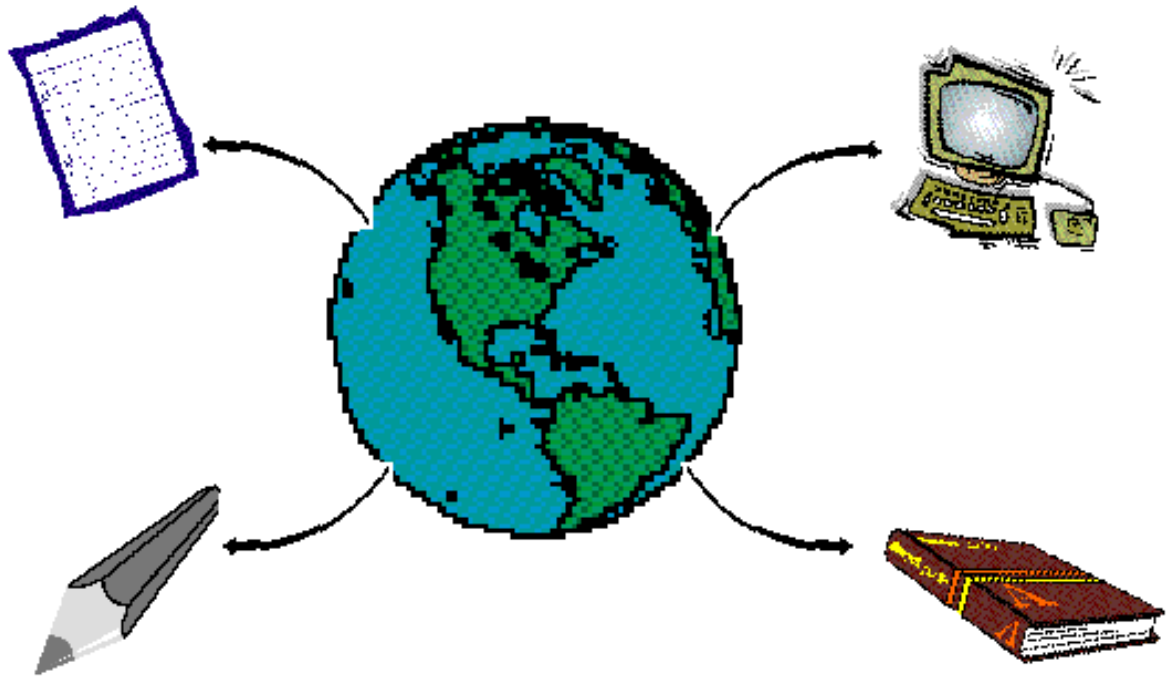
Research Survival **GUIDE**



**A Handbook for Locating and Organizing Information
and
Using Correct Manuscript Format for Your Papers**

This booklet is a result of the efforts of the Style and Standards Manual Committee which met Spring, 1994. Committee members included Cathy Beers, Jill Chambers, Susan Cole-Domanico, Carol Hunter, Charlotte Locklear, Linda Miller, Anne Peach, and Mike Rozalski.
Revised Dec.–Jan. 1999–2000 by Alan Lagon, Katie Landon, Katherine Lewis, Charlotte Locklear, Bonnie McNamee, Ann Tanner, and Elizabeth Younglove Conlon. Final editing by Katherine Lewis.

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To the Students

Producing written work is a key part of your high school experience. Gathering information, organizing it, writing clearly, and using correct form are all skills that you will use in any profession that you choose.



This writing guide will answer many questions for you. It will:

- Explain and model important parts of a written project.
- Give you hints on how to collect information in a systematic way.
- Help you organize your information using note cards and outlines.
- Show you how to prepare the paper in an appropriate format.
- Provide information on lab write-ups and graphing.

This guide follows the Modern Language Association (MLA) style, a popular, widely-used format. Use this format for ALL of your papers whether the work is for English, social studies, science, math, career and technology, foreign language, or fine arts. In the future, you may be asked to learn a slightly different style or another style altogether.

While this guide won't write your paper for you, it will help you get organized. If the booklet doesn't have the exact piece of information that you need, ask your teacher for more help or consult *The Little, Brown Handbook*. Your teacher may have some special requirements for each paper, so remember to pay close attention to the directions when the paper is assigned.



How To Approach an Information Source

Electronic



1. Select a search engine (Altavista, AskJeeves, Metacrawler, etc.).
2. Familiarize yourself with the site.
3. Consider your topic in order to identify possible search words or phrases.
4. Enter your search words/phrases in quotation marks and search.
5. Determine the authority and usability of each site.

Reference Book



1. Check the back of the book for an alphabetic index.
2. Locate topic and page number(s). (If the index is a set, the volume number will be listed as well.)
3. Turn to the back of the title page where the copyright date is located. This will tell you how current the material is and if the information has been updated through revisions.
4. Read through the table of contents to see if any of the chapters cover your topic.

Other Printed Material



1. Check the table of contents in order to locate topic and page number(s).
2. Find the copyright information to determine how current the material is.
3. Skim the page(s) for pertinent information.



PLAGIARISM is Academic Dishonesty

Webster's Dictionary defines plagiarism as, **“to steal and pass off the ideas and words of another as one's own: use without crediting the source.”** (Merriam-Webster's Collegiate Dictionary, Tenth Edition. Springfield: Merriam-Webster, 1993.)

Plagiarism can be described in many ways. The Baltimore County Student Handbook calls it “academic dishonesty,” which is a **Category I** offense and could result in suspension. It is cheating. It is stealing. The thing that is being taken is another person's idea. If you invent something, you would want to get credit for it. Your ideas are a source of pride and even income. Inventors get something called a patent to protect their ideas from being used by others. A patent gives the inventor a right to any profit or advantage from the invention or idea. In writing, nearly all work is copyrighted. This means the author does not want ideas being used without getting proper credit. Plagiarism may be taking ideas from a book or other resource, but it can also be taking work from another student. You cannot put your name on work or ideas created by someone else.

Plagiarism takes a couple of common forms:

1. Copying something word for word without quotations and a parenthetical citation.
2. Changing only a few words from the original passage without giving the proper documentation.
3. Using someone else's ideas, even if they aren't copied word for word, or information that is not commonly known without giving credit.
4. Cutting and pasting from electronic sources.

In this age of computers and on-line services, it may be tempting just to run off a report from one of your directories. That is also plagiarism. Your computer may be a good place to start your research, but it shouldn't end there. A good way to avoid plagiarism is to take notes only on the important ideas. If you plan to use the exact words from a source, copy the quote with quotation marks and write the exact page and name of the person you are quoting.

Everyone has his own distinctive writing style. Words and sentences that aren't your own will stick out in the paper. You jeopardize your grade and reputation when you plagiarize someone else's work, even if it is unintentional. The following page has examples to help you see what is and isn't plagiarism. If you are in doubt, always document ideas, paraphrases, and especially, exact words. Check with your teacher to see if documentation is necessary. Remember, the main idea of research is to have you learn something by looking at new facts, thinking about them, and responding to them. Your teacher values your own words and ideas even if it seems difficult for you to find the right words to express what you are thinking. Do your best to come up with original ideas and give credit where it is due.

Student Version

1. Maximum use of the energy potential of nuclear fuels would require the development of a breeder reactor, which produces more fuel than it consumes.
2. Maximum use of the energy potential of nuclear fuels would require the development of a breeder reactor, which produces more fuel than it consumes (Gambs 80).
3. The use of the energy from nuclear fuels would require the development of a breeder reactor which makes more fuel than it consumes.
4. “The use of the energy from nuclear fuels would require the development of a breeder reactor which makes more fuel than it consumes” (Gambs 80).
5. “Maximum use of the energy potential of nuclear fuels would require the development of a breeder reactor, which produces more fuel than it consumes” (Gambs 80).
6. A problem with using nuclear fuels is that they use fuel too fast. To be successful, a new kind of reactor called a breeder reactor could be used because it makes more fuel as it uses it (Gambs 80).

Comments

PLAGIARISM. Copying word for word without giving credit.



STILL PLAGIARISM. Needs quotation marks plus documentation since it is word for word.



STILL PLAGIARISM. Although not word for word, the idea is not paraphrased. Original words are still used, and no documentation is present.



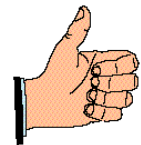
NOT REALLY PLAGIARISM, BUT NOT CORRECT. Quotes mean that words are copied exactly.



CORRECT! Quotation marks and documentation show the real ownership of the idea.



CORRECT! The student has taken the original idea from the author but has rewritten it.

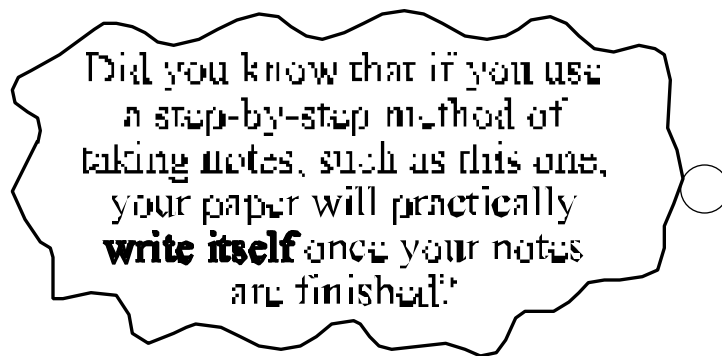


Gathering Information and Taking Notes

Gathering Information

Use various types of sources. They include:

reference books such as encyclopedias, almanacs, and specialized dictionaries;
magazines, journals, and newspapers (look for your topic and related topics in the Readers' Guide and other periodical indexes);
general books (look for your topic and related topics in the library catalogue;
computerized databases, CD-ROMs, and the Internet;
other sources such as **interviews, surveys,** and other primary sources.



Hints for Easy Note Taking:

1. Use 3"x5" or 4"x6" note cards or note-taking sheets provided by your teacher.
2. **Open the book or magazine.** **Scan** the material first to determine if it fits your topic.
3. If you decide to use this information, make a correct and complete **bibliography card** of the source:
 - a. Take a blank card.
 - b. Find the bibliography information needed.
 - c. Using your bibliography/works cited guide, put the information on the card in the proper order.
 - d. Place the number "1" in the lower right corner because this is your first source. The number "1" will also go on all the note cards from this source. This is known as your bibliography number. This way, you will not have to rewrite the source on every note card. Each source will be a different number. The second source will have the number "2," and all the notes from that source will have "2" in their lower right corners, etc. (see examples on pg. 5).



Freeman, Morton S. *The Story Behind the Word*.
 Philadelphia: ISI Press, 1985.

1

*Sample
 Bibliography
 Card*

4. **Read and take notes.**
- a. **Read** one passage or manageable chunk at a time until you understand it.
 - b. **Summarize** the material in your own words in your mind.
 - c. If you are working with subtopics, decide under **what subtopic** the information will fit.
 - d. Take a card or note sheet and write down the **subtopic** (if applicable).
 - e. Write the **note**.
 - f. Write the **bibliography number** of the source in the lower right hand corner.
 - g. Continue to take notes, one card at a time. (see example below and on page 6)

Be careful to:

- h. Place only one note on the front of each card, no matter how many ideas the passage has.
- i. Summarize, paraphrase, or quote one idea at a time.
- j. Do not put any information on the back of a card.
- k. Do not let a note spill over onto another card. If this happens, you may be copying information (plagiarizing) instead of summarizing. In this case, stop and summarize, abbreviate, or work with smaller pieces of information.



Subtopic

Battle of Antietam

Considered by many to be "the bloodiest battle of the Civil War."

p. 37 Chapman

2

*Note
 (one idea)*

*Sample
 Note
 Card*

Page number

*Bibliography
 Source Number*

Research Notes	
Topic Question:	
Bibliography Information	Research Information

*Sample
Note
Sheet*

5. **When to include name of author and page number on card:**
 - a. When the note contains **statistics, charts, or graphs.**
 - b. When any or all of the note is **quoted** or copied by you.
 - c. When the note is summarized/paraphrased but contains ideas that are **not common knowledge.** Common knowledge is the same information that you keep running into in other sources, like someone's birth date or awards won.

Difference between a summary and a paraphrase

You **summarize** when you condense a section of someone else's writing into one or more sentences. A summary is usually shorter than the original.

You **paraphrase** something when you rewrite the entire section in your own words. Usually the result is either the same in length or longer than the original.

In either case, the words are yours, but the ideas are someone else's. Therefore, on the note card, be sure to give credit to the author if what you summarized or paraphrased is not common knowledge. For more information on summary and paraphrase, see *The Little, Brown Handbook*, p. 572.

The Thesis Statement

The thesis statement is the statement of purpose and intent of your work. The thesis statement should be short, to the point, and in complete sentence form. It should leave no doubt about what is to be written or read.

The purpose of the thesis statement is twofold. First, the thesis statement is to remind you, the writer, what direction your work is to take. Second, it is to tell the reader what he is about to read.

Hints for writing your Thesis Statement:

It should be a declarative sentence.

It should set the direction your paper will take.

It should express the assertion you wish to prove.

It should be stated directly to avoid misinterpretation.

You should have a thesis, not just a topic.

You can refer to *The Little, Brown Handbook*, Fifth Edition, pp. 28-33.

A thesis statement can take any of the following approaches:

Procedures

Relationships

Literary Themes

Compare and Contrast

Problems

Comparisons

Cause & Effect

Solutions

Differences

Pros & Cons

Sample Thesis Statements

Anti-Utopian themes prevail in Orwell's *Animal Farm* and *Nineteen Eighty-Four*. (Literary Theme)

Man's disturbance of the natural recycling process has contributed to environmental degradation. (Cause & Effect)

A republic is a better form of government than authoritarian. (Comparison)



The Outline

A good outline is the logical arrangement of your topics, ideas, and notes. Now that you have researched your topic, gathered your information, and prepared your note cards, you are ready to set up your outline. Your outline provides you with a sketch of your paper. Outlining details move from general to specific.

The most popular outline form is a Topical Outline which simply lists the topics to be covered in each section of your paper.

Helpful outline hints:

- Identify your **topic and purpose**.
- Details **move from general to specific**.
- You cannot have a Roman numeral I without a Roman numeral II.
- You cannot have an “A” without a “B.”
- You cannot have a “1” without a “2.”

Outline Format

Recommended Method for Layout:

1. Start 12 lines from the top of the page.
2. Type your title in ALL CAPS and center it on the page.
3. Label your major headings with Roman numerals (I., II., III., IV., etc.).
4. Type the Roman numeral and heading in **ALL CAPS** along the left margin.
Make sure to place your numbers so the periods all line up.
Space twice after the period before starting your heading.
When you finish your heading, double space (DS).
5. Subheadings are listed under major headings. These are identified with capital letters (A., B., C., D., etc.).
Capitalize only the first letter in each major word.
Line up your letters under the first word in the major heading.
6. Supporting information is listed under the subheadings. These are numbered (1., 2., 3., 4., etc.).
Capitalize only the first word.
Line up the numbers under the first word in the subheading.

You can refer to *The Little, Brown Handbook*, Fifth Edition, pp. 35–40, 586–589, and 634–635.

Example of how your outline will look:

TITLE

- I. TOPIC
 - A. Subtopic Information
 - 1. Supporting detail
 - a. Specific example
 - b. Specific example
 - 2. Supporting detail
 - a. Specific example
 - b. Specific example
 - B. Subtopic Information

II. TOPIC

Always use the above format for your outlines.

Remember! Each indentation lines up under the first letter of the heading above it.

RECYCLING

- I. NATURE'S RECYCLING PROCESS
 - A. Nutrient
 - 1. Soil
 - 2. Plant
 - 3. Animals
 - B. Oxygen
 - 1. Photosynthesis
 - 2. Respiration
 - C. Water
 - 1. Evaporation
 - 2. Condensation
 - 3. Precipitation

II. HUMAN'S RECYCLING PROCESS

(follow the above format)

Writing the Essay

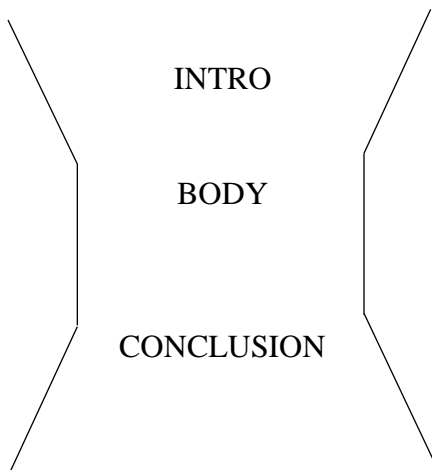
I. The BASIC ESSAY has a tight structure which contains:

A.

B.

C.

II. If you drew a picture of the BASIC ESSAY, it would look like an hour glass or a keyhole:

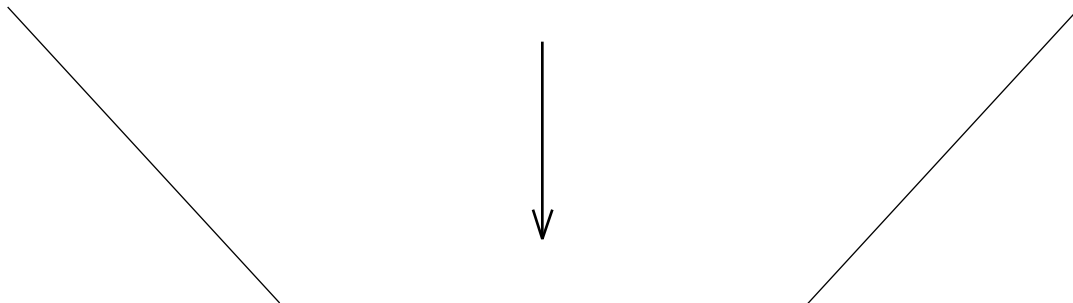


INTRO: Gets reader's attention and narrows to a specific **THESIS**.

BODY: These paragraphs support the **THE-SIS** with your thoughts and specific examples from the text.

CONCLUSION: Begins with a restatement of the specific **THESIS**, then reminds the reader of the main points of your body.

III. Intro. Paragraph: Design



IV. Intro. Paragraph: Get the reader's attention and FOCUS!

A. There are four (4) effective ATTENTION GETTERS to begin the OPENING PARAGRAPH:

1. Provide an interesting story about the subject.
2. Start with a shocking/unusual fact.
3. Quote a famous person or literary work.
4. Define and discuss an important term related to your topic.

B. THESIS:

V. Body Paragraphs: PROVE your thesis!

A. Body paragraphs should include:

1. Transition: Use a transition to flow into each body paragraph. Some transitions include words like: **first, next, secondly, thirdly, similarly, on the other hand...**
2. Topic Sentence:
3. Evidence:
4. Insight:

VI. Conclusion: Remind the reader what you have proved and finish!

A. Your conclusion should have two essential ingredients:

1. Restate the intent of your thesis.
2. Summarize the main points of your body paragraphs.

Parenthetical Citations

Citations within the text must include just enough information for the reader to locate the appropriate source in your list of works cited. They must also include just enough information for the reader to locate the place in the source where the borrowed material is located. Usually this task can be accomplished by citing the author's last name and the page(s) in the source or at the end of the source. The student can refer to the *The Little, Brown Handbook*, Fifth Edition, pages 598 through 604 for a detailed listing of specific situations which they may encounter. Several examples are given below as a starting point.

1. Author **not named** in the text.

The death of a loved one is a theme Frost and other poets of his stature handle well in narrative form. In "Home Burial" Frost portrays a husband and wife who suffer the death of their child. The husband is so preoccupied with sharing his wife's suffering that "he is forced to suffer a loss of identity" (Gordon 73).

2. An author **named** in the text.

Writers of books on word origins abound in today's market. Those that endure must be more than mere dictionaries; they must be readable; they must entertain. Morton Freeman's The Story Behind the Word fits this bill. His style raises his etymologies above dictionary level to the height of the well-crafted essay. The origin of "jade," for example, begins, "Jade is a beautiful and costly gemstone. A person who looks jaded should therefore look attractive" (149), but he then continues with the opposite definition to make the etymology more meaningful in the minds of the readers.

3. A **multivolume work**.

There are a variety of opinions on how to stem the tide of drug-related violence. "In inner-city neighborhoods where drug-related violence is rampant, some community activists say tough law enforcement is not the answer" (Fitzgerald 5:2).

4. An **unsigned work**.

Countries print their currency using different methods. "U.S. currency is printed by the engraved intaglio steel plate method, which gives notes an embossed feel" (Counterfeit?).

Bibliography/Works Cited

Western School of Technology and Environmental Science has selected the MLA style of documentation for students' papers. We have selected those areas which we feel would be used most frequently by students when completing a term paper, report, or research paper. Included you will find a complete list of models which can be found in *The Little, Brown Handbook*, Fifth Edition. Every classroom in the school should have a copy of this book for students to use as a reference.

In general, all books will follow this format:

Author: Last name, first. Title. City: Publisher, Copyright Date.

Remember, a bibliography or works cited page should **never** be numbered and all entries should be reverse indented.

1. A **book** with one author.

Rubin, Charles. Running Microsoft Works 2 for the Apple Macintosh. Redmond: Microsoft Press, 1993.

Rubin, Charles. Running Microsoft Works 3 for the Apple Macintosh. 2nd ed. Redmond: Microsoft Press, 1994.

2. A **book** with multiple authors. Use et al.; it means "and others."

Goodman, Harvey D., et al. Biology. Orlando: Harcourt Brace Jovanovich, 1986.

3. A **book** with no author.

Webster's Seventh New Collegiate Dictionary. Springfield: Merriam, 1977.

4. A **selection** from an anthology or collection (author only).

Freeman, Morton S. The Story Behind the Word. Philadelphia: ISI Press, 1985.

5. A **selection** from an anthology or collection (author and editor).

Gordon, Jan B. "Robert Frost's Circle of Enchantment." Modern American Poetry: Essays in Criticism. Ed. Jerome Mazzaro. New York: David McKay Co., Inc., 1970.

6. An **article** from a collection of reprinted articles.

Fitzgerald, Gerry. "Dispatches From the Drug War." *Common Cause Magazine* (Jan 1990): 13–19. Rpt. In *Social Issues Resources Series*. Ed. Eleanor Goldstein. Boca Raton: SIRS Series, 1993. Volume 5—Article 2.

Bibliography/Works Cited (continued)

7. An **encyclopedia, almanac, or unsigned article.**

“Polygon.” World Book Encyclopedia. 1997.

8. An **encyclopedia or almanac, signed article.**

Mahoney, Michael S. “Fermat’s Last Theorem.” Encyclopedia Americana. 1988.

In general, periodicals will follow this format:

Author: Last name, first. “Title of Article.” Title of Magazine. Day Month Year: page number.

9. A **signed article** in a magazine.

Stein, Harry. “Living with Lies.” Esquire. Dec. 1981: 23.

10. A **signed article** in a journal with continuously numbered pages throughout the annual volume.

Will-Harris, Daniel. “This Old Computer.” Desktop. March–April (1991): 91–92.

11. An **article** in a daily newspaper.

Simmons, Melody. “City Begins Cleanup of House Where 85 Animals Were Kept.” The Baltimore Sun. 7 June 1994: B1.

12. A **pamphlet**.

Counterfeit. Atlanta: Federal Reserve Bank of Atlanta, 1992.

13. A **Culturgram**.

Culturgram '97; country name. Provo: Brigham Young University, 1996.

14. A **film or videotape**.

Conic Sections. Videotape. Dir. David Chamberlain. TV Ontario. 30 min.

15. A **television or radio** program.

Smoke in the Eye. Writ. John Smith. With John Smith. Frontline. PBS. WGHB, Boston.
21 Oct. 1999.

Bibliography/Works Cited (continued)

In general, computer software will follow this format.

Author's last name, first (if known). "Title of the article in quotes." Name of CD-ROM or computer software. Source medium (CD-ROM or software). Producer of software. Copyright date.

16. CD-ROMs and Computer Software.

Mahoney, Michael S. "Fermat's Last Theorem." Encarta '96 Encyclopedia. CD-ROM.
Microsoft Corporation. 1996.

Bibliography: Electronic Sources

17. Electric Library (from the Internet)

Author's last name, first. "Title of article in quotes." Original source of article and date of original source: Page numbers. Product Name. Available protocol: <URL of specific article>. Date of visit to site.

Example:

Davis, Stephen. "A Gun in the Home is Risky." Star Tribune. July 10, 1998.
Electric Library. Available HTTP: <http://www.elibrary.com>. (3 October 1998).

18. SIRS: Social Issues Resources Series (from the Internet)

Author's last name, first. "Title of article in quotes." Original source of article and date of original source: Page numbers. Product Name. Available protocol: <URL of specific article>. (Date of visit to site).

Example:

Lanken, Dane. "Shen the Earth Moves." Canadian Geographic March-April 1996:
66-73. SIRS Researcher on the Web. Available HTTP: <http://researcher.sirs.com/cgi-bin/artselect?EA063A>. (15 June 1998).

Bibliography/Works Cited (continued)

19. WORLD WIDE WEB (Internet sites):

Author's last name, first. "Full title of document in quotes." Title of complete work.

<URL>. (date of publication): Page Numbers (if given). (date of visit to site).

Example:

Burka, Lauren P. "Slave Life on Southern Plantations," Maryland History.

<http://www.ccs.neu.edu/home/lpb/md-history.html>. (5 Dec. 1994).

20. Gale*Net* Literature Resource Center (from the Internet)

Author's last name, first. "Title of Article." Republished in database name. Gale

Research. (date of visit to site).

Example:

Grant, William E. "Nathaniel Hawthorne." Contemporary Authors on Gale*Net.*

Republished in Literature Resource Center. Gale Research. (16 April 2000).

Index to MLA works-cited models

Books

1. A **book** with one author, 607
2. A **book** with two or three authors, 607
3. A **book** with more than three authors, 608
4. Two or more works by the same author(s), 608
5. A **book** with an editor, 608
6. A **book** with an author and an editor, 608
7. A **translation**, 609
8. A **book** with a corporate author, 609
9. An **anonymous book**, 609
10. A later edition, 609
11. A republished book, 609
12. A **book** with a title in its title, 610
13. A **work** of more than one volume, 610
14. A **work** in a series, 610
15. Published proceeding of a conference, 610
16. A selection from an anthology or collection, 611.
17. Two or more selections from the same anthology, 611
18. An **article** from a collection of reprinted articles, 611
19. An introduction, preface, foreword, or afterward, 612
20. An **encyclopedia** or **almanac**, 612

Periodicals

21. A **signed article** in a journal with continuous pagination through the annual volume, 613
22. A **signed article** in a journal that pages issues separately or that numbers issues only, not volumes, 614
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30. A **government document**, 616
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35. A **television** or **radio** program, 618
36. A **performance**, 618
37. A **recording**, 618
38. A **letter**, 618
39. A **lecture** or **address**, 619
40. An **interview**, 619
41. A **map** or **other illustration**, 620
42. An **information** or **computer** service, 620
43. **Computer software**, 620

Laboratory Write-Up

Use this document to assist you in writing laboratory reports. Not all labs will contain every topic.

1. **Title**

- All lab reports must have a title. The title should reflect the objectives or purpose of the lab.

2. **Name(s) of person conducting lab**

3. **Date lab was conducted**

4. **Abstract**

- An abstract is a summary of the paper. (It is similar to a summary found in the beginning or end of a novel.)
- An abstract includes the following: purpose, resulting data, and conclusion. (The purpose may be called goals, objectives, hypothesis, and problems).
- An abstract is about 75 to 100 words and uses appropriate scientific language.
- The method should only be included if the method is novel or critical in the understanding of the lab report.
- The author should not use first person or pronouns such as I, we, you, and me. An example of an abstract is provided on page 21.

5. **Key Terms**

- Provide a list of important or key terms.
- Include terms that people might use to find out more information about your lab report via search engine on the Internet.
- Do not define the key terms unless directed by your teacher.

6a. **Introduction**

- Provide the reader with an introduction which gives background information and purpose.
- Provide an outside reader enough information to understand the paper.
- Organize the introduction from the most general or broad information to the most specific information. Also, there should be a smooth transition from the background information to the purpose.
- State the independent and dependent variables.
- State the external validity, why is this important to....

6b. **Purpose**

6c. **Hypothesis** — predicts the influence of the independent variable on the dependent variable: null or standard.

7. **Materials**

- Provide a list of items used in completing the lab including equipment (sizes), chemicals, and solutions (amounts).

8. **Procedures**

- Include directions to be followed in completing the lab so that the experiments can be duplicated by anyone.
- This section should be a step-by-step account of how the data was collected.

- The procedures should start with adjective or noun. For example, “the inoculation lab was used to transfer bacteria into sterile nutrient broth” or “fifty mL of water was boiled for 15 minutes.”
- Tense is important. Use past tense. Keep the same tense throughout.
- Do not copy the teachers’ procedures unless directed.
- Summarize procedures if they are given.

9. **Data**

- Provide the information collected in the experiment.
- Label all the charts and tables neatly and in an organized manner. In addition, all the numerical values must include units. Numbers give no meaning without units.
- Explain your data. You must give a written explanation of the data.
- Poor data is a reflection of a poor lab report.

10a. **Analysis**

- 10b.
- The analysis section (as well as the data section) may explain the data.
 - The analysis incorporates the answers from the questions addressed in the lab report in a well thought out paragraph.
 - Numbers or variables give no meaning without an explanation.
 - The analysis is the part of the paper that includes sources of error, statistical and mathematical manipulations, and graphic interpretations.

11a. **Conclusion**

- The conclusion summarizes the paper based on the following:
 - Restates the purpose, hypothesis, or objectives, and states if true or not.
 - Indicates whether or not the lab group or experimenter met the purpose.
 - Synopsis of the data and analysis.

- 11b.
- This section may include problems encountered with lab design, sources of error, and possible recommendations for improvement of the lab.

12. **Bibliography**

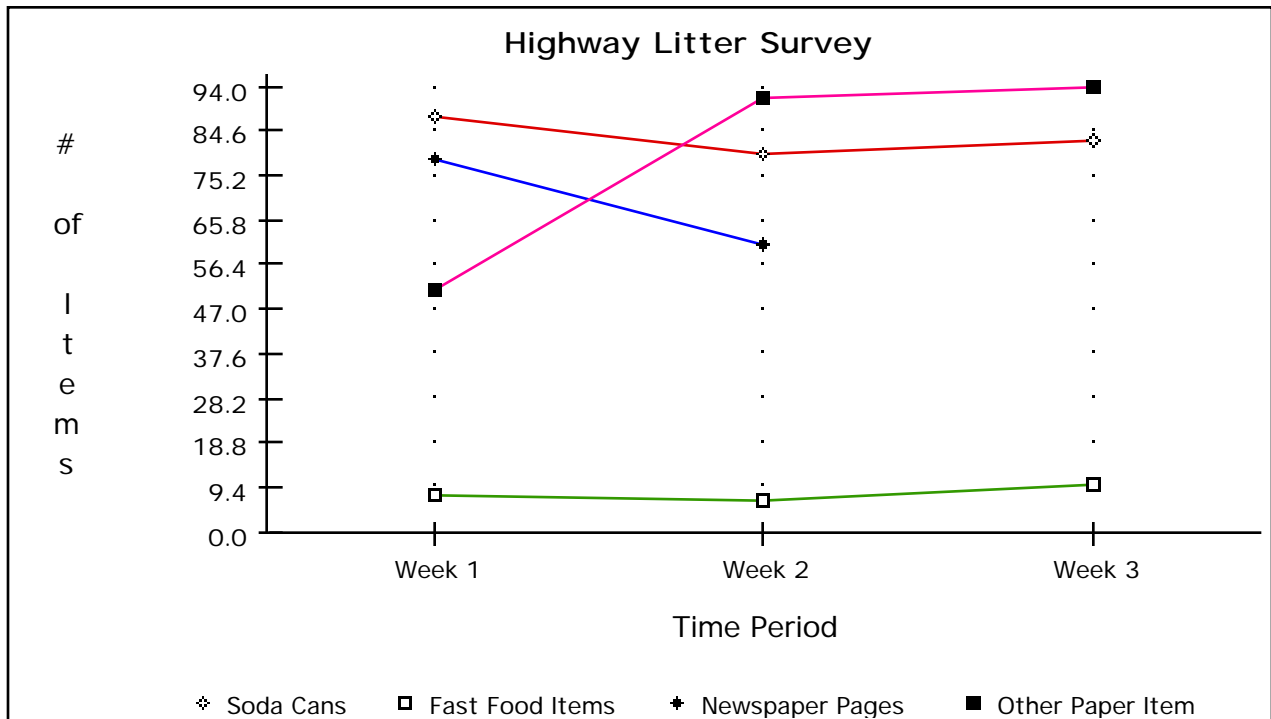
- Western School of Technology and Environmental Science has selected the MLA (Modern Language Association) style of documentation for students’ papers. Further information and examples are found in *The Little, Brown Handbook*.

13. **Other helpful hints**

- Always add headers at the beginning of each section such as abstract, key terms, introduction, materials, procedures, data analysis, conclusion, and bibliography.
- Number your pages.
- Do not change tenses in the middle of a sentence or paragraph.
- Add illustrations, tables, and graphs.
- Type your lab reports.
- Ask your teacher questions if you do not understand.
- Use appropriate adjectives for scientific papers.

Graphing

1. Each graph should include a title reflecting the data to be graphed in the form of dependent and independent.
2. The X and Y axis should be labeled.
 - On the X axis should be placed the data that you are unable to change or is constant (the independent variable), such as years, trials, days, or months.
 - On the Y axis should be placed the data that you are measuring (the dependent variable), such as inches of rainfall, number of antelope, or births per year.
3. The units for the data you are graphing should follow the label in parentheses. Units should be included for each axis, such as distance in centimeters, thousands of births, or acres of land.
4. In graphs that include multiple data lines, there should be a legend included that gives an explanation for each line/representation of data.
5. The spacing of the data should be at equal intervals, although one does not always have to start at zero.
6. All graphs are to be completed on **graph** paper.



Abstract Format

Abstracts are summaries of articles that aid in your research. Included in an abstract along with a bibliography are the summary of the paper, the research methods (procedures used), the findings (resulting data), and the conclusions drawn from the paper.

An abstract is about 100 words (1 page) and does not provide the detail that the paper itself would. The abstract does not generalize about the type of article. It provides concrete, specific comments that reflect the views of the article's author(s).

Example of an Abstract

Lee, E. H., et.al. "Differential Ozone Tolerance in Soybeans and Snapbeans."
Environmental and Experimental Botany, 24 (1984): 331–341.

Two cultivars of soybean (Glycine max L.) found previously to differ in their sensitivity to ozone, were investigated to determine the possible morphological and physiological bases for differences in ozone sensitivity. Leaf surface features were examined by scanning electron microscopy (SEM) to determine the occurrence and frequency of stomata and trichomes. Comparative measurements of stomatal resistance and transpiration rates were made under controlled environments with a diffusive resistance parameter. The resistant cultivar (G. max L. cv. Hood) had a higher trichome density and lower stomatal density than did the sensitive cultivar (G. max L. cv. Hark) examined. These findings suggest that certain leaf surface features may influence the rate of ozone penetration into the plant. The surface properties such as stomatal and trichome density appear to provide a useful criterion for assessing ozone sensitivity.

Manuscript Guidelines

Every written assignment you turn in should meet the same standards. Most of your teachers will require that you type your paper. Some exceptions may be made according to the teacher and the circumstances.

If your paper is handwritten, take your time and use your neatest handwriting. Write in blue or black ink **ONLY**. Your teacher may give you special directions about skipping lines or using only one side of the page.

If your paper must be typed, please follow the guidelines described here. Your paper should have a **title page** with the name of the paper, your name, your class, and the date due. Look at the sample (on the next page) for spacing and type size requirements.

Organize your numbered pages in the proper order and then staple them together in the upper left corner.

Setting up your report

- Once you are ready to start typing, first set the margins. The top, bottom, right, and left margin should be **1"**, **NOT LARGER!** Be sure your margins are not preset, and if they are, change them. Check your line spacing to be sure it is set to double spacing (DS).
- If your teacher doesn't require a title page, type the title of the written assignment on the first page 1.5" from the top in **ALL CAPS** and center it. You do not need to number the first page.
- Hit the return twice, so that the text starts four lines below the title (QS).
- Press tab and begin typing. Be sure to indent at the beginning of each paragraph.
- Most of your paper will continue in the same way. Be sure to number all other text pages in the upper right corner (on line 6) if you are not using the automatic page numbering feature.
- You may need to make one change in your set up for long quotes. If you include a quote in your paper that is more than four typed lines, you must change your set up in this manner:

Double space (DS) before the beginning of the quote.

Change the line spacing to single spacing (SS).

Indent the entire quote five spaces from the left margin. Do **NOT** use quotation marks.

After the quote is complete, space twice and include your parenthetical citation.

Return twice and change your spacing back to double spacing (DS).

Title of Your Paper Goes Here

Your Name Goes Here
Your Teacher's Name Goes Here
Your Class Name Goes Here
Due Date

Sample title page above.

Gibson and Kane emphatically warn against the dangers of this attitude among women:

Women's undue competitiveness is a stumbling block to their success. It keeps them awash in anger and fear when their energies could be used more constructively; sets a negative example for lower-level women; creates difficult working conditions for the women who are its targets; diminishes the effectiveness of teamwork; and in some cases, actively inhibits career progress. (186-87)

If women are to improve their worth, they must first conquer this competitive urge. Indeed, women must see each other as sisters, not competitors.

Sample quoted material above.

- The last special consideration for typing is parenthetical citations. Short quotes are typed right in the body of the paper. See example on page 10. Use quotation marks for direct quotes. If you leave out part of the quote use ... (an ellipsis) to show something is missing. Follow the format below:
 - Type the quotation mark and begin the first word without spacing.
 - Put your quotation mark at the end of the quote, space twice.
 - Type a parenthesis, the last name of the author if you do not mention it in the paper, and the page number of the source. End parentheses.

See page 12 for more examples.

Computer Use at Western

Western has invested a great deal of money in acquiring some of the latest state-of-the-art equipment available. The use of this equipment is a privilege. In order for the equipment to be available for everyone's use, mandatory guidelines have been established. Everyone must **act responsibly, listen carefully, use equipment responsibly, and report problems immediately.**

Acting responsibly means moving to assigned seat upon entering the room and being ready to work with all necessary materials at hand. All students are expected to follow the acceptable use policy (AUP) of Baltimore County when using the Internet. Sign and print your name on the computer seating chart.

Listening carefully means being attentive to directions during discussions of procedures and asking questions when those instructions are not clear.

Using equipment responsibly means operating the equipment with respect and care, realizing that the equipment is expensive. Misuse of equipment can cause damage for which you will be held responsible.

Immediately reporting any problems (i.e. broken keys, missing keys, jumbled keys, broken mouse, etc.) means notifying the person in charge of the class as soon as the session starts. Failure to report any problems could result in you being charged with damage and being asked to remedy the situation.





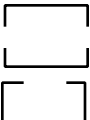


CHECKLIST FOR RESEARCH PAPER

- _____ 1. Did you write on the assigned topic?
- _____ 2. Have you organized your information so that someone else can follow your explanation?
- _____ 3. Have you included enough specific details to explain the topic fully and clearly?
- _____ 4. Did you use complete sentences?
- _____ 5. Did you meet the length requirement?
 - _____ Number of Pages?
 - _____ Number of Words?
- _____ 6. Did you use manuscript form?
 - _____ Title page
 - _____ Margins
 - _____ Page numbers
 - _____ Works Cited
- _____ 7. Did you proofread? Attach edited copy.
- _____ 8. Did you correct errors in:
 - _____ Spelling?
 - _____ Capitalization?
 - _____ Punctuation?
 - _____ Usage?
- _____ 9. Did you avoid plagiarism?
 - _____ If you quoted did you cite?
 - _____ If you paraphrased, did you cite?
 - _____ If you summarized, did you cite?



Proofreader's Symbols

Symbol	Meaning	Edited	Corrected
	Transpose	brochure enclosed	enclosed brochure
^	Insert	i righ ^	right
# ^	Insert space	the# ^right	the right
	Close	per fect	perfect
	Delete	the great many	the many
/	Change capital letter to lowercase	M athematics class	mathematics class
≡	Change lower case letter to capital	The french class	The French class
ss	Use single spacing	I think I am going.	I think I am going.
ds	Use double spacing	The lake was less polluted	The lake was less polluted
○	Spell out	There were ⑫jurors	There were twelve jurors
	Move as shown	Try to find the document word in the long. → The Wetlands	Try to find the word in the long document
] [Center] The Wetlands [The Wetlands
	Move right, left, up, or down. The location of the symbol is where the passage should be.		

Revision and Editing Symbols to the Students

<i>ro</i>	run-on sentence	Two or more sentences without the proper punctuation or conjunction
<i>frag</i>	fragment	Not a sentence, a group of words that does not express a complete thought and cannot stand alone
<i>wc</i>	word choice	Word choice inappropriate for the context, purpose, or tone
<i>ms</i>	manuscript form	Proper form not followed
<i>p</i>	punctuation	Missing or improper punctuation
<i>sp</i>	spelling	Misspelled word or words
¶	new paragraph	A logical and natural point for a new paragraph
no ¶	no new paragraph	Material to be incorporated into preceding paragraph
<i>agr</i>	agreement	Error between the agreement of subject and predicate or between a pronoun and its antecedent
<i>k</i>	awkward	Expression awkward, clumsy, or unclear
<i>x</i>	obvious error	Some blatant error, such as inverting the names of two people referred to in the composition
<i>ref</i>	reference	Source of information vague or undefined
<i>ex or</i> <i>eg</i>	examples	Provide examples or more detail needed
<i>u</i>	unity	Failure to develop composition in a unified manner; irrelevant elements
^	omission	Something omitted that should have been included or something that should have been omitted
?	question	What does this mean? What is this?
stet	let it stand	Do not make the correction indicated.

Notes

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Notes

