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# *Research Papers:*

- MLA Format and  
Documentation

# Process and Product—Preparing and Writing a Research Paper: A Guideline for High School Students



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MHS Library, Madison, Ohio

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*“What is research, but a blind date with knowledge.”*

—William Henry



*“If we knew what it was we were doing, it would not be called research, would it?”*

—Albert Einstein

*“Research is formalized curiosity. It is poking and prying with a purpose.”*

—Zora Neale Hurston

*“The way to do research is to attack the facts at the point of greatest astonishment.”*

—Celia Green

*“A word after a word after a word is power.”* —Margaret Atwood

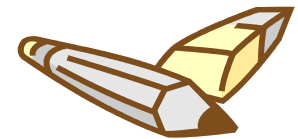
# *Contents & Directions*

Scroll through the slide show to locate the answers to your questions. This slide presentation includes information on all phases of the research project:

- The Steps of a Research Project
- The Thesis Statement
- Bibliography Cards
- The Preliminary Outline
- Note Cards
- The Final Outline
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- Introductions
- Conclusions
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- Listing Sources—“Works Cited”
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- Final Drafts
- Appendix A: APA Style
- Appendix B: Acceptable Abbreviations



NOTE: For further explanations, look for links to other slides in this presentation wherever you see the pencil & eraser symbol.



# *The Steps of a Research Project*

1. Review the details and requirements of your assignment. Make sure you understand your instructor's expectations regarding length, format, required number of sources, preferred style of documentation, etc.
2. Consider the due dates for each step of the process. Make yourself a calendar to guide your progress. Assemble your materials (including index cards).
3. Select and define your topic. Establish a **controlling purpose** for your research to serve as a draft for your thesis statement.
4. Begin your preliminary research: browse through encyclopedia articles and reference sources.
5. Prepare a **working bibliography**: collect potential sources for your research.
6. Construct a **preliminary outline** identifying the major sections of your paper.
7. Locate useful sources and begin **taking notes**.
8. Organize your note cards into a **final outline** format.
9. Write the **rough draft** of the research paper.
10. Incorporate **documentation** into the rough draft of the paper.
11. Add the "**Works Cited**" page to your paper.
12. Edit, revise, and publish the **final draft** of your research paper.



# *What is a thesis statement?*



Every research paper requires a thesis statement—it’s what distinguishes a research paper from a research report. Your **thesis** must be more than a simple statement of fact; it must be something that requires demonstration and proof. Keep in mind that some research papers are **expository**—that is, they require the writer to develop and explain an idea; others are **persuasive** and require the writer to argue in favor of or against a specific controversial position on the topic of choice.

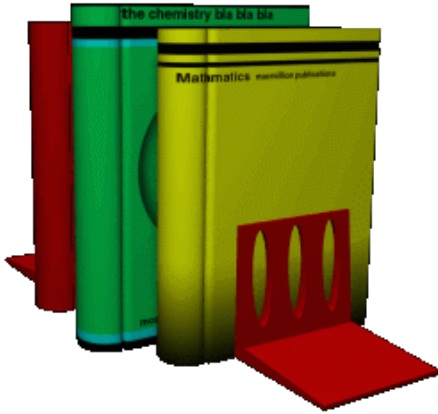
## **EXAMPLES:**

Statement of fact: “Bears are among the many kinds of animals which perform in circuses.” [NOTE: This could not be used as a thesis statement.]

Thesis for an **expository** paper: “Their ability to perform in circuses demonstrates the relative intelligence and good nature of bears.”

Thesis for a **persuasive** paper: “Because circuses often mistreat the bears and other animals which perform in them, they should be banned from using animal acts altogether.”

# *Bibliography Cards*



Bibliography cards should contain

- all the information necessary to locate the source in the library or on the internet, and
- all the information necessary to document the source in your “Works Cited” page of your research paper.

Remember, your bibliography cards should list *potential* resources for your research; you do not necessarily have to use all the sources you list on these cards, and you may add cards as you find additional resources.

## **Where do you look for potential resources?**

- The on-line card catalogs at you school and public libraries.
- On-line databases for periodicals (like EBSCOHost—available through the lgca website).
- Appropriate internet search engines.
- The bibliographies of other books on your topic.

Refer to the following slides for examples of typical bibliography cards for books, encyclopedia articles, magazine & journal articles, and websites. ↓

# *Sample Bibliography Card*

## *[General Details]*

In general, a bibliography card for any source—whether for a book, magazine or journal article, encyclopedia article, website—should include the name(s) of author(s) and/or editor(s), title (and subtitle, if applicable), publication information, and its location. Follow the same general format for each card:

②

Author's (or editor's) last name, first name

Title

City of Publication: Company, © date

Call  
Number  
(for books only)

location

◀ **SOURCE #** —add your own number (or letter or symbol) in the upper right-hand corner of each card (a different number for each card). You will use this designation later to identify sources on your note cards.



# *Sample Bibliography Card for a Book*

A bibliography card for a book should include its author(s) (and editor(s), if applicable), its title (and subtitle, if applicable), its publication information (city, publishing company, and copyright date), and its location. For example:

②

Scully, Matthew

Dominion: The Power of Man, the Suffering  
of Animals, and the Call to Mercy

New York: St. Martin's Press, 2002

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# *Sample Bibliography Card for an Essay or Article in a Book*

High school libraries often include collections of articles or essays on particular topics where each entry or “chapter” is written by a different author and then compiled by an editor(s). Be sure to include all the appropriate information on your bibliography card so you’ll have it to cite later in your paper and on your “Works Cited” list. For example:

	④
Newkirk, Ingrid	
“The Animal Rights Movement Must Embrace Animal Welfarism” (pp. 202-206)	
<u>Animal Rights: Opposing Viewpoints</u>	
Eds. David Bender and Bruno Leone	
San Diego, CA: Greenhaven Press, 1996	
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- ◀ source number
- ◀ author of essay
- ◀ title of essay (and relevant page numbers)
- ◀ title of collection
- ◀ editor(s)
- ◀ publication info.
- ◀ call # & location

# *Sample Bibliography Card for an Encyclopedia Article*

A bibliography card for an encyclopedia article should include its author(s) (where given), the title of the article, the title and publication date of the encyclopedia, and its location. For example:

①

N/A \*

“Circus”

The New Encyclopedia Britannica

1991 ed.

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# *No Author or Editor*

\* N/A:

## **When you cannot locate the author or editor of a work:**

Sometimes—especially in encyclopedia or periodical articles—the name(s) of the author is not given. In this case, indicate the situation with **N/A**—for “not available” or “not applicable.”

Note: If you do not include the N/A, you may mistakenly think you omitted that information when you’re looking for it later.

In the case of encyclopedia articles, the authors are sometimes identified by initials at the end of the article. The **Britannica** article on “Circus,” for example, was authored by RLP, ADHC, and AHSa. The index or guide to each encyclopedia set usually includes a key to these initials. Checking in the *Propedia: Outline of Knowledge/Guide to the Britannica* would tell you that these initials refer to Robert Lewis Parkinson, Antony Dacres Hippisley Coxe, and A.H. Saxon. However, **unless the full name of the author is listed with the article, you do not need to include it** on the bibliography card or in your “Works Cited” page.

# *Sample Bibliography Card for an Article (in a Periodical)*

A bibliography card for a periodical (i.e., for an article in a magazine or a journal) should include its author(s) or(s), if applicable, its title (and subtitle, if applicable), its publication information (volume #, issue #, and date of publication), and copyright date), and its location/availability. For example:

	⑥
Schell, Paul	
“Three-Ring Debate”	
<u>Current Events</u>	
March 17, 2000	
Vol. 99, Issue 21, pp. 3	
EBSCO	
Host	

# *Sample Bibliography Card for a Website*

A bibliography card for an online reference should include the title of the project or database (underlined); the name of the editor or creator of the project (if given); the electronic publication information, including the date of publication or the latest update and the name of any sponsoring organization; and the date of access and electronic address. For example:

③
N/A
“Ringling Bros.”
<u>Circuses.com</u>
Norfolk, VA: PETA.org
< <a href="http://www.circuses.com/">http://www.circuses.com/</a> >
8 October 2004

- ◀ source number
- ◀ author (Not Available)
- ◀ title of article/entry
- ◀ web site
- ◀ responsible organization
- ◀ web address
- ◀ date visited

# *Other Types of Sources*

You may use other types of sources for your research—interviews, films, pamphlets or fact sheets from national or local organizations (sometimes available in the “vertical file” at your school or public library). For these alternative resources, check with your instructor for the proper format for bibliography cards and “Works Cited” entries. As a general rule, record on your bibliography cards as much information as that source makes available to you. For example, a bibliography card for a film could include

⑩

Argo, Allison, prod. & dir.

*Keepers of the Wild*

Washington, DC: National Geographic  
Society, 1997

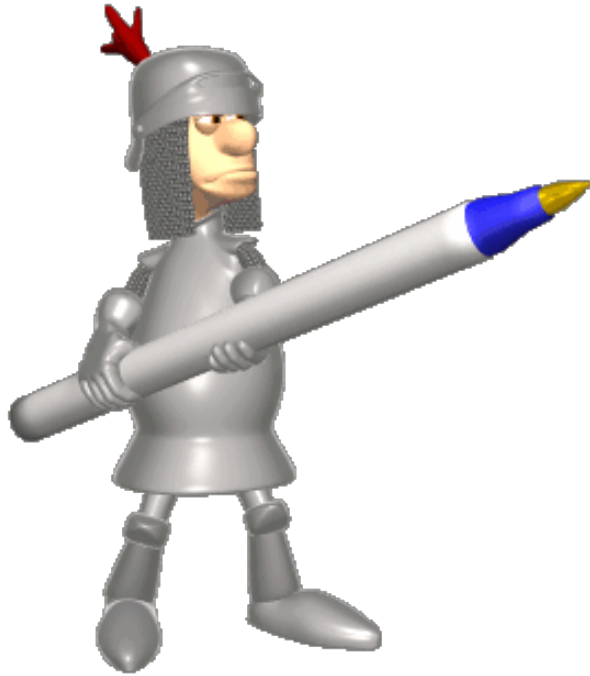
[VHS, col. and b & w]

Madison  
pub. lib. (ILL)

VC551

◀ ILL: This source is available from the public library through inter-library loan.

# *Keeping Your Bibliography Cards Organized*



You'll notice that in the previous examples, each card included a circled number in the upper right-hand corner of the card. You must assign numbers—or some similar form of identification (many students prefer to use capital letters)—to each of your resources before you begin taking notes.

Later, when you locate source #2, for example, instead of writing

Dominion: The Power of Man, the Suffering. . .

on each note card you take from the source, you can simply write the #2 on each card and then later look up the source information.



# *The Preliminary Outline*

As you accumulate your bibliography cards, continue to gauge whether the topic you selected is a viable one:

- Will you be able to find enough information from local sources to support your research?
- If your instructor has set specific guidelines about the number and types of sources you must use, will you be able to find enough books, magazine articles, etc. to meet those requirements?
- On the other hand, is your topic too vague or broad to allow you to produce an organized and well-focused paper?

Next, begin to read the more general information (e.g., encyclopedia articles, introductory chapters in books), study the tables of contents and indexes in books, skim the sections specifically related to your thesis to get a better sense of the scope and the details of your research. Brainstorm ideas and subtopics and then organize all the relevant concepts into a working preliminary outline. This outline need only be approximately a page in length and need only include the main divisions for your research. Include a working title and an initial statement of the controlling purpose of your paper. This controlling purpose can later become the foundation for your thesis statement. Include general sections for the Introduction and Conclusion of your paper which will follow—or you may add generic subdivisions like those shown on the sample. Follow the proper format for a topic outline (also illustrated on the following sample).

The preliminary outline should function as a working tool—i.e., it can and should change during the process of your research. As you read and take notes, delete subtopics or sections which you discover are irrelevant to your thesis. As your research uncovers other topics which you didn't foresee but which support your thesis, add them to the outline. Use the preliminary outline to direct your research and to make sure you “balance” the amount of information and data you collect on the various subtopics. If all of your research pertains to a single section of the preliminary outline, then perhaps you need to refocus your choice of topic and thesis--and develop more subtopics for that particular area.

# *A Sample Preliminary Outline*

Creature (Dis)comforts:

## The Mistreatment of Animals in Captivity

Controlling Purpose: to demonstrate the necessity for reactions to the historical mistreatment and changes in the current mistreatment of animals in captivity and to illustrate the rights of all living creatures to be treated with dignity and respect.

- I. Introduction (to follow)
  - A. General introduction to topic
  - B. Statement of specific topic
  - C. Thesis
  - D. Plan for developing thesis
  - E. Indication of significance of thesis
- II. Historical treatment of captive animals
  - A. Zoos
  - B. Circuses
  - C. Performing animals

- III. Modern captive habitat conditions
  - A. Zoos
  - B. Circuses
  - C. Performing animals
- IV. Modern training and treatment of captive animals
  - A. Zoos
  - B. Circuses
  - C. Performing animals
- V. Ethical concerns
  - A. Positive accomplishments of captivity
  - B. Negative consequences of captivity
- VI. Legal issues
  - A. Commercial rights of ownership
  - B. Political action for endangered species
- VII. Action organizations
- VIII. Conclusion (to follow)
  - A. Summary of main points of paper
  - B. Discussion of significance of topic
  - C. Future implications of topic
  - D. Suggested action re. topic

# *Note Cards*



Once you have located your sources, developed a controlling purpose and/or thesis statement, and sketched out the outline for your research paper, you're ready to begin the note-taking process.

**Every note card should contain some basic elements:**

- the **source number** (which corresponds to the number—or letter—assigned to a source on its bibliography card).
- a **heading or guideline** which identifies the section of your paper to which this information applies; the guideline should correlate to one of the topics or subtopics on your preliminary outline.
- the **note** itself, which should include a single fact, piece of information, or relevant quote.
- the **page number(s)** where you found that information in the source.

# *The Format for Note Cards*

**Source Number**

**Guideline / Heading or Subheading from Outline**

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**Note:**

The note itself should be a single fact or piece of information. Some notes may be very brief—a single line, a phrase, a few words—while some may be longer. Longer notes might include a direct quote, a paraphrased opinion or theory from another writer, a list compiled by another writer, etc. If you record a direct quotation as a note, be careful to quote it precisely and to indicate with quotation marks that it is a direct quote. On the other hand, when you are summarizing and/or paraphrasing, you should take the note as quickly as possible, so it is acceptable to abbreviate key words or omit unnecessary details. (Just be sure you will be able to “decipher” your notes later!)

**Page number(s)/  
location of info.**

# *A Sample Note Card*

This heading—which should correspond with one of the topics or subtopics on the preliminary outline—will help you organize your ▼ note cards into sections later when you're writing your rough draft.

Habitat Conditions—Circuses ②

---

Circus elephants can spend as much as 22 hrs./day chained in train cars or in cramped living quarters.

p. 370

◀ The source # (2) indicates that this note is taken from the book *Dominion*, by M. Scully.

Page # indicates location of information within that  
◀ source.

## Training & Treatment—Zoos

②

Excessive breeding of captive animals at some zoos has caused overpopulation of animals like lions or bears, and so some sell the weaker animals to hunting ranches.

p. 358

◀ Limit the information you include in the “Notes” to one key fact or idea to allow more flexibility in rearranging your notes later.

## Conclusions

②

The lives of animals “. . .is a world of fear and desire, equally raw, and for them whatever happiness life offers seems to lie in those intervals between danger when they can feed, play, or be at peace. We ourselves call these the creature comforts. It is part of their charm, this contentedness with the things of the moment. . . .”

pp. 5-6

◀ You can also record facts or quotes that might be useful later to incorporate in your introductory or concluding paragraphs.

◀ Be sure to use “quotation marks” on your note cards to indicate direct quotations.

# *The Final Outline*



Your instructor may or may not require a final outline for your research paper. If one is required, you should organize your note cards into groups according to the guideline/heading listed at the top of each card. Then you can begin or organize those facts, details, statistics, quotes, etc. into the most logical order for each section or paragraph of the paper itself. (Note: Even if you are not required to produce a formal/final outline, you must organize your note cards in this way before you begin the rough draft of the paper.)

For a final outline, then, you should recopy those notes into a proper and much more detailed outline format. If you also transfer the source number (or letter) and page number for each note onto the final outline, you will have that information more readily available to you when you begin writing the rough draft of your paper. Writing this outline can be a time-consuming process, but it does help you organize your thoughts and, once it's complete, the final outline provides the skeleton for your rough draft.

# *Structuring an Outline*

- Follow the correct categories for each level of division—from capital Roman numerals (I, II, III, IV, V, VI, VII, VIII, IX, X) to capital letters (A, B, C) to Arabic numerals (1, 2, 3) to small Roman numerals (i, ii, iii, iv. . .). If your outline organization is more detailed than those levels, then alternate between small letters and small Roman numerals.
- Always include at least two items (subheadings, facts, statistics, etc.) in any category. When you outline, you are dividing your topics and subtopics into their parallel parts. If you have only one part, then you haven't made that division—you have just added a single detail to that topic or subtopic. (Note: Do not misconstrue this advice to think that you always need to divide into pairs of two or into an even number of parts. As long as you have at least two items in any division, you may have any number—3, 4, 5, or 17!
- If any one section of your outline has many parts—especially if it is out of proportion to your other sections—you may want to look for further subdivisions within that section. If you have 17 facts about the mistreatment of zoo animals, you might end up with a rather unwieldy paragraph. However, if you study that list of 17 to discover that 7 of the facts relate to feeding, 4 to separation of animal families, and 6 to comfortable living conditions, then you can divide that material into three separate and better-organized paragraphs and can easily transition between those topics.



# *More Notes on the Final Outline*

- All of the *relevant* note cards—and all of your notes—from your sources must be included on the final outline.
- Your final outline should reflect your use of the minimum required sources.
- You must finish your research from your sources before you can complete a thorough final outline. However, any weaknesses which remain in your final outline should still be addressed before you complete your final draft.
- Depending on the requirements of your particular assignment, you may also be asked to include your thesis statement at or near the beginning of your final outline—either as a “controlling purpose” preceding the outline itself or in one of the subheadings for your introductory paragraph.
- Your instructor may allow you to use the headings “Introduction” and “Conclusion” for the first and last sections of the outline—and may even allow you to use generic sub-headings (like those shown on the sample preliminary outline) in both the Introduction and the Conclusion. Add specific details (from your note cards) that would be relevant to those sections of your paper.
- For most instructors, the final outline is considered a *formal* assignment and should be completed following the appropriate guidelines for such an assignment.

# *Proper Format for a Final Outline*

Be sure to follow correct outline procedure (such as the format shown below or another format prescribed by your instructor) for the final outline of your research paper.

Title	
I. Introduction	
II. First main heading	
A. Subheading	
1. Fact. . .	(7, 14)
2. Fact. . .	(3, 211)
3. Fact	(10, n.p.)
a. Detail 1	
b. Detail 2	
i. Sub-detail 1	
ii. Sub-detail 2	
c. Detail 3	
B. Subheading	
C. Subheading—when an entry is longer, keep it lined up with the text above. . .	
III. Second main heading	

- ◀ Center your title at the top.
- ◀ Always leave a section (I.) for your introduction and end with a section for your conclusion.
- ◀ As some of these lines illustrate, you should transfer your source # and the page # for each particular note to your final outline. Taking the time to add this information at this step—while your note cards are in front of you—will save you time later! (Use “n.p.” for sources without page numbers—e.g., films, websites.)
- ◀ Indent notes so that each level of division—the Roman numerals, the capital letters, etc.—can be easily seen and compared.

# *The First/Rough Draft*

- In the rough draft: (1) add an introductory paragraph; (2) add parenthetical documentation (in correct MLA format); (3) add a concluding paragraph; (4) check the body paragraphs—add introductions/topic sentences and conclusions to each and add transitions to connect them; and (5) add your “Works Cited” page. Remember to include your own ideas, analysis, and discussion of your sources and the information provided there.
- Use the final outline to write the rough draft. If it was graded or reviewed by your instructor and/or peers, read the comments carefully before you begin the rough draft and use those comments to make improvements: (1) Is the information arranged in the most logical order? (2) Do any sections need further development? (3) Are any sections too long? Can they be broken down into more than one section? (4) Have you used the required number and types of sources?
- Remember, you are ultimately responsible for reading all the material your instructor has distributed and/or assigned on the research process and for applying it to your product. Check your resources for sample introductory and concluding paragraphs. Review your textbook, class notes, previous essays, etc. to review the basic elements required for a well-written paper.



# *Rough Drafts:*

## Elements of Style:

- This is a **formal** assignment: be careful in your choice of words. Do not use slang, unacceptable abbreviations, contractions, etc.
- Use **third person only**: do not use first person (“I,” “my,” “we,” “our,” etc.) or second person (“you,” “your”) pronouns or references.
- At no point should you refer to yourself (e.g., “this writer”) or to your paper. Do not say, “In this paper I will discuss. . . .,” “The purpose of this paper is. . . .,” or “In the next paragraph. . . .,” etc.
- Avoid unnecessary and/or excessive use of linking or passive verb constructions.
- Always use more precise action verbs to improve your writing style. Especially do not use “there is,” “there are,” “here is,” “here are,” etc.
- Vary your sentence structure: do not use all simple or compound sentences.
- Avoid unnecessary repetition; do not “pad” your paper with repetitious or unnecessary words or information just for the sake of meeting the length requirements of the paper.
- Follow all rules of grammar, mechanics, and style previously expected of you.



# *Rough Drafts (contd.):*

## Additional Guidelines:

- You need to identify which sections of your outline will become separate sections or paragraphs in your rough draft. Depending on how thoroughly each is developed, some subtopics of your outline may become single paragraphs; others may be developed into several paragraphs. As long as each paragraph begins with an appropriate topic sentence, all the details are related, and you add a conclusion, it does not matter how much of the outline it incorporates.
- Remember, this is a research paper, not a research report. Generally, a report just rearranged and/or repeats information from the sources. A research paper, on the other hand, uses the information from your sources to develop and support your own ideas. Therefore, you **MUST** include some of your own ideas, explanations, analysis, and/or discussion of the material you researched. Your own ideas should show up most obviously in your introductory and concluding paragraphs and in the introductions and conclusions to each paragraph.
- You must also explain the importance of the information you have researched. You must not rely on your reader to understand the relevance of your research. Explain the ideas or facts and connect them to your **THESIS**.

# *Rough Drafts (contd.):*

## **Additional Guidelines (contd.):**

- Be careful not to use too many direct quotes. You do not want your paper to read as if it is pasted together, word-for-word, from various other sources. Wherever possible, **PARAPHRASE**—put the ideas into your own words and explain or comment upon them. When you do use a direct quote, make sure you introduce it properly, and then explain its relevance to your thesis.
- If your paper is too short, analyze it to see where additional and relevant information could be added. Do not pad the paper with irrelevant material just to meet the minimum requirement. If your paper is too long, consider which sections could be eliminated without weakening your thesis.
- Give your paper a title which introduces the material and capture the readers' attention. Your title should be up to approximately five words long. If you need a longer title, consider using both a title and a subtitle (with a colon between them).  
Remember the rules for writing titles:
  - (1) always capitalize the first letter of the first and last words of the title;
  - (2) capitalize all other words except articles (“a,” “an,” “the”), conjunctions (“and,” “but,” “or,” “nor”), and prepositions which are shorter than five letters long (e.g., “in,” “on,” “to”);
  - (3) do not underline your title;
  - (4) do not put quotation marks around your title unless part of it is a well-known quotation itself.

# *Writing Your Introductory Paragraph*

Writing styles vary from individual to individual, and there is no set formula or correct method for writing a good introductory paragraph. Still, many students struggle with this task because the introduction does not include the same factual basis or reliance on detail to be found in the paragraphs in the body of the paper. One suggested format—and one which you can rely on when you're struggling for ideas (or when you're pressed for time, as when you must respond to a timed essay assignment) includes five main elements:

- (1) a general introduction to the topic—try to capture the reader's attention and establish a broad basis for reader interest.
- (2) narrow your focus down to the specific topic.
- (3) present your thesis statement—indicate what the paper will demonstrate, prove, explain, illustrate, discuss, etc. This statement should be accomplished without making any references to the writer, to yourself, to the essay, etc.
- (4) your plan for developing your thesis (refer to the major subtopics on your final outline).
- (5) an indication of the significance of the thesis, including ideas which will be developed further in the concluding paragraphs of the paper.

# *Guidelines for Introductions*

Several techniques are effective individually as opening paragraphs or can be combined to build a full introduction several paragraphs in length:



- Relate to the well known. This type of opening automatically suggests the significance of the subject as it appeals to interests of the reader.
- Provide background information.
- Use a brief but insightful quotation.
- Challenge an assumption.
- Provide a brief summary.
- Review the background material on the subject.
- Use data, statistics, and startling evidence.
- Spin off from or take exception to critical views.
- Combine your thesis with critical source materials.
- Use a delayed thesis. This technique is appropriate when the reader is likely to be surprised by or hostile to your thesis or when the inductive process by which you thought out the problem is a vital part of our opening. Otherwise, the thesis should appear fairly early in your paper.
- Begin with a definition of a key term or concept.
- Unless you are writing a scientific or technical paper, the thesis will rarely appear as the first sentence of the paper because it short-circuits the other functions of a complete introduction.





# *Things to Avoid in Your Opening Paragraphs:*

- Avoid a direct purpose statement such as “The purpose of this study is. . .”
- Avoid repetition of the title, since the title should appear on the first page of the text anyway.
- Avoid complex or difficult questions--because you want to draw the readers into the paper, not force them away. However, general rhetorical questions may be acceptable if used properly.
- Avoid simple dictionary definitions, such as “Webster defines monogamy as marriage with only one person at a time.”
- Avoid humor, unless your subject deals with humor or satire, because research studies, in general, are serious examinations of issues and scholarly literature.
- Avoid artwork and cute lettering unless the paper’s nature requires it (for example, in a paper on “The Circle as Advertising Symbol”).

# *Guidelines for Conclusions*

Like introductory paragraphs, concluding paragraphs can be approached in several different ways. Your main purpose in your concluding paragraph(s) is connect the results of your research with your readers—make what you have said relevant and/or useful to them.

In your conclusion, you might choose to focus on any combination of the following goals:

- restate the thesis and reach beyond it.
- discuss how the information from the research applies to or might affect the lives of your readers (your “target audience”).
- close with an effective quotation which challenges the audience to ponder important issues raised in the research.
- offer some directives or solutions for the problems or questions raised by the research.
- compare the past to the present.
- theorize about the future implications of the topics discussed in your research.
- discuss the local implications or relevancy of the topics discussed in your research.
- for literary papers, return the focus of the study to the author, his contemporaries, or his time period—or, consider the impact his works had on those who followed him.



# *Things to Avoid in Your Concluding Paragraphs:*

- Avoid afterthoughts or additional ideas: now is the time to end the paper, not begin a new thought. However, scientific papers often discuss options and possible alterations that might affect test results.
- Avoid the use of closing transitional words such as “thus,” “in conclusion,” or “finally” at the beginning of your last paragraph where the reader can see the end of the paper. However, such tags are often advisable when your conclusion begins several paragraphs before the final one.
- Avoid first person “I,” especially such phrases as “I am convinced that,” “I believe,” or “I have proven. . . .” Keep the reader’s attention focused on your subject, not on you.
- Avoid stopping at an awkward spot or trailing off into meaningless or irrelevant information.
- Avoid questions that raise new issues; however, rhetorical questions that restate the issues are acceptable.
- Avoid fancy artwork.

# *What is plagiarism?*

You are guilty of **plagiarism** any time you use another writer's work as your own without giving credit (through appropriate citations) to that writer. Plagiarism can take many forms:

- directly copying from a published source—even if it's just a phrase— without using direct quotations and/or without indicating the source and location;
- paraphrasing from a published source without documenting it;
- using another writer's theme(s), idea(s), or conclusion(s) as one's own;
- failing to provide an accurate list of sources used in an assignment;
- copying assignments completed by other students—or supplying your own work to other students;
- “cutting and pasting” material from various internet sources without paraphrasing and providing proper documentation

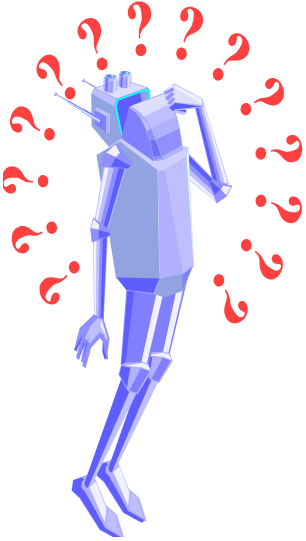


In high school classes, plagiarism usually results in a failing grade on that assignment. Other disciplinary action often accompanies that punishment. [The MHS Student Handbook addresses the issue of plagiarism on pp. 33-34.] In college, plagiarism can result in expulsion from the school (and forfeiture of tuition). In the business world, plagiarism often incurs even more serious legal ramifications!

Perhaps most importantly, plagiarizing your assignment robs you of the educational opportunity to develop the skills you'll need in college and in your career in order to research and write papers independently.

# *What should I document?*

## **Within the paper itself, you need to provide parenthetical documentation for**



- any direct quote—even if it’s just a phrase;
  - theories, opinions, summaries, ideas that are not your original thoughts—even if you **paraphrase** them (i.e., put them into your own words);
  - facts and statistics;
  - any list compiled by another author;
  - controversial facts and other statements that might easily be disputed.
  - definitions which are not dictionary definitions—especially definitions of very technical or scientific terms or another author’s original definition of an abstract term (e.g., friendship, love); and
- anything which is not common knowledge. Keep in mind, however, that the person sitting next to you in study hall may not know a specific fact, but that does not mean that fact would not be considered “common knowledge.” The kinds of indisputable facts and basic information which show up in all of your research can be considered “common knowledge.” You would not have to document, for instance, the statement that Ralph Waldo Emerson was born in 1803 or that the Congo runs through Africa to the Atlantic Ocean.

# *Parenthetical Documentation*

How do I document my sources within the text of my paper? At the end of the information to be documented (but before the final punctuation for that sentence), include the author's last name and the page number/location of that information in parentheses.

For example:

In addition to caging wild animals against their will, circus trainers often use brutal methods to force them to perform tricks—bears riding bicycles, tigers jumping through fire, elephants balancing on one foot—which go against the animals' instinct or nature (Dolan 115).

The above information was paraphrased from page 115 of the book *Animal Rights*, by Edward F. Dolan, Jr. [See the complete bibliographic details of this work listed on the sample “Works Cited” page.]

Notice that one space follows the last word in that sentence before the parenthetical note. The last name of the author appears in parentheses, followed by the page numbers where that information is located. Do not punctuate between the author's name and the page numbers; do not use any abbreviation (p., pg., etc.) before the page numbers. Place the end punctuation immediately after the parentheses.

# *Parenthetical Documentation (contd.)*

Parenthetical documentation need include only the author's last name and the appropriate page number(s)—with the following **exceptions**:

- (1) If you have included the author's name in the text of your paper, you do not need to repeat that name in the parenthetical documentation.

Dr. Michael Fox believes that extinction might be preferable to zoo life for species that cannot exist independently in the wild (151).

Because the text of the paper here *incorporates* Fox's name in this paraphrase of his opinion on zoos (and as long as you have only one source by an author named "Fox" in your "Works Cited" list), then the name "Fox" should not be repeated in the parenthetical note.

Sometimes you may paraphrase or directly quote another author quoted in one of your sources. In that case, you should incorporate the author of the idea, paraphrased statement, quote, etc. in the text of your paper but indicate the author of the source for that statement, quote, etc. in the parenthetical note.

Gilles Ailland theorized that the absence of animals from daily life contributed to the popularity of zoos (Fox 145).

# *Parenthetical Documentation (contd.)*

- (2) If you have used two or more sources by the same author, you must include that author's last name [followed by a comma], an abbreviated form of the title [choose one or two key words from the title—and underline/italicize those words if it's the title of a book or place them in “quotation marks” if it's the title of a magazine, journal, or encyclopedia article] followed by the appropriate page number(s).

For example, you might use both of these sources in your paper:

Fox, Dr. Michael W. *Inhumane Society: The American Way of Exploiting Animals*. New York: St. Martin's Press, 1990.

---. *Returning to Eden: Animal Rights and Human Responsibility*. New York: Viking Press, 1980.

Parenthetical references to either of these sources would have to include the author's name and a reference to the particular title—for example:

(Fox, *Inhumane* 211).

or(Fox, *Eden* 17).

If your parenthetical notes just listed Fox's name, your reader would not be able to determine which work by Fox contains the quote or paraphrased material.



# *Parenthetical Documentation (contd.)*

- (3) If your sources include works by two or more authors with the same last name, you need to include the author's first initial as well (or as much information to distinguish one author from another) as well as the page number(s) in the parenthetical note. This situation is much less likely to occur than having two or more works by the same author—simply because writers, experts on their subjects, often publish multiple works on the same topic.

However, if, for instance, you used one source by **Charles Patterson** and another source by **Tina Patterson**, then references to either of those works could not just list “Patterson” and the page number because, referring to your “Works Cited” page, your reader would not know which work by which Patterson you were referencing in the parenthetical note.

In this situation, you would only need to include a first initial along with the last name in the parenthetical note:

(C. Patterson 49).

or(T. Patterson 207).

# *Parenthetical Documentation (contd.)*

Beyond these above-referenced exceptions, you will often need to document sources for which **no author** is indicated.

When no author's name is available for a source, you may use the agency responsible in place of the author (as long as it is listed in the author's place for that entry on your "Works Cited" page). For example, for a source listed in your "Works Cited" as

National Geographic. *Wild Animals of North America*.  
Washington, D.C.: National Geographic Society,  
1960.

you could make a parenthetical documentation as follows:  
(National Geographic 107).

When no author or organization name is available, provide an abbreviated form of the title. For the source

"Circus Elephants on Trial." *Scholastic Action* 25.2  
(2001): 4.

you could document it as follows:  
("Elephants" 4). or ("Trial" 4).



# *Parenthetical Documentation:*

## *Additional Notes*

- To avoid interrupting the flow of your writing, place the parenthetical reference where a pause would naturally occur (preferably at the end of a sentence), as near as possible to the material it documents.
- Within the same paragraph, if you have consecutive parenthetical notes from the same source and within the same few pages, you may combine them as long as (1) one of the notes is not a direct quote (a note must always follow a direct quote), and (2) they are not interrupted by notes from other sources. You can combine these notes even if the information from that source is interrupted by your own commentary, analysis, or discussion.
- If a quotation comes at the end of the sentence, insert the parenthetical reference between the closing quotation mark and the concluding punctuation mark. For example:

“Even the best of zoos cannot justify their existence if they do not sufficiently inform and even shock the public into compassionate concern and political action” (Fox, *Inhumane* 151).

# *Parenthetical Documentation: Using Longer Direct Quotes*

- If you wish to use a quotation of **more than four (typed) lines** (which should be done only rarely in research papers of the length you're writing), set it off from your text by beginning a new line, indenting (every line) ten spaces from the left margin, and typing it double-spaced, without adding quotation marks. (Maintain the same right margins.)
- A colon generally introduces a quotation displayed in this way, though sometimes the context may require a different mark of punctuation, or none at all.
- Skip two spaces after the concluding punctuation of the quote and insert the parenthetical reference. This situation is the only time the parenthetical reference will not precede the end punctuation.
- If you are quoting only a single paragraph, or part of one, do not indent the first line more than the rest.
- For example:

Note that the ►  
parenthetical  
documentation  
only indicates an  
abbreviated form  
of the title. It does  
not repeat Fox's  
name since it was  
used to introduce  
the quote.

Dr. Michael W. Fox expresses strong disapproval of modern zoos:

There can be no communion with our animal kin when they are held captive, no matter what the justifications may be for their "protective custody." The zoo is a trick mirror that can delude us into believing that we love and respect animals and are helping to preserve them. And like the animal circus, the zoo can have a pernicious influence on children's attitudes toward wild creatures. We cannot recognize or celebrate the sanctity and dignity of nonhuman life under such conditions. There can be no communion: only amusement, curiosity, amazement, and perhaps sympathy. (*Inhumane* 154)

# *Preparing the “Works Cited” Page*

- The MLA format requires that you include a list of sources used in preparing and writing your research paper. MLA suggests the title “Works Cited” rather than “Bibliography”—partly because “bibliography” literally means a “description of books,” and modern research papers often rely on other types of sources in addition to books (Gibaldi, *Manual* 153). Traditionally, the title “Bibliography” also indicated any book on the subject of the paper—not just the ones you actually used in the paper.
- The “Works Cited” page should appear on a separate page at the end of your research paper. It should include only those sources—books, magazine or encyclopedia articles, websites, etc.—actually referred to (or cited) in your paper.
- Center the title “Works Cited” (without the quotation marks on the page itself) 1” from the top of the page.
- Be sure to include the appropriate header (your last name and the page number) ½” from the top of the page and aligned with the right-hand margin.
- All sources should be listed alphabetically according to the author’s last name—or, for entries for which no author was indicated, according to the title or whatever appears first in the entry. Do not separate books from magazine articles or other types of sources on this page.
- The first line of each entry should begin at your left-hand margin (one inch from the edge of the page). Every additional line of that particular entry should be indented ½”.
- The entire “Works Cited” page should be double-spaced. Do not insert additional spaces between entries.
- Follow the examples included in this presentation. Take special notice of the format and punctuation for the entries.

# “Works Cited” Entry for a Book

The “Works Cited” entry for a book with one author should include

The Author’s Last Name, First Name. *The Title of the Book*. City  
of Publication: Publishing Company, © date.

## Some guidelines:

- List authors’ names as they appear on the book (and in the order they appear there).
- If the book has a title and a subtitle, use a colon between the two.
- Always list the first city indicated on the title page. Sometimes more than one city will be listed, but the first city will indicate where that particular title was printed. If the city is a well-known one (e.g., New York, San Francisco, Toronto), you do not need to include state or country. If, however, the book was printed in less well-known city, then include the appropriate two-letter abbreviation for the state (e.g., Garden City, NJ).
- When indicating the publishing company, you should not include articles, words like “Company,” “Inc.,” or “Ltd.”; and descriptive words (e.g., “Books,” “Publishers,” etc.)
- Indicate the copyright date, not the date of printing.

# *“Works Cited” Entry for a Book*

## *(one author or editor)*

Dolan, Edward F., Jr. *Animal Rights*. New York:

Franklin Watts, 1986.

---



compare to APA Style

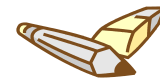
### **In the above example:**

- The author’s middle initial (“F.”) and suffix (“Jr.”) are included in the “Works Cited” entry because they appear on the title page of the book.
- The title of the book should be printed in *italics*. If your printer or word processing program will not print in *italics*, then you can underline the titles of books.
- Remember the rules for capitalization of titles: always capitalize the first and last words in a title; capitalize all words except articles (“a,” “an,” “the”), conjunctions (“and,” “but,” “or,” “nor”), and prepositions of fewer than five letters (e.g., “in,” “of,” “for”).
- Continue with the required information (in the order indicated) until you reach the right-hand margin. In some cases, an entire “Works Cited” entry will fit on a single line. In other cases, the title itself may span two or more lines.

# *“Works Cited” Entry for a Book*

*(two authors or editors)*

Finsen, Lawrence and Susan Finsen. *The Animal Rights Movement in America: From Compassion to Respect*. New York: Twayne Publishers, 1994.



compare to APA Style

## **In the above example:**

- Note how only the first author’s name is listed last name first.
- Once again, notice how the information breaks at the right-hand margin.
- “From Compassion to Respect” is the subtitle of this work. Capitalize the portions of this title as you would the main title of a work.
- In this example, both authors have the same last name, but the name is repeated because those authors chose to repeat it on the title page of the book.



# *“Works Cited” Entry for a Book*

## *(three authors or editors)*

Gibbons, Edward F., Jr., Barbara S. Durrant, and Jack Demarest, eds. *Conservation of Endangered Species in Captivity: An Interdisciplinary Approach*. Albany, NY: State U of New York P, 1995.

---

### **In the above example:**

- Note how only the first author’s name is listed last name first.
- Note the abbreviation for “editors” following the names of those who edited this book.
- Since Albany is not as well-known as cities like New York or San Francisco, the postal abbreviation for the state is added after the city name.
- Note the appropriate use of the abbreviations for “University” (“U”) and “Press” (“P”).

# *“Works Cited” Entry for a Book*

*(more than three authors or editors)*

McKenna, Virginia, et al. *Beyond the Bars: The Zoo Dilemma*. Rochester, VT: Thorsons, 1987.

---

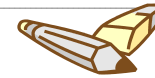
## **In the above example:**

- When more than three writers or editors contribute to a single work, you may choose to list all the names (in the order and format in which they appear on the title page), but more often researchers list just the first name (i.e., the top or first name on the title page—not the first name alphabetically) followed by the abbreviation “et al.” (meaning “and others”).
- Once again, in this example, cities named “Rochester” appear in many states, so you must include an abbreviation of the state after the city name.
- Notice that only the name of the publisher appears—minus any words like “Publishing House,” “Company,” or “Inc.”

# *“Works Cited” Entry for a Book*

*(an article or essay in an edited collection)*

Murphy, Eileen. “Zoos Do Not Help Preserve Endangered Species.” *Animal Rights: Opposing Viewpoints*. Eds. David Bender and Bruno Leone. San Diego, CA: Greenhaven Press, 1996. 186-91.



compare to APA Style

## **In the above example:**

- Murphy is the author of the essay; Bender and Leone edited the collection. Note that only the name at the beginning of the entry (in this case, Murphy’s) is listed last name first.
- The “186-91” refers to the page numbers of the complete essay or article. When indicating page numbers, only repeat necessary numbers (i.e., not “186-191”).
- The title of the essay appears in “quotation marks”; the title of the anthology or collection is still *italicized* (or underlined).
- This longer example illustrates once again how only the first line of each entry should begin at the left-hand margin of your “Works Cited” page; all other lines are indented.

# *“Works Cited” Entry for a Magazine or Journal Article*

Stokes, John. “‘Lion Griefs’: The Wild Animal Acts  
as Theatre.” *New Theatre Quarterly* 20.2 (2004):  
138-54.



compare to APA Style

## **In the above example:**

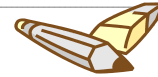
- The author of the article has used a quote (“Lion Griefs”) in the main title of his article. Quotations within quotations are indicated by ‘single quotation marks’ within the “double quotation marks.”
- The period at the end of the article’s title should be placed within the quotation marks.
- The title of the journal itself should be underlined or italicized. Immediately following the title (with no intervening punctuation), this entry indicates the **volume number** (20) and the **issue number** (2) of the journal in which that article appears.
- If you know the volume (and issue) number of the journal, you need only include the **year** of that journal in parentheses.
- Following the date and the colon, indicate the complete page numbers on which that article appears in the magazine.

# “Works Cited” Entry for an Encyclopedia Article

“Circus.” *The New Encyclopedia Britannica*. 1991 ed.

---

**In the above example:**



compare to APA Style

- Because encyclopedia articles often do not indicate their author(s), this entry begins instead with the title. When alphabetizing these entries, treat the title as you would the author’s last name. (If, however, the author’s name is listed at the end of the article, you must include it at the beginning of the “Works Cited” entry.)
- Major encyclopedias (like *Britannica*, *World Book*, *Compton’s*, *Encyclopedia Americana*, etc.) are distributed by their own publishing companies. Therefore, the publishing information does not have to be repeated for these entries. Include only the date of the edition you used so that your readers could locate the appropriate article if they’re interested.
- Specialized encyclopedias (e.g., *The Encyclopedia of Animal Behavior*) should be treated like books and should include complete publication information.
- Likewise, you do not need to include volume or page numbers for these entries: the information show above provides all the information necessary to locate that article.
- Note that because this entry is short (one line only), the next entry below it on the “Works Cited” page would also begin just under it at the left-hand margin.

# “Works Cited” Entry for a Website

“Animal Circuses, Animal Suffering.” *The Captive Animals’ Protection Society*. Je. 2001. Preston, England. 12 Oct. 2004. <<http://www.captiveanimals.org>>.



compare to APA Style

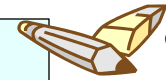
---

## In the above example:

- In this case, “Animal Circuses, Animal Suffering” is one of the articles posted on this website. Where there is no title, provide a description (such as Home page), but do not underline or italicize that description and do not include it in quotation marks.
- Underline (or *italicize*) the name of the website.
- This entry includes two dates—the first is the date when this article/information was last updated; the second is the date of access (when you visited the website).

# A Sample “Works Cited” Page [MLA]

Jackson 8



compare to  
APA Style

## Works Cited

- “Circus.” *The New Encyclopedia Britannica*. 1991 ed.
- “Circus Elephants on Trial.” *Scholastic Action* 25.2 (2001): 4.
- Dolan, Edward F., Jr. *Animal Rights*. New York: Franklin Watts, 1986.
- Fox, Dr. Michael W. *Inhumane Society: The American Way of Exploiting Animals*. New York: St. Martin’s Press, 1990.
- . *Returning to Eden: Animal Rights and Human Responsibility*. New York: Viking Press, 1980.
- MacDonald, Mia. “All for Show?” *E Magazine* 14.6 (2003): 14-16.
- Malamud, Randy. *Reading Zoos: Representations of Animals and Captivity*. New York: New York UP, 1998.
- Patterson, Charles. *Animal Rights*. Hillside, NJ: Enslow Publishers, 1993.
- “Ringling Bros.” Circuses.com. Norfolk, VA: PETA.org. <<http://www.circuses.com>>. 8 October 2004.
- Roleff, Tamara L. and Jennifer A. Hurley, eds. *The Rights of Animals*. San Diego, CA: Greenhaven Press, 1999.
- Schell, Paul. “Three-Ring Debate.” *Current Events* 99.21 (2000): 3.
- Stokes, John. “‘Lion Griefs’: The Wild Animal Act as Theatre.” *New Theatre Quarterly* 20.2 (2004): 138-154.

◀ Use standard one-inch margins on all four sides. Your “Works Cited” title should be printed 1” from the top of the page; your header (last name and page #) should be ½” from the top.

# *Notes for Final Drafts of Research Papers:*

Once you have entered your rough draft on the computer, begin making your final revisions. Use the following list as your guidelines to improve your final draft (and your grade!):

- Set your margins at 1” on all four sides.
- Use a standard, acceptable font (such as Times New Roman) at regular size (12 points).
- Give your paper a title which is both representative of the contents and interesting enough to capture attention.
- Do not separate your paper with subtitles (like the headings of your outline). Instead, use good topic sentences to introduce each new section of your paper.
- Eliminate as many linking and passive verb constructions as possible to improve the style of your paper.
- Do not use first or second person pronouns; do not make any references to yourself, your paper, the previous paragraph, etc.
- Double-check the structure and development of each of your paragraphs: each paragraph should begin with a transition from previous paragraphs and/or topic sentence, details to support your point, and an appropriate conclusion. Each conclusion should summarize or restate and/or explain the importance of your main point in that paragraph. A documentation note at the end of a paragraph signals that you have not provided your own conclusion to that paragraph.



## *Notes for Final Drafts of Research Papers (contd.):*


- Try not to use lists in your paper. Instead, discuss the information included in the list in paragraph form.
- Check your shorter paragraphs to make sure they are sufficiently developed.
- Remember, each source listed on your “Works Cited” page should be included in at least one parenthetical note within your paper.
- Remember, failure to indicate the source of your information constitutes plagiarism and will probably result in a failing grade on the final paper.
- Proofread and revise for all important elements of composition: unity, coherence, transitions between paragraphs, stylistic elements (varied sentence structure, strong verb choice, precise diction, clarity).
- Proofread also for mechanical and grammatical errors. If your instructor or a peer evaluator has proofread your paper, then check and correct any errors marked on the rough draft. If a comment is marked just once on the paper, be sure to check the entire paper for the same error.
- Check for all details: content, style, grammar, mechanics. You should even pay attention to spacing in your final draft: always space once after commas, semicolons, and colons. Space once or twice—depending on your instructor’s directions—after end punctuation.
- Make sure you have cited each of your sources somewhere in your paper—otherwise they should not be included in your “Works Cited” list.

# *APPENDIX A: Writing a Research Paper Using the APA (American Psychological Association) Format*

The MLA style offers one format for research papers, but several others exist for various subjects and disciplines. At MHS, you may be asked to complete a paper using the APA format for classes in the social and physical sciences. Most MLA handbooks include a brief introduction to this format. Always refer to handouts supplied by your instructors for their individual expectations for each assignment.

# *Format for Papers in APA Style*

Always check with your teacher, instructor, or professor regarding requirements for the format of the final draft of any assignment. APA Style dictates some significant variations from MLA Style:

- Add a separate title page. 
- Use the first two or three words from the title of your paper—along with page numbers—for the running header on your paper.
- Capitalize the first letter of all words except articles, conjunctions, and short prepositions for the title on the title page, for most headings, and for table titles.
- Capitalize only the first letter of the first word (and any proper nouns) for the running head and for most titles in the “References” list (as indicated).
- Space once only after all commas, colons, semicolons, end punctuation, and periods that separate parts of a reference citation and the initials in a personal name.

# *Format for Papers in APA Style: The Title Page*

The title page includes three elements:

- the running head for publication,
- the title, and
- your byline (name) and institutional affiliation.

Government Involvement 1  
Running Head: GOVERNMENT INVOLVEMENT

Government Involvement in the  
Ethical Treatment of Animals  
Kathy Jackson  
Madison High School

◀ Assign a number (“1”) to the title page.

◀ Type the words “Running Head” followed by the first two or three words of your title to be used in the headers throughout your paper. NOTE: Your teacher may ask you to use your last name and the page number(s) for headers instead of this format.

◀ Type the title in uppercase and lowercase letters, centered vertically on the page and positioned in the upper half of the page. If the title is two or more lines, double-space between the lines.

◀ Double-space after the title and type your name and then (if your instructor requires it) your institutional affiliation.

◀ NOTE: Your instructor may not require a separate title page. ASK!

# *Format for Papers in APA Style: The First Page*

Begin the text on a separate page after the title page (and, if required, an abstract page). Number your pages consecutively beginning with the title page. Type the title of the paper centered at the top of the page (and capitalized according to the same rules for the title page), double-space, and then begin the text of your paper. The sections of the text follow each other without a break; do not start a new page when a new heading occurs.

Government Involvement 2

Government Involvement in the  
Ethical Treatment of Animals

Throughout history, mankind's relationship to animals has been a complicated one. From approaching animals as predator or prey to domesticating them for work and companionship, humans have become an increasingly dominating force in th

◀ Assign a number ("1") to the title page.

◀ Type the words "Running Head" followed by the first two or three words of your title to be used in the headers throughout your paper. NOTE: Your teacher may ask you to use your last name and the page number(s) for headers instead of this format.

◀ Type the title in uppercase and lowercase letters, centered vertically on the page and positioned in the upper half of the page. If the title is two or more lines, double-space between the lines.

- Double-space after the title and type your name and then (if your instructor requires it) your institutional affiliation.
- NOTE: Your instructor may not require a separate title page, in which case you may also need to supply your name on the first page. ASK!

# *APA Guidelines for Parenthetical Documentation*

How do I document my sources within the text when using APA Style? At the end of the information to be documented (but before the final punctuation for that sentence), include the author's last name(s) and the date of that source in parentheses.

For example:

In addition to caging wild animals against their will, circus trainers often use brutal methods to force them to perform tricks—bears riding bicycles, tigers jumping through fire, elephants balancing on one foot—which go against the animals' instinct or nature (Dolan, 1986).

The above information was paraphrased from page 115 of the book *Animal Rights*, by Edward F. Dolan, Jr. Notice, however, that when using APA Style, page numbers are not included in parenthetical notes. Unlike MLA Style, do include a comma between the author's name and the year of the study. Even if the resource gives both a month and a year (as in periodical literature), include only the year in the parenthetical note.

# *APA Guidelines for Parenthetical Documentation (contd.)*

If you include the author's name in your text, then you need only include the year in a parenthetical note:

For example:

As Dolan found (1986), in addition to caging wild animals against their will, circus trainers often use brutal methods to force them to perform tricks—bears riding bicycles, tigers jumping through fire, elephants balancing on one foot—which go against the animals' instinct or nature.

Within the same paragraph, you do not need to repeat the year in subsequent references to a study as long as the study cannot be confused with other studies cited in your paper.

As Dolan found (1986), in addition to caging wild animals against their will, circus trainers often use brutal methods to force them to perform tricks—bears riding bicycles, tigers jumping through fire, elephants balancing on one foot—which go against the animals' instinct or nature.  
~~Dolan also studied . . .~~

# *APA Guidelines for Parenthetical Documentation (contd.)*

When a work has two authors, always cite both names every time you refer to that source in your paper.

When a work has three, four or five authors, cite all authors the first time you refer to that source; after that, include only the last name of the first author followed by *et al.* (not italicized and with a period after “al”) and the year (if it is the first reference to that source within a paragraph).

When a work has six or more authors, cite only the last name of the first author followed by *et al.* (not italicized and with a period after “al”) and the year for the first and all subsequent citations.

If you use a resource authored by a group, organization, association, etc., the name of the group should always be spelled out in the first citation. Subsequently, you can abbreviate the name if the abbreviation gives enough information for your reader to locate the source in your list of references. For example, in a first in-text citation, you could reference

(National Institute of Mental Health [NIMH], 1999)

and then use (NIMH,

1999) for subsequent citations.



# *APA Guidelines for Parenthetical Documentation (contd.)*

When a work has no author, use the first few words of the reference list entry (usually the title) and the year. Use double quotation marks around the title of an article of chapter; italicize the title of a book or periodical. For example, to cite information from the article from *Scholastic Action* listed in the sample “References” page in this presentation, you would refer to its title:

. . . treatment by their trainers (“Circus Elephants,” 2001). Note that in this citation, you should capitalize all key words in the shortened title. Also note that the comma belongs inside the quotation marks.

To cite a direct quotation or a specific part of a source, include the page number (or chapter, figure, table, etc.):

“Ringling states that a portion—it won’t say how much—of all its ticket and concession sales goes to conservation efforts through the Center for Elephant Conservation” (MacDonald, 2003, p. 14).

Use the abbreviations “p.” for a single page and “pp.” for more than one page (e.g., “pp. 14-15”).

For electronic sources that do not provide page numbers, use the paragraph number, if available, preceded by the ¶ symbol or the abbreviation “para.”

# *Preparing the “References” Page [APA]*

- List all the sources you used—i.e., cited—in your paper on a separate page at the end, after the last page of text.
- Center the title “References” (without the quotation marks on the page itself) 1” from the top of the page.
- Be sure to include the appropriate header ½” from the top of the page and aligned with the right-hand margin.
- All sources should be listed alphabetically according to the author’s last name—or, for entries for which no author was indicated, according to the title or whatever appears first in the entry. Do not separate books from magazine articles or other types of sources on this page.
- The first line of each entry should begin at your left-hand margin (one inch from the edge of the page). Every additional line of that particular entry should be indented ½” (or use a hanging indent format).
- The entire “References” page should be double-spaced; do not insert any additional lines between entries.
- Follow the examples included in this presentation. Take special notice of the format and punctuation for the entries.

# *APA “References” Entry for a Book*

## *(with one author or editor)*

The reference page entry for a book with one author should include

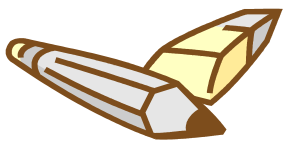
Author’s Last Name, Initials (year of publication). *Title of the book*. Location: Publisher.

Note these differences in the APA format:

- List only the first and middle (if available) initials of the authors’ names.
- Place the copyright date in parentheses immediately after the names of the author(s).
- Capitalize only the first word of the title—along with any proper nouns.
- Double space each entry.

**Sample entry:**

Dolan, E. F., Jr. (1986). *Animal rights*. New York: Franklin  
Watts.



**For clarification, compare this entry to the previous MLA entry for the same source.**

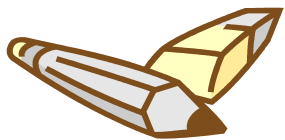
# APA “References” Entry for a Book

(two to six authors or editors)  
Finsen, L. & Finsen, S. (1994). *The animal rights movement in America: From compassion to respect*. New York: Twayne Publishers.

---

## Note these differences in APA style in the above example:

- Note how both authors’ names are listed last name first. Follow this format for all authors’ names—up to and including six authors. With seven or more authors, follow the sixth name with the abbreviation *et al.*
- Use the ampersand (“&”) to link the last two names. Do not write out the word “and.”
- Once again, notice how the information breaks at the right-hand margin.
- Note that in this title you must capitalize the first word of the title and the proper noun (“America”).
- “From Compassion to Respect” is the subtitle of this work. Capitalize the first word of that subtitle as you would the main title of a work.



**For clarification, compare this entry to the previous MLA entry for the same source.**

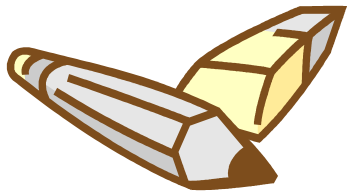
# APA “References” Entry for a Book

Murphy, E. (1996). Zoos do not help preserve endangered species. In D. Bender & B. Leone (Eds.), *Animal rights: Opposing viewpoints* (pp. 186-191). San Diego, CA: Greenhaven Press.

---

## Note these differences in APA style in the above example:

- Do not place quotations marks around the title of the essay in this collection.
- Capitalize only the first word (and any proper nouns) in the titles of both the essay or chapter and the collection.
- Include the complete page numbers for the article or essay—not just for those pages you cited— in parentheses after the title of the collection.



**For clarification, compare this entry to the previous MLA entry for the same source.**

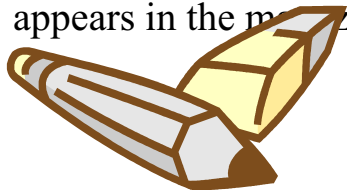
# *APA “References” Entry for a Magazine or Journal Article*

Stokes, J. (2004). “Lion griebs”: The wild animal acts as theatre.  
*New Theatre Quarterly*, 20(2), 138-154.

---

## **Note these differences in APA style in the above example:**

- Include the year in which this particular issue of the magazine or journal was published in parentheses after the author’s name.
- The author of the article has used a quote (“Lion Griebs”) in the main title of his article; otherwise no part of the article title would be included in quotations.
- The title of the journal itself should be italicized. Note that in APA style, all the key words—not just the first word—in the journal title are capitalized.
- Place a comma immediately following the journal title, then add the volume number (italicized). If the journal or magazine is paginated by each issue number, then also include the issue number (in parentheses) after the volume number.
- Following the volume (and issue) number, indicate the complete page numbers on which that article appears in the magazine. Do not use the abbreviations “p.” or “pp.” for the page numbers.



**For clarification, compare this entry to the previous MLA entry for the same source.**

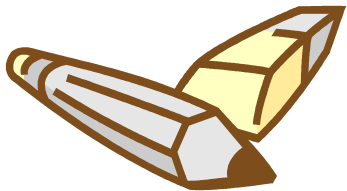
# APA “References” Entry for an Encyclopedia Article

Circus (1991). In *The new encyclopaedia Britannica* (Vol. 3, p. 328). Chicago: Encyclopaedia Britannica.

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## Note these differences in APA style in the above example:

- Because this encyclopedia article did not indicate the author(s), this entry begins instead with the title. (If, however, the author’s name is listed at the end of the article, you must include it at the beginning of the “References” entry, followed by the date.)
- In the title of the encyclopedia, capitalize only the first word and any proper nouns.
- Include the volume number and pages of the article as indicated in this example. If the article is longer than one page, use the abbreviation “pp.”



**For clarification, compare this entry to the previous MLA entry for the same source.**

## *APA “References” Entry for a Website*

Animal circuses, animal suffering. (2001). *The captive animals’*

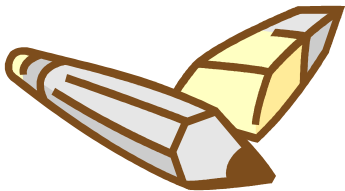
*protection society*. Retrieved October 12, 2004, from

<http://www.captiveanimals.org>.

---

### **Note these differences in APA style in the above example:**

- In this case, “Animal Circuses, Animal Suffering” is one of the articles posted on this website. Where there is no title, provide a description (such as Home page), but do not underline or italicize that description and do not include it in quotation marks.
- Underline (or *italicize*) the name of the website.
- This entry includes two dates—the first is the date when this article/information was last updated; the second is the date of access (when you visited the website).



**For clarification, compare this entry to the previous MLA entry for the same source.**



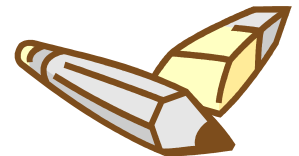
# A Sample “References” Page [APA]

Jackson 8

## References

- Circus (1991). In *The new encyclopaedia Britannica* (Vol. 3, p. 328). Chicago: Encyclopaedia Britannica.
- Circus elephants on trial (2001). *Scholastic Action*, 25.2, 4.
- Dolan, E.F., Jr. (1986). *Animal Rights*. New York: Franklin Watts.
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- Schell, P. (2000). Three-ring debate. *Current Event*, 99.21, 3.
- Stokes, J.. (2004). “Lion griebs”: The wild animal act as theatre. *New Theatre Quarterly* 20.2,

◀ Use standard one-inch margins on all four sides. Your page title (“References”) title should be printed 1” from the top of the page; your header (last name and page #) should be ½” from the top.



**For clarification, compare this entry to the previous MLA entry for the same source.**

# *Alphabetizing Names for APA “References” Pages*

- Alphabetize letter by letter. Remember, however, that “nothing precedes something”: Brown, J. R., precedes Browning, A. R., even though *i* precedes *j* in the alphabet.
- Alphabetize the prefixes M’, Mc, and Mac literally, not as if they were all spelled *Mac*. Disregard the apostrophe: MacArthur precedes McAllister, and MacNeil precedes M’Carthy.
- Alphabetize surnames that contain articles and prepositions (de, la, du, von, etc.) according to the rules of the language of origin. If you know that a prefix is commonly part of the surname (e.g., De Vries), treat the prefix as part of the last name and alphabetize by the prefix (e.g., DeBase precedes De Vries). If the prefix is not customarily used (e.g., Helmholtz rather than von Helmholtz), disregard it in the alphabetization and place the prefix following the initials (e.g., Helmholtz, H. L. F. von). The biographical section of *Merriam-Webster’s Collegiate Dictionary* is a helpful guide on surnames with articles or prepositions.
- Alphabetize entries with numerals as if the numerals were spelled out.
- One-author entries precede multiple-author entries beginning with the same last name.
- References with the same first author and different second and/or third authors are arranged alphabetically by the last name(s) of the subsequent authors.
- References with the same authors in the same order are arranged by year of publication, beginning with the earliest date.

***APPENDIX B:***  
***Acceptable Abbreviations***

# *What abbreviations are acceptable?*

Research papers are among the most formal of assignments you'll ever produce, and generally in a formal composition the writer should not use contractions (e.g., use “do not” instead of “don’t”) or abbreviations. According to the *MLA Style Manual*, abbreviations are acceptable in notes and citations, but you should avoid them in your text (except “Dr.,” “Esq.,” “on.,” “Jr.,” “Mr.,” “Mrs.,” “Ms.,” “Rev.,” and “St.”). In citations you should abbreviate dates (for example, “Jan.” or “Dec.”), institutions (for example, “Univ.” or “Assn.”) and states (for example, “TN” or “CA”).

In addition, certain abbreviations are in fact acceptable in formal writing. These include

- AD -- anno Domini, “in the year of the Lord”; precedes numerals with no space between letters, as in AD 350
- anon. -- anonymous
- b. – born
- BC -- “Before Christ”; follows numerals with no space between letters, as in “500 BC”
- © — copyright
- c. (*or* ca.) – circa, *or* around (used with approximate dates)
- CD – compact disc
- CD-ROM – compact disc read-only memory
- cf. – compare (from Latin *confer*)
- ch., chs. (*or* chap., chaps.) – chapter
- col., cols. – column
- colloq. – colloquial
- comp. – compiler, compiled by
- (contd.) – continued
- d. – died
- DAB – *Dictionary of American Biography*
- DNB -- *Dictionary of National Biography*
- ed., eds. -- editor, edited by, edition
- e.g. – for example (from Latin, *exempli gratia*)
- e-mail -- electronic mail
- esp. -- especially, as in “312-15, esp. 313”

# *Acceptable Abbreviations (contd.)*

- et al. -- and others (from Latin, *et alii, et aliae*)
- f., ff -- and the following page(s) or line(s)
- fig. -- figure
- ibid. -- “in the same place,” i.e., in the immediately preceding title (from Latin, *ibidem*)
- i.e. – that is (from Latin, *id est*)
- illus. -- illustrator, illustration, illustrated by
- introd. -- introduction, introduced by
- l., ll. -- line, lines
- loc. cit. -- in the place (passage) cited (from Latin, *loco citato*)
- NB -- take notice (from Latin, *nota bene*)
- n.d. -- no date of publication
- n.p. -- no place of publication; no publisher
- OED -- *The Oxford English Dictionary*
- op. cit. -- in the work cited (from Latin, *opere citato*)
- p., pp. -- page, pages
- par. -- paragraph
- pseud. -- pseudonym
- q.v. -- which see (from Latin, *quod vide*)
- rev. -- review, reviewed by; revision, revised, revised by
- Rev. ed. – revised edition
- sic -- thus in the source (in square brackets as an editorial interpolation, otherwise in parentheses)
- st., sts. -- stanza
- trans. -- translator, translation, translated by
- UP -- University Press (used in documentation: Columbia UP)
- vers. -- version
- viz. -- namely (from Latin, *videlicet*)
- vol., vols. -- volume
- vs. (or v.) -- versus (v. preferred in titles of legal cases)

*Acceptable Abbreviations (contd.):*  
*Abbreviations for States and Territories*

- Alabama – AL
- Alaska – AK
- American Samoa – AS
- Arizona – AZ
- Arkansas – AR
- California – CA
- Canal Zone – CZ
- Colorado – CO
- Connecticut – CT
- Delaware – DE
- District of Columbia – DC
- Florida – FL
- Georgia – GA
- Guam – GU
- Hawaii – HI
- Idaho – ID
- Illinois – IL
- Indiana – IN
- Iowa – IA
- Kansas – KS
- Kentucky – KY
- Louisiana – LA
- Maine – ME
- Maryland – MD
- Massachusetts – MA
- Michigan – MI
- Minnesota – MN
- Mississippi – MS
- Missouri – MO
- Montana – MT
- Nebraska – NE
- Nevada – NV
- New Hampshire – NH
- New Jersey – NJ
- New Mexico – NM
- New York – NY
- North Carolina – NC
- North Dakota – ND
- Ohio – OH
- Oklahoma – OK
- Oregon – OR
- Pennsylvania – PA
- Puerto Rico – PR
- Rhode Island – RI
- South Carolina – SC
- South Dakota – SD
- Tennessee – TN
- Texas – TX
- Utah – UT
- Vermont – VT
- Virginia – VA
- Virgin Islands – VI
- Washington – WA
- West Virginia – WV
- Wisconsin – WI
- Wyoming – WY

# Sources & Resources

American Psychological Association. *Publication Manual of the American Psychological Association*. 5<sup>th</sup> ed. Washington, DC: APA, 2001.

Gibaldi, Joseph. *MLA Style Manual and Guide to Scholarly Publishing*. 2<sup>nd</sup> ed. New York: The Modern Language Association of America, 1998.

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“If you want to do things your own way. . . you’re going to have to find a little courage.”

--John Irving, *A Prayer for Owen Meany*



# Under Construction

I hope to continue to refine, update, and upgrade this resource. If you have any comments, suggestions, corrections, or questions about the material presented here, please contact me at

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or at [krjackson75@yahoo.com](mailto:krjackson75@yahoo.com)

Thanks,  
Kathy Jackson  
Madison High School Library

*"The Road goes ever on and on down from the door where it began. Now far ahead the Road has gone, and I must follow, if I can, pursuing it with eager feet, until it joins some larger way where many paths and errands meet. And whither then? I cannot say." –J.R.R. Tolkien*