



Division of Academic Excellence

# BHS Research Paper Packet

## *Guidelines and Resources*



**re•search** – (n). a diligent and systematic inquiry into a subject in order to discover facts, ideas, or theories

~Webster's Unabridged Dictionary 2001

Created by the BHS English Department & Library Media Center

~2010~

# Overview: What is a Research Paper?

The **RESEARCH PAPER** is the end result of a complex process (see below) that involves analyzing a specific topic, taking a critical stance, and supporting an interpretation through research. The final grade will assess students' abilities in writing and in their interpretation/analysis of a specified topic. Classroom teachers will provide a grading rubric that determines point values for each part of the assignment.

## Steps to the Research Process:

- 1.) Select a topic for research.
- 2.) Write a preliminary thesis statement.
- 3.) Research your topic using the available resources.
- 4.) Adjust your thesis statement as necessary.
- 5.) Prepare source cards in proper MLA format.
- 6.) Write a preliminary topic outline for your research paper. Your outline will be segmented according to the proofs of your thesis statement.
- 7.) Create note cards for your paper. Note cards will contain short and long quotations as well as paraphrases. Note cards will include information from both primary and secondary sources.
- 8.) Begin drafting your paper. Use the correct MLA format for parenthetical documentation.
- 9.) Create your final Works Cited page. Be sure that every source on your Works Cited page is used in your paper.
- 10.) Edit, revise, and proofread your paper. Ask for assistance at the Writing Center.
- 11.) Write your final draft and submit your paper on time.

## Basic Format Criteria:

- Typed, double-spaced, 12pt. Times New Roman font
- 1" margins for all pages
- Follow all MLA requirements regarding headings, page numbers, and citations.
- Include a specific combination of primary and secondary sources (if applicable).
- Consult with your teacher regarding minimum length and number of sources required.

## Academic Dishonesty:

A fraudulent or dishonest presentation of work will not be tolerated. A student who is caught cheating or plagiarizing will receive a zero on the assignment.

# Important Terms Defined

**Note cards-** the recorded information that will be used in your paper to determine the course of your research and final paper. Note cards contain long and short quotations as well as paraphrases.

**Paraphrase-** a restatement of material in your own words.

**Parenthetical documentation-** Located inside the ( ), this tells your reader the source of each quotation or paraphrase. It will usually include an author's last name and page number.

**Plagiarism-** the act of taking words, ideas, data, illustrations, or statements of another person/source, and presenting them as one's own. Each student is responsible for using proper methods of documentation/citation to ensure that the original author is clearly acknowledged.

**Primary source-** the piece of literature you will be working with in the research paper (if you choose a piece of literature to research).

**Quotation-** an exact copy of the words of the author, which is contained in quotation marks.

**Research Paper-** the writer's interpretation of a specific subject, supported and explained by facts and opinions from other sources.

**Secondary source-** any work of criticism or commentary on the selected piece of literature or topic you are researching. A secondary source contains material written about the subject.

**Source cards-** cards with the names of the authors, titles, and necessary facts of publication for all sources of information.

**Thesis statement-** a single sentence that expresses your topic and your point of view. It states the argument that you will be proving.

**Working outline-** the preliminary framework for a research paper that defines the subject and establishes guidelines for your treatment of the subject.

**Works Cited page-** an alphabetical listing by author's last name or title of article. This includes all the necessary publication information of every source referred to in your research paper.

# Developing a Research Strategy

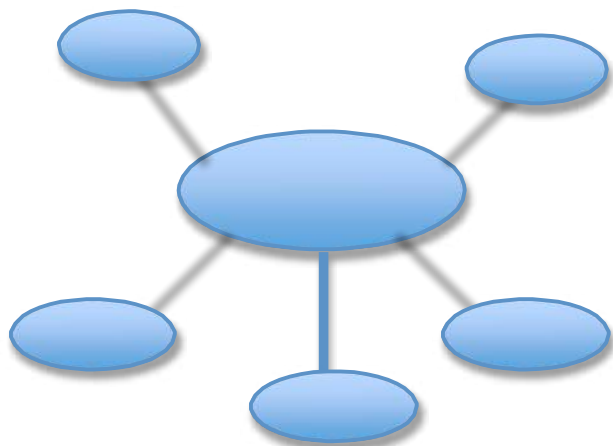
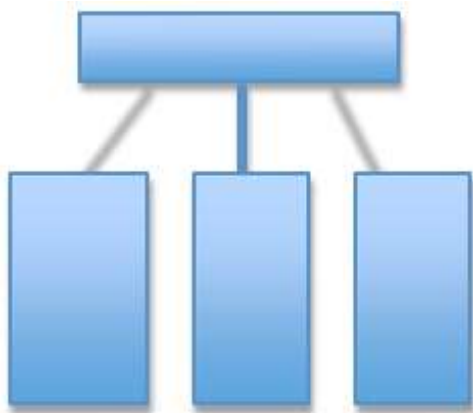
## Getting Started:

- Since the research paper process will take several weeks, it is imperative that you choose a topic that is *interesting* to you.
- Select a topic that is broad enough that it will be discussed in available secondary sources; however, make sure that it is specific enough to allow for thorough discussion.

## Initial Steps:

- Identify the units of study that are especially interesting to you.
- Use various prewriting techniques to brainstorm your beginning thoughts.
- Review class notes, homework, and journal entries that relate to your topic.
- Develop an initial stance on the topic.
- Conduct preliminary research.
- Ask yourself, "Have I developed a clear focus (working thesis) for my research? Does this focus connect logically with my topic and fulfill the requirements of the assignment? Does the information match my intended focus?"
- Stay focused and use critical thinking. Evaluate the quality, quantity, and appropriateness of information. If you suffer from information overload or are unsure about the integrity of a secondary source, ask for help.
- Consider using graphic organizers to help you collect and categorize your ideas. Check with your teacher for resources and handouts.

## Sample Organizers:



# Resources for Students

## Print Materials:

You can locate print materials, including reference books and other works, via the Library Media Center's online catalog, *Destiny*. The catalog can be accessed at <http://destiny.bethel.k12.ct.us> or via the Library Media Center's website.

Good starting points to develop a thesis on a specific work of literature:

- *Short Stories for Students*: 26 vols.
- *Drama for Students*: 15 vols.
- *Novels for Students*: 24 vols.
- *Poetry for Students*: 19 vols.
- *Beacham's Encyclopedia of Popular Fiction*: 15 vols.
- *Masterplots*: 73 vols.

Excerpts from essays by literary experts can be found in:

- *Nineteenth Century Literature Criticism*: 48 vols.
- *Twentieth Century Literary Criticism*: 60 vols.
- *Contemporary Literary Criticism*: 95 vols.
- *Shakespearean Criticism*: 17 vols.

Examples of reference books that provide information about notable literary works:

- *Literature and Its Times*: 5 vols.
- *American Writers*: 16 vols.
- *British Writers*: 14 vols.
- *European Writers*: 13 vols.
- *World Literature Criticism*: 6 vols.
- *American Women Writers*: 5 vols.
- *Ancient Writers*: 2 vols.
- *Critical Survey of...Short Fiction, Long Fiction, Drama, Poetry, Mystery and Detective Fiction*: 40 + vols.
- *Cyclopedia of Literary Characters*: 5 vols
- *Characters in 20<sup>th</sup> Century Literature*
- *Characters in 19<sup>th</sup> Century Literature*

## Additional Essays:

You can locate collections by checking the library's online catalog. Type in the author's last name and select SUBJECT. The results will list books that focus on the individual work that you are researching (i.e., "Hamlet"). Also, look at the entries that follow the writer's name with the sub-heading "Criticism and interpretation." (Poe, Edgar Allan, 1809-1848, Criticism and Interpretation).

## **Online Materials:**

The Library Media Center provides access to a variety of online databases:



Visit the Media Center's website for access to these and many more helpful databases!

**Magazines/Journals:** Some magazines/journals can be found on their own websites, but those that require a subscription to view online are available through databases such as CT's mega-group of databases located at [www.iCONN.org](http://www.iCONN.org). A good source for scholarly journal articles is [www.jstor.org](http://www.jstor.org).

**Periodicals:** A periodical is a publication that appears regularly at fixed intervals; this includes newspapers, magazines, and scholarly journals.

**Newspapers:** Newspapers also develop their own website as does the *New York Times* which can be found at [www.nytimes.com](http://www.nytimes.com). Millions of news articles can be found in subscription databases such as those located at [www.iCONN.org](http://www.iCONN.org).

**Websites:** When including a website as a resource in a research paper, make sure that it is reliable. Remember to check for the "4 Cs": currency, credibility, content, and clarity (see the following page for more details).

Students can establish personal accounts for use at home. See your library media specialist for more details.

A few more good places to start an online search include: the Internet Public Library's site ([www.ipl.org](http://www.ipl.org)), San Antonio College's LitWeb ([www.accd.edu/sac/english/bailey/litindex.htm](http://www.accd.edu/sac/english/bailey/litindex.htm)), and Mr. William Shakespeare and the Internet (<http://shakespeare.palomar.edu/>).

Visit the Media Center's Moodle site or ask your Library Media Specialist for more information!

# Evaluating Information: “How to” Guide

One of the most important elements of a research project is the **RESEARCH** itself. Not all information is reliable or appropriate. Before using a source for your project consider this:

## Fact vs. Opinion

Facts are reliable, whereas opinions are personal beliefs that could be affected by individual bias.

Make sure you know that the source you are using is presenting the **FACTS**, not just someone’s opinion.

## How do I know if a source is reliable?

Check for:

Currency  
Credibility  
Content  
Clarity

The 4  
“Cs”

## Currency?

Is the information in the source **up to date**?

For some topics you need to find the most recent information, for others you might be able to use articles and resources that are older, but still valid.

For example, topics such as computers, technology, and science often need to be addressed with the **MOST** up to date information available.

**Ask yourself:** Is it important that the information I use for my project is current?

## Credibility?

- Is the author an **expert** in the field?
- Are the author’s **credentials** anywhere?
- Who is the **publisher**?
- Are there **references** listed on the site?

## Content?

- What is the author’s **purpose**? (to sell something, to entertain, to educate)
- Is the information presented **objective** or does it show a **bias**?
- Does the author present all the relevant information or just what supports his/her position?

## Clarity?

- Does the author use good grammar and spelling?
- Is the information presented in a clear and organized way?
- Does the website include advertisements?

## What about the “5<sup>th</sup> C”?

**CAUTION!** Remember that:

- Anyone can publish something on the Web.
- A lot of websites do not list an author.
- Many websites present information from a biased perspective (especially **.com** addresses that might be trying to sell you something)

Please see your Library Media Specialist with any questions about finding, evaluating, and citing your resources!



Produced by  
BHSLMC, adapted  
from Grossmont  
College Library.

# Thesis Statements

## Definition:

A **thesis statement** is the controlling statement of any formal essay or research paper. It specifically tells **what** the paper will prove and **how** the paper will prove that particular topic. For literary papers, a thesis must:

- 1.) Identify the **author** (first and last name)
- 2.) Identify the **title** of book, play, short story, or poem
- 3.) State **what** the paper will prove (big idea, concept, issue, theme, etc.)
- 4.) State **how** the paper will prove that topic (this is usually segmented into 2-4 areas of evidence)

## Location of thesis:

As a general rule, thesis statements are used as the last sentence of the introductory paragraph and as the first sentence of the concluding paragraph. However, more complex essays may deviate from these rules.

## Examples:

- 1.) In John Steinbeck's novel *The Grapes of Wrath* it is clear that Jim Casy serves as a Christ-figure through his role as a preacher and his ultimate sacrifice for the greater good.
- 2.) In *The Good Earth* by Pearl Buck, the main character, Wang Lung, changes from a humble young man to an arrogant landowner, and finally to a wise old man who learns from his mistakes; this is depicted through his devotion to tradition, his loss of values, and finally in his understanding of the *good earth*.
- 3.) William Golding's novel *Lord of the Flies* shows how order can quickly turn to chaos in society if power is placed in the wrong hands. This is witnessed through Ralph's inability to conduct a serious meeting, Jack's separation from the group, and the symbolic destruction of the conch.



# Themes/Big Ideas for Research Papers

## Definition:

The **theme/big idea** of a literary work is the message or insight about life or human nature that the writer presents to the reader. Although some works are written purely for entertainment and do not have a clear-cut theme, in most serious works the writer makes at least one point about life or the human condition.

## How to identify a theme:

Because a theme is not stated directly, the reader has to figure it out. One way to discover the theme of a work is to consider what happens to the main character. The importance of that experience, stated in terms that apply to all human beings, is the theme.

## How to write a theme:

1.) First consider the primary topics that are revealed within a book. Some topics include sacrifice, justice, courage, cruelty, injustice, unity, fear, integrity, power, kindness, conformity, etc.

2.) Then take that topic and develop it into a statement or enduring understanding about human nature.

**NOTE:** Themes must be clearly stated; **one word is not enough**. To say that a book's theme is "friendship" is not clear. Instead, you must word the theme more specifically. Consider the examples below.

## Theme Examples:

- For change to occur, rebellion is sometimes necessary.
- Nonconformity may force an individual to suffer alienation or isolation.
- Through adversity, individuals may find inner strength.
- At times, courageous actions may lead to sacrifice.
- Controversial ideas can lead to conflict in society.
- Fear can cause people to act irrationally.
- Great feats can be accomplished when people work together.

# Source Card Format

- The source card contains all the necessary information for the Works Cited page. It should be written in the same format to avoid extra work later.
- Basic information includes author, title, place of publication, publisher, date of publication, and medium. However, for certain types of sources, more information will be necessary. Use the current *MLA Handbook* for assistance.

## Book w/ 1- Author

Hawthorne, Nathaniel. *The Scarlet Letter*. New York: Penguin, 1962. Print.

## Book w/ Author & Editor

Smith, Allison. "Working Girl for the Millennium." *Careers for Women: A Study of the Female Profession*. Ed. Jim Thorpe. New York: Harper, 1976. 57-75. Print.

## Book w/ Editor Only

Davis, Edith, ed. "Discovering the Real Shakespeare." *Criticisms of William Shakespeare*. Boston: McMillan, 1990. 28-41. Print.

## Article Reprinted in a Multivolume Work (Literary Criticism Papers)

Black, Joe. "A Day in a Life of Hester." *The Gazette* 4 May 1996: 203-205. Rpt. in *Nineteenth Century Literary Criticism*. Eds. Mike Smith and Sam Rice. Vol. 25. Detroit: Gale, 1998. 123-125. Print.

## Internet Article w/Author

Lewis, Sharon. "Learning to Love." *The Love Encyclopedia*. 6 Dec. 2005. Web. 19 Dec. 2009.

## Work from a Library Subscription Service (Literary Criticism Papers)

Thompson, Terry W. "Miller's *Death of a Salesman*." *The Explicator* (Mar. 2002): 244-246. *Academic OneFile*. Web. 4 Feb. 2008.

# MLA Source Cards

**Note:** Use the following examples from the MLA Handbook 7<sup>th</sup> Edition (2009) to create your Source Cards and eventually your Works Cited page. Consult your teacher or the MLA Handbook for additional assistance.

## PRINT

### Book with 1-Author

Hawthorne, Nathaniel. *The Scarlet Letter*. New York: Penguin, 1962. Print.

### Book with 2-Authors

Beard, Charles A., and Mark Dessen. *America in the 90's*. New York: Bantam, 1995. Print.

### Book with 3-Authors

Taylor, Susan, Jason Ford, and Frank Deyun. *Selecting the Right College*. Boston: Harvard UP, 1997. Print.

### Book with 4 or more authors

Walsh, Jacob, et al. *Losers Unite*. New Haven, CT: Yale UP, 1999. Print.

### Book with Editor only

Davis, Edith, ed. "Discovering the Real Shakespeare." *Criticisms of William Shakespeare*. Boston: McMillan, 1990. 28-41. Print.

### Book with Author & Editor

Smith, Allison. "Working Girl for the Millenium." *Careers for Women: A Study of the Female Profession*. Ed. Jim Thorpe. New York: Harper, 1976. 57-75. Print.

### Magazine Article

Jackson, George. "A Study of Lions." *National Geographic* 20 Jan. 1991: 23-55. Print.

### Newspaper Article

Milton, Peter. "The Legend of Bethel, CT." *The News-Times* 10 May 1999: B5. Print.

### An Article Reprinted in a Multivolume Work (Literary Criticism Papers)

Black, Joe. "A Day in the Life of Hester." *The Gazette* 4 May 1996: 203-205. Rpt. In *Nineteenth Century Literary Criticism*. Eds. Mike Smith and Sam Rice. Vol. 25. Detroit: Gale, 1998. 47 vols. 123-125. Print.

## INTERNET

### **Internet Article from a Government Online Publication**

United States. Dept. of Labor. "Police and Detectives." *Occupational Outlook Handbook, 2008-2009*. Washington: GPO. 7 Jan. 2008. Web. 5 Oct. 2009.

### **Internet Article with Author**

Tyre, Peg. "Standardized Tests in College?" *Newsweek*. Newsweek, 16 Nov. 2007. Web. 15 May 2008.

### **Internet Article with both Publication Date and Access Date**

Brooks, David. "The Culture of Martyrdom." *Atlantic Online*. June 2002. Web. 24 Sept. 2002.

### **Internet Article with No Author**

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

### **Internet Article from a database (Career Paper)**

"Medical Assistants." *Naviance*. Naviance, Inc. 2009. Web. 19 Oct. 2009.

### **Internet Article from *Opposing Viewpoints* database**

Blake, Thomas. "Hiring Immigrants." *Newsweek* 11 Apr. 2006: 55-7. *Opposing Viewpoints Resource Center*. 16 Dec. 2007. Web. 23 Jan. 2008.

### **Internet Article from Grolier Online Encyclopedia (Paid Subscription)**

Eder, Doris L. "Sylvia Plath." *Encyclopedia Americana*. 2008. *Grolier Online*. 13 Feb. 2008. Web. 15 Mar. 2008.

### **Work from a Library Subscription Service (Literary Criticism Papers)**

Thompson, Terry W. "Miller's *Death of a Salesman*." *The Explicator* 30 Mar. 2002: 244-246. *Expanded Academic ASAP*. Web. 4 Feb. 2008.

## INTERVIEW

### **Interview**

Wilson, Sarah. Personal interview. 20 July 2007.

# The Outline

**INFORMATION:** A formal outline serves as a virtual map of the essay. Traditionally, the outline is segmented according to the proofs of your thesis statement. The outline begins with the correct MLA heading, followed by the paper's title and thesis statement. Then, the major topics of the paper are carefully delineated:

I, II, III = major ideas

A, B, C = supporting ideas/examples for support

1, 2, 3 = further details

## EXAMPLE OF TOPIC OUTLINE:

<p>Joe Student</p> <p>Ms. Smith</p> <p>English 32, Period 8</p> <p>3 April 2009</p> <p style="text-align: center;">Deadly Courage</p> <p><u>Thesis:</u> Therefore, in Arthur Miller's play <i>The Crucible</i>, courage can ultimately lead to destruction as witnessed through John Proctor's confession of adultery, his inability to betray his friends, and his willingness to sacrifice his life.</p> <p>I. Confession of Adultery</p> <p style="padding-left: 40px;">A. Admits to affair with Abigail</p> <p style="padding-left: 40px;">B. Tarnishes his reputation</p> <p style="padding-left: 40px;">C. His attempt to expose Abigail fails</p> <p style="padding-left: 80px;">1. Elizabeth denies the affair</p> <p style="padding-left: 80px;">2. Mary turns on Proctor</p> <p>II. Inability to Betray Friends</p> <p style="padding-left: 40px;">A. Dilemma of betrayal</p> <p style="padding-left: 40px;">B. Refuses to turn against friends</p> <p style="padding-left: 40px;">C. Danforth's frustration</p> <p>III. Willingness to Sacrifice his Life</p> <p style="padding-left: 40px;">A. Sacrifices himself to save others</p> <p style="padding-left: 40px;">B. Regains his integrity through his death</p>
--

# Sample Quotation Outline

Jane Doe

Ms. Burke

English 11, Period 06

14 March 2012

Dichotomy of Deities: Nature and Fate as Complex Characters in “The Open Boat”

Thesis: Stephen Crane establishes the abstract forces of nature and fate as complex characters through his use of symbolism and Greek allusion in his short story “The Open Boat.”

- I. Initial insignificance of man compared to nature
  - a. “None of them knew the color of the sky” (Crane 257) – shows man’s insignificance in relation to nature.
    - i. “The opening line conveys the fierce struggles between finite man and the infinitude that engulfs him. . . The men’s agony at not knowing their fate is underscored by the power of those surging waters – waves that could sweep the men under at any moment. . .” (Knapp 209).
    - ii. “Their power to act on their own behalf is small indeed when compared against the natural forces that allow them to exist, yet could strike them down at any moment” (Wilson and Lazzari 203).
- II. Elements of nature characterize nature antagonistically
  - a. Seagulls, sharks, waves = antagonistic, in conflict with men in boat
    - i. “Symbolically, nature is perfectly represented by the sea, the wind, the cold, and even the shark that periodically swims near the boat. These elements pose a great danger to the men, who have little they can do to

protect themselves beyond rowing toward the shore and hoping for assistance. . .” (Wilson and Lazzari 203).

### III. Introduction of Fate

#### a. Fate is described as cold, indifferent

- i. “If this old ninny-woman, Fate, cannot do better than this, she should be deprived of the management of men’s fortunes. She is an old hen who knows not her intention” (Crane 267-268).
- ii. “Ordinarily man vies Fate, destructive though it might be, as a sober thing. Fate which tantalizes and taunts, however, is rather nasty. It wears on the collective sense of that propriety with which it should guide the cosmos in its conduct of human affairs” (Montiero).

### IV. Connection to Greek Fates – old women, weaving the destinies of men, feared and respected by all gods.

#### a. Gods represent nature, so by extension, nature respects the whims of the Fates. In “The Open Boat,” nature’s actions are dictated by the ‘old ninny-woman’ Fate. When the men are saved by mere chance, they are spared by the Fates who choose when to snip the thread of life.

- i. “[In “The Open Boat”] the men seem to recognize that they are helpless in the face of nature. Their lives could be lost at any moment by the most common of natural phenomena . . . the men are at the mercy of mere chance” (Wilson and Lazzari 200).
- ii. “. . . [man] feels, perhaps, the desire to confront a personification and indulge in pleas, bowed to one knee, and with hands supplicant, saying: ‘Yes but I love myself’” (Crane 277).

1. Bowing to the power of Fate much like one would plead with god.

- V. Men's reactions to nature's indifference
  - a. The epiphany: "He recognizes that he might drown despite all of his efforts to survive, which causes him to consider the disheartening possibility that nature is indifferent to his fate" (Wilson and Lazzari 200).
  - b. Correspondent compares it to war – return to antagonistic characterization
    - i. "But the correspondent has also discovered that "nature does not regard him as important" (p. 84) and that she was as "flatly indifferent" to his situation as would be a giant to "the plight of the ants" (p. 88). In other words, the correspondent (as child) was to the soldier as nature is to the correspondent (as adult), or as the universe is to every man. Nature's indifference to the correspondent is comparable to his earlier indifference to the dying soldier" (Stappenbeck).
- VI. Fate ultimately chooses to save the lives of the captain, cook, and the correspondent.
  - a. Contradicts antagonistic characterization
    - i. "The correspondent survives, largely due to sheer luck: a large wave that carries him into shallow water near land" (Wilson and Lazzari 200).



# The Note Card

Note cards contain all long/short quotations and paraphrases. Note cards include the topic or “slug” from the outline, the quotation/paraphrase, the source of the information, and the page number.

## SHORT Q: Pearl’s connection to Nature I.B

“Pearl’s identification is with nature, as becomes especially clear in the forest scene. Nature represents freedom, intuition, spontaneity, and emotion, but, lacking clear moral sanctions, it also represents moral temptation and spiritual danger” (Neilson 275).

### Short Quotations:

- 1-4 lines in length
- Use “quotation marks”
- Period goes **after** the ( ).

## LONG Q: Proctor’s Dilemma II.A

Proctor is faced with a dilemma: he can save his life if he confesses and betrays others, or he can sacrifice his life to his ideals. He struggles with his conscience and, knowing that he is morally blemished by adultery, thinks he cannot justify a proud sacrifice or a false heroism. He feels unworthy of his propensity for martyrdom. (Adam 71-71)

### Long Quotations:

- More than 4 lines in length
- No quotation marks
- Period goes **before** the .( )

## PARAPHRASE: Zaroff’s animalistic behavior III.C

Zaroff reveals his predatory instincts in his hunt with Rainsford. It is clear that he enjoys hunting and tormenting his prey. Zaroff falsely allows Rainsford to believe he is safe, when in actuality he is nothing more than a vulnerable participant in the game of cat and mouse (Korb 163).

### Paraphrases:

- No set # of lines
- No quotation marks
- Period goes **after** the ( ).

# Parenthetical Documentation

**Definition:** Parenthetical documentation is the reference at the end of each quotation or paraphrase that cites the source of information. The reference, which is enclosed in parentheses, usually contains the author's last name and the page number from which the information is taken. If no author is listed, then the parentheses will contain the "Article Title" and page number.

**Short Quotation:** Quotation is usually between 1-4 lines  
"Text goes inside quotation marks"  
Period goes after the" (parenthesis).

**Long Quotation:** The introduction for the quotation is followed by a colon:  
The quotation is over 4 lines in length  
The text is indented 10 spaces (2 tabs) from the left  
No quotation marks are used  
Period goes before the . (parenthesis)

**Paraphrase:** No quotation marks are used  
A paraphrase varies in length  
Period goes after the (parenthesis).

**EXAMPLES:** The following examples are derived from Keith Neilson who wrote a critical essay about Nathaniel Hawthorne's novel *The Scarlet Letter*.

## Short Quotations:

"Pearl's identification is with nature, as becomes especially clear in the forest scene. Nature represents freedom, intuition, spontaneity, and emotion, but, lacking clear moral sanctions, it also represents moral temptation and spiritual danger" (Neilson 275).

Neilson stated that Pearl's association with nature "becomes especially clear in the forest scene. Nature represents freedom, intuition, spontaneity, and emotion, but, lacking clear moral sanctions, it also represents moral temptation and spiritual danger" (275).

## Paraphrase:

Clearly, Pearl is most comfortable in the natural setting of the forest. Here, she is able to act freely and spontaneously without moral guidance (Neilson 275).

## Long Quotation:

Oftentimes, Pearl has been considered a symbol for evil. She engages in unusual behavior which, at times, seems diabolical. Keith Neilson comments:

We never see the real Pearl. We see an animated symbol who cannot find her humanity until the secret of her origin is revealed. There are hints of the demonic about Pearl, but she is not Satanic. Pearl's identification is with nature, as becomes especially clear in the forest scene. Nature represents freedom, intuition, spontaneity, and emotion, but, lacking clear moral sanctions, it also represents moral temptation and spiritual danger. (275)

Although Neilson felt Pearl had evil tendencies, he does not believe that she is entirely wicked. She will eventually break loose from this wild behavior and become more humane.

# The Works Cited Page

## Important Rules:

1. This page must be double-spaced evenly in 12-pt font.
2. The title **Works Cited** is centered, not underlined or italicized.
3. Your last name and page number is in the top right corner.
4. All sources must be in alphabetical order; do not number the citations.
5. Every citation must end with a period.
6. You must always indent 5 spaces (one tab) when you begin the second line of information of each source listing.
7. The Works Cited page must contain all sources used within your research paper. Do not add extra sources to this page if they are not cited (quoted or paraphrased) in the paper.

## For Non-Periodical Print Publications (i.e., books):

1. Name of author, editor, compiler, etc
2. Title of work (*italicized*)
3. Edition used
4. Number(s) of the volume(s)
5. City of publication
6. Name of publisher
7. Year of publication
8. Medium of the publication (Print)
9. Supplementary information

## For Periodical Print Publications (i.e., magazines):

1. Author's name
2. Title of the article (in "quotation marks")
3. Name of the periodical (*italicized*)
4. Series number or name (if relevant)
5. Volume number (for a scholarly journal)
6. Issue number (if available)
7. Date of publication (for a scholarly journal, the year; for other periodicals, the day, the month, and the year, as available)
8. Inclusive page numbers
9. Medium of publication (Print)
10. Supplementary information

(Source: *MLA Handbook 7<sup>th</sup> Edition, 2009.*)

**NOTE:** While you are in the library looking for sources and criticisms, make sure you copy all pertinent Works Cited information for each and every source. This information will later be documented on your source cards and Works Cited Page in proper MLA format.

# Sample Works Cited Page

Smith 8

## Works Cited

- Brucoli, Matthew J. "A Brief Life of Fitzgerald." *F. Scott Fitzgerald: A Life in Letters*. Ed. Matthew J. Brucoli and Judith S. Baughman. New York: Scribner's, 1994. N. pag. *F. Scott Fitzgerald Centenary*. U of South Carolina, 4 Dec. 2003. Web. 22 Jan. 2010.
- Davis, Jody, and Travis Smith. "Mockingbird Symbolism." *Essays on Harper Lee*. Eds. Grant Parks and Melanie Friedman. Chicago: McCann, 1987. 45-56. Print.
- Fielding, Jack. "Atticus, the Hero." *Education Weekly* (Sept. 1993): 20-24. Rpt. In *Contemporary Literary Criticism*. Ed. Phillip Johnson. Vol. 4. Detroit: Gale, 1998. 115-119. Print.
- Hawthorne, Nathaniel. *The Scarlet Letter*. New York: Penguin, 1962. Print.
- "How to Study the Works of Fitzgerald." *eHow.com*. eHow, n.d. Web. 24 Feb. 2009.
- Leonard, Cathy. "Why is the Earth Good?" *Land in Buck's Universe*. Ed. Sally Presley. Sacramento, CA: Stamford UP, 1976. 45-60. Rpt. In *Mother Earth*. Ed. William Martin. Boston: McMillan, 1988. 20-35. Print.
- Stearns, Marshall W. "Hamlet and Freud." *College English* 10.5 (Feb. 1949): 265-272. *JSTOR*. Web. 1 Dec. 2010.
- Thomas, Mel. "Boo Radley's Plight." *The Literary Review* 48.1 (2004): 17-20. *Academic OneFile*. Web. 22 Jan. 2010.
- . "Understanding Scout." *The Atlantic Monthly* (Dec. 2008): 35-39. Print.
- Welton, James, et al. "Winter Dreams." *Masterplots II: Short Stories Series*. Ed. Frank Magill. Pasadena, CA: Salem, 1996. 3500-3512. Print.

# Writing Expectations

The following conventions of Standard Written English form the basis of Bethel High School's writing expectations. They constitute the minimum standards for students of all grades and levels.

- Proper verb forms (tense, subject/verb agreement)
- Complete sentences (elimination of run-ons and fragments)
- Variation in sentence structure (coordinating ideas, subordinating ideas, and parallelism)
- Accurate pronoun use (agreement, reference, and case)
- Accurate punctuation use (comma, semicolon, colon, apostrophe)

In addition, students are expected to write essays that are **coherent, unified, developed, and structured**.

## **A strong paper will:**

- Use transitions
- Use sophisticated diction
- Avoid repetition and redundancy
- Avoid ending sentences with prepositions
- Avoid contractions

## **Questions to consider during the revision process:**

- Is the essay governed by a central idea?
- Are the ideas presented in an effective order?
- Is the reasoning logical and developed?
- Are the paragraphs unified, coherent, and well developed?
- Are transitions adequate? Do they allow for a smooth flow between sentences and paragraphs?
- Is the sentence structure varied?
- Have errors in grammar, punctuation, and spelling been eliminated during the editing process?
- Does the paper prove its thesis?

# Research Paper Edit Form

**STEP ONE:** Before you read your assigned paper, please complete this format checklist.

## OVERALL FORMAT:

- \_\_\_\_\_ Paper contains a proper heading in MLA format
- \_\_\_\_\_ Paper contains 1" margins
- \_\_\_\_\_ All pages are numbered with last name
- \_\_\_\_\_ Title is centered and not underlined
- \_\_\_\_\_ Paper is **double-spaced** and written in **12 pt Times New Roman font**
- \_\_\_\_\_ All paragraphs are indented

## QUOTATION/PARAPHRASE FORMAT:

- \_\_\_\_\_ All long quotations are indented 10 spaces from the left
- \_\_\_\_\_ All long quotations are introduced and set off by a colon:
- \_\_\_\_\_ Long quotations do not use quotation marks (if someone is actually speaking only 'one' quotation mark is needed)
- \_\_\_\_\_ The period goes before .( ) the parenthesis in long quotations
- \_\_\_\_\_ No long quotations are back to back
- \_\_\_\_\_ All short quotations have "quotation marks"
- \_\_\_\_\_ The period goes after ( ). the parenthesis in short quotations
- \_\_\_\_\_ No short quotations are back-to-back
- \_\_\_\_\_ Paraphrases do not use quotation marks
- \_\_\_\_\_ The period goes after ( ). the parenthesis in paraphrases
- \_\_\_\_\_ All paraphrases are written in third person **NOT** first person
- \_\_\_\_\_ Body paragraphs should never begin or end with a quotation
- \_\_\_\_\_ All sources inside the (parentheses) can be found on the Works Cited page in alphabetical order
- \_\_\_\_\_ All parenthesis contain author's last name and page # or "title of article" and page # or just a page # if the author has already been used in the introduction

**STEP TWO:** Read the paper and make corrections.

**MECHANICS CHECKLIST:**

- \_\_\_\_\_ Put *sp* by all spelling errors (never say "quote...always say "quotation")
- \_\_\_\_\_ Put *awk* by all awkward sentences; put **R/O** for run-ons; put **frag** for fragments
- \_\_\_\_\_ Circle all punctuation errors (avoid all contractions)
- \_\_\_\_\_ No 1<sup>st</sup> or 2<sup>nd</sup> person narrator used
- \_\_\_\_\_ Paper avoids repetition and redundancy
- \_\_\_\_\_ Smooth transitions are used

**OPENING PARAGRAPH CHECKLIST:**

- \_\_\_\_\_ Opening contains at least 5 sentences
- \_\_\_\_\_ Opening introduces the topic for paper and concludes with thesis statement.

**BODY PARAGRAPH CHECKLIST:**

- \_\_\_\_\_ All paragraphs have clear topic sentences to introduce the topic/proof of the paragraph
- \_\_\_\_\_ All paragraphs are in correct thesis order
- \_\_\_\_\_ Paper contains quotations/paraphrases from various sources
- \_\_\_\_\_ All quotations are clearly introduced
- \_\_\_\_\_ All quotations are clearly explained
- \_\_\_\_\_ No editorializing or opinionating
- \_\_\_\_\_ Content is thorough and detailed; everything relates back to thesis

**CLOSING PARAGRAPH CHECKLIST:**

- \_\_\_\_\_ Paragraph contains at least 5 sentences
- \_\_\_\_\_ Paragraph restates the thesis statement
- \_\_\_\_\_ Final comments and insights are provided on the paper's topic

**WORKS CITED PAGE CHECKLIST:**

- \_\_\_\_\_ Correct heading and pagination
- \_\_\_\_\_ Double-spaced
- \_\_\_\_\_ Alphabetical Order
- \_\_\_\_\_ Correct # of sources
- \_\_\_\_\_ Sources are indented properly
- \_\_\_\_\_ Every source on the Works Cited page is used in the paper

**STRENGTHS OF PAPER:**

**PAPER CAN BE IMPROVED BY:**

# First Page of a Research Paper

Josephson 1

Laura M. Josephson

Professor Bennett

Humanities 2710

8 May 2009

## Ellington's Adventures in Music and Geography

In studying the influence of Latin American, African, and Asian music on modern American composers, music historians tend to discuss such figures as Aaron Copland, George Gershwin, Henry Cowell, Alan Hovhaness, and John Cage (Brindle; Griffiths 104-39; Hitchcock 173-98). They usually overlook Duke Ellington, whom Gunther Schuller rightly calls "one of America's great composers" (318), probably because they are familiar only with Ellington's popular pieces, like "Sophisticated Lady," "Mood Indigo," and "Solitude." Still little known are the many ambitious orchestral suites Ellington composed, several of which, such as *Black, Brown, and Beige* (originally entitled *The African Suite*), *The Liberian Suite*, *The Far East Suite*, *The Latin American Suite*, and *Afro-Eurasian Eclipse*, explore his impressions of people, places, and music of other countries.

Not all music critics, however, have ignored Ellington's excursions into longer musical forms. In the 1950s, for example, while Ellington was still alive, Raymond Horricks compared him with Ravel, Delius, and Debussy:

The continually enquiring mind of Ellington ... has sought to extend steadily the imaginative boundaries of the musical form on which it subsists. ... Ellington since the mid-1930s has been engaged upon extending both the imagery and the formal construction of written jazz. (122-23)

Ellington's earliest attempts to move beyond the three-minute limit have been