



Proctor Academy Writing Guidelines

Fall 2010

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INTRODUCTION

The history of Proctor Academy's writing guidelines began in the late 1980s. Social science department head, Connie Appel, and history teacher, Susan Eslick, co-authored the first edition, *Proctor Academy Standard Guidelines: How to Write a Research Paper* in 1988. Published in booklet form in the 1991/1992 school year, the *Standard Guidelines* sold in the Proctor bookstore for \$1.00. Reflecting a simpler time, this publication included basic guidelines for writing social science, English and science papers, a plagiarism standard, and instructions for writing footnotes and endnotes.

After computers became ubiquitous, librarians Marie Montivirdi and Judy Preston, spearheaded the transposition of the *Standard Guidelines* from paper to digital format. The revised and expanded edition updated the research paper guidelines to reflect the American Association of School Librarians information literacy standards. With the help of student, Nate Laffam '01, the librarians posted the *Standard Guidelines* to the Proctor intranet in the summer of 2001.

The 2010 version, titled *Proctor Academy Writing Guidelines*, supports students and faculty throughout the writing process. Amongst other improvements and additions, the new *Guidelines* clarify the multi-step process of writing a paper, include an expanded section on plagiarism, and reflect changes in parenthetical, in text documentation and citation of sources prescribed by the *MLA Handbook for Writers of Research Papers*, 7th edition, and the *Publication Manual of the American Psychological Association*, 6th edition.

The new *Guidelines* were created during the 2009/2010 school year by the Standard Guidelines Committee with input from many members of the science, social science, English, and technology departments. Thank you to all who helped.

Writing Guidelines Committee

Judy Preston

Marie Montivirdi

Phil Goodnow

Brooks Bicknell

Shauna Turnbull

Heide Johnson

Sarah McIntyre

Doug Houston

Jen Fletcher

Kathy Bianchi

Fall 2010

PLAGIARISM

Introduction

At Proctor Academy, we believe that students should learn clear and accurate writing in all disciplines. All students are required to spell correctly; to organize their ideas in an orderly manner; to compose essays which introduce, develop, and conclude a clear argument; and to give proper credit to any outside resources they may use. Students will be evaluated in each academic discipline using *Proctor Academy Writing Guidelines*.

Definition

“In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source” (Council of Writing Program Administrators).

Plagiarism is:

- taking another person's ideas, information, expressions, images.
- buying, borrowing a paper, or using a paper submitted for another assignment.
- copying or cut-and-pasting an entire paper, image, article or passage from the Internet.
- copying large sections of text from a source without quotation marks or proper citation.
- paraphrasing a section of text without proper citation.

Paraphrasing may be used to support your thesis as long as you cite the source (parenthetical/in text documentation). In order to make sure you are paraphrasing, take notes from your readings. It will be easier to put the ideas in your own words. When you are unsure if you are writing too close to the original, check with faculty BEFORE you turn in the paper (The Writing Center, University of North Carolina at Chapel Hill).

Paraphrasing IS plagiarism when:

“you change a word or two in someone else's sentence, change the sentence structure while maintaining the original words, or change a few words to synonyms. If you are tempted to rearrange a sentence in any of these ways, you are writing too close to the original. That's plagiarizing, not paraphrasing” (The Writing Center, University of North Carolina at Chapel Hill).

Common Knowledge is:

- knowledge that most people know or can find easily in an encyclopedia or general reference source.
- can be found in 5 or more sources.
- considered “community knowledge.” One person can not claim the idea as her own.

Strategies for Avoiding Plagiarism

- use your own ideas and words.

- quote: put in quotations everything that comes directly from the text.
- acknowledge: give credit to any ideas/information/expressions/images taken from someone else by documenting through parenthetical/in text documentation.
- absorb: feel comfortable with your topic. If you must, you may paraphrase, but be very careful that you are not just rearranging or replacing a few words. Write out the idea in your own words.
- allow enough time for the project.
- edit: check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words. Check the information for accuracy.
- edit again: make sure that you have provided a source for anything that isn't your own original work.
- information from the Internet is not free for the taking. Someone else put it there. It's their work. Cite your source.

Examples of Plagiarism, and of Appropriate Use of Others' Words and Ideas

Here's the original text, from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1890s* by Joyce Williams et al. :

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization - the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

Here's an example of a paraphrase that is unacceptable:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River, where the Bordens lived, which turned into centers of commerce and trade as well as production.

The preceding passage is considered **plagiarism** for two reasons:

- The writer has only changed around a few words and phrases, or changed the order of the sentences of the original.
- The writer has failed to cite a source for any of the ideas or facts.

If you do **either or both** of these, you are **plagiarizing**. This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the emphasis on factories in the original).

Here's an example of a paraphrase which is acceptable:

Fall River, where the Borden family lived, was typical of northeastern industrial

cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

The preceding paragraph is acceptable because the writer:

- accurately relays the information in the original
- uses her own words in a new and creative manner
- lets her reader know the source of her information

Here’s an example of quotation and paraphrase used together, which is also acceptable:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers “transformed farm hands into industrial laborers,” and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these hubs “which became the centers of production as well as of commerce and trade” (Williams 1).

The preceding paragraph is acceptable because the writer:

- records the information in the original passage accurately
- gives credit for the ideas in this passage
- indicates which parts are taken directly from her source by putting those passages in quotation marks and citing the page number

Note that if the writer had used those phrases or sentences in her own paper without putting quotation marks around them, she would be **plagiarizing**.

Using another person’s phrases or sentences without quotation marks is considered plagiarism EVEN if the writer cites in her own text the source of the phrases or sentences she has “BORROWED.”

Some thoughts on specific quotations:

Quotes should:

- be carefully selected to inform your argument
- be strictly accurate
- be integrated into the flow of your writing
- be placed in quotation marks (4 lines or fewer)
- or set off from the text, indented 1 inch on either side, and double-spaced (more than 4 lines)
- have ellipsis [...] where words have been omitted
- be utilized whenever you use someone else’s words or original ideas
- keep you out of plagiarism trouble

Plagiarism and the Internet

The Internet has become a popular source of information for students' papers, and many questions have arisen about how to avoid plagiarizing these sources. In most cases, the same rules apply as for a printed source: when you refer to ideas or quote from a web site, you must cite that source. If you want to use images from a web site, the same rules apply. Copying images or graphics from a web site (or from a printed source) into a paper is very similar to quoting information, and the source of the image or graphic must be cited. These rules also apply to other uses of textual information or images from web sites. For example, if you are constructing a web page as a class project, and you copy graphics or images from other sites, you must also provide citations for the source of this information. In this case, it might also be a good idea to obtain permission from the web site's owner before using the graphics.

GUIDELINES FOR WRITING A SOCIAL SCIENCE RESEARCH PAPER

Step #1: Before Researching in the Library, Choose a Topic

- Brainstorm a list of topics.
- Read information on a topic of particular interest in general reference resources such as an encyclopedia or your textbook.
- Make a list of subjects or themes you want to explore. What interests you? What do you know? What do you want to know? Then, try to combine a focus with a topic that is of particular interest to you.
- Limit your topic to that focus. For example, do not select "Weapons of World War I" for a research topic. It is far too broad. A better topic and approach on the same subject would be "The German U-Boat's Impact on America's Entrance into World War I."

Step #2: In the Library, Locate 5 Initial Resources

- Locate a wide variety of sources.
- Select articles and books you can read and understand.
- This may sound obvious, but the most common mistake made by students doing research is choosing resources that are too complex.
- Be creative in your search for material.
- When you use the library catalog and research databases do not limit your search to the title of your paper only. For example, if your paper's topic is "Apartheid in South Africa," begin by looking up "Apartheid," but then continue your search with related topics, such as: South Africa, race relations, Nelson Mandela, Winnie Mandela, Stephen Biko, A.N.C., Botha, Bantustans, Soweto, Afrikaners, etc.
- Follow your teacher's instructions on how many sources to use.
- Research thoroughly. You should present a complete informational picture of your topic in your paper, including the most recent scholarly research.
- **Evaluate your sources using the following questions. A teacher may ask you to provide an annotated works cited list with information about your sources.**
 - Is the information current?
 - Is the author biased or prejudiced in some way?
 - What are the author's qualifications?
 - How do you know the information the author presents is accurate?
 - Is the information useful to you?

Step #3: Creating a Works Cited List and Notecards Using NoodleTools

- Log onto your NoodleTools account and create a separate citation entry for each source. Provide the citation information as instructed by NoodleTools. The site will format and compose a Works Cited list for you.

- While you are logged in to NoodleTools, share your list of works cited with your teacher. Check frequently for comments and make suggested corrections.
- Use the NoodleTools notetaking feature to record information you will use to write your paper.
 - First, record direct quotations in the appropriate text box. In the next text box, paraphrase each quotation and, finally, generate your own ideas in the last text box. This will help you avoid plagiarism.
- You must record the page number and source where you find a quotation so that later, when you are writing the paper, you will realize these are not your words, and that they must be cited. NoodleTools can link a notecard to a specific source.
- All statistics must be cited.
- How many notes should you have? You need 2-3 pieces of evidence (quotation, fact, statistic, etc.) to support each major point.
- Use “tags” to organize your facts into topics around which you can construct individual body paragraphs.

Step #4: Thesis Sentence

- A thesis statement is a single umbrella sentence that answers a question, addresses a point of view and states the reason to support a particular point of view. Based on your initial research or thoughts, it should answer a question or problem you have raised. Your thesis statement will help you focus when you continue your research and write your paper. A thesis statement may be adjusted based on your findings as you gain familiarity with your topic. Ask yourself the following questions suggested by the *MLA Handbook* when you are trying to write your thesis statement:

-What purpose will you try to achieve in the paper?

-Do you want to argue for a certain point of view, or persuade your reader to think or do something?

Examples:

The German U-boat had a major impact on America’s decision to enter into World War I.

1968 was the most explosive year of a turbulent decade.

The failed Bay of Pigs invasion embarrassed the United States and enhanced Castro’s stature.

- While taking notes, you will find information that may either prove or disprove your thesis. Using this information, form a rough thesis statement. Now, write down your thesis statement.
- With your thesis statement in mind, organize your notecards into piles according to their subtopics, or tag each note in NoodleTools so you can identify the paragraph or section in which that fact or idea belongs.
- Next, decide in what order you will present this information to prove your thesis.
- The order of your notes becomes the outline of your paper. Write this outline down so you can be sure it completely supports and proves your thesis.

STEP #5: Outline for a 5 Paragraph Paper

I. Introduction

A good introductory paragraph:

- states the subject
- gets the reader's attention
- provides general background information
- includes a thesis statement
- does NOT state what the paper will explain. For example, do not use any phrase such as: "In this paper, I will show..." "This paper will be about..." "The reader will understand..."

A factual hook to engage the reader can be added before the thesis at the beginning of the paragraph. This could be a sentence, anecdote, quotation from an expert or generalization, but the hook cannot be your opinion.

The main points of the essay are then introduced.

- Topic Sentence 1**
- Topic Sentence 2**
- Topic Sentence 3**

The thesis ends the paragraph or can begin the paper instead of a hook.

II. Body Paragraphs

- The paper's body systematically proves the thesis using details, facts, and examples.
- Each main body paragraph will focus on a single idea, reason, or example that supports your thesis.
- Each paragraph will have a clear topic sentence (a mini thesis that states the main idea of the paragraph) and as much discussion or explanation as is necessary to explain the point.
- You should try to use a quote or specific examples to make your ideas clear and convincing.
- You then analyze your evidence to show how it proves your topic sentence. The analysis section should be twice as long as your quote, statistic or example.
- The paragraph ends with a transitional sentence related to the following paragraph. Body paragraphs never end with a quote.

A. **Body Paragraph 1**

- 1) **Topic Sentence 1:** Make a point that supports your thesis statement and answers the question.
- 2) **Evidence:** Find a quote (only one per paragraph), statistic, graph or example that proves your topic sentence and your thesis. Remember to cite it properly.
- 3) **Analysis:** Explain, in your own words, how your evidence supports your topic sentence and your thesis. Your analysis should be twice as

long as your evidence. Answer the question: Why this evidence? Why is it important?

- 4) **Transitional Sentence** – mini conclusion about Topic 1; try to connect the main idea of this paragraph to the next paragraph.

B. Body Paragraph 2

1. **Topic Sentence 2:** Make a point that supports your thesis statement and answers the question.
2. **Evidence:** Find a quote (only one per paragraph), statistic, graph or example that proves your topic sentence and your thesis. Remember to cite it properly.
3. **Analysis:** Explain, in your own words, how your evidence supports your topic sentence and your thesis. Your analysis should be twice as long as your evidence. Answer the question: Why this evidence? Why is it important?
4. **Transitional Sentence** – mini conclusion about Topic 2; try to connect the main idea of this paragraph to the next paragraph.

C. Body Paragraph 3

1. **Topic Sentence 3:** Make a point that supports your thesis statement and answers the question.
2. **Evidence:** Find a quote (only one per paragraph), statistic, graph or example that proves your topic sentence and your thesis. Remember to cite it properly.
3. **Analysis:** Explain, in your own words, how your evidence supports your topic sentence and your thesis. Your analysis should be twice as long as your evidence. Answer the question: Why this evidence? Why is it important?
4. **Concluding Sentence**

III. Conclusion

1. Write a transitional sentence wrapping up paper
2. Return to original anecdote/quotation/generalization
3. Reconfirm your argument, recounting how you have proven it - summarizes the main points
4. Write a mini-thesis, this time with more assertion

Step #6: Rough Draft

- Write only from your notecards.
- Do not write directly from any sources. This way, you cannot possibly plagiarize.
- As you write, be careful to document/cite any information or ideas you have taken directly from another source.
- Write only in the past tense
- Never refer to historical figures by their first names
- Do NOT use I, you, or we in a formal paper.
- Use the active tense (not passive).

- Rough drafts must be complete in length, organized to the best of the student's ability, and have parenthetical citation, title page and a complete works cited page.

Step #7: Final Draft

- After careful editing and proofreading, try to have someone else proofread your paper with you. Or, have that person read your paper to you. Frequently, this identifies unclear statements or awkward sentence structure.
- Make sure your final draft has a title page, proper in text documentation, a complete Works Cited list, and the rough draft attached. Also, make sure your paper is formatted according to your teacher's guidelines.

Consequences:

According to Proctor Academy's Honor Code, when plagiarism "is deemed to be a breach of academic honesty, an Honor Code violation is given. A first Honor Code violation places a letter in the student's file in the Academic Office and carries some loss of credit for the assignment, or possibly the course ... A second violation results in dismissal" (*The 2010-2011 Green Book 4*).

Note: This document was derived from a variety of sources. A works cited list is on file in the library office.

SOCIAL SCIENCE PAPER CHECKLIST

When you hand in your research paper on **(enter date)**, you must submit the following items to receive full credit.

CHECKLIST

- _____ **Title Page** - Title, name, date, course, teacher, school honor pledge and your signature to the pledge
- _____ **Paper Format** - 1" margins, Palatino font, 12 pt
- _____ **Length** - Must meet the teacher's guidelines.
- _____ **Documentation** - Parenthetical, in text documentation is required
- _____ **Works Cited Page** - Works Cited page must be formatted using NoodleTools.
- _____ **Rough Draft** - Must be attached at the end of the paper.
- _____ **Checklist** - This sheet must be attached between the title page and the first page of text.

As stated several times before in class, this paper is due at the start of class (enter date).
NO LATE PAPERS ARE ACCEPTED! E-MAILED PAPERS ARE NOT ACCEPTED!!

There are no excuses. Being in the Health Center on (enter date) is not an excuse. Computer malfunctions are not an excuse (save your paper on the student server and in your own hard drive. Papers not handed in at the time of your oral presentations will receive a 0. Even if your paper is not finished, it is best to submit the work you have completed to receive some credit.

I have read this and understand my obligations in fulfilling the expectations of this assignment.

Signature

Social Science Paper Grading Rubric

Category	Excellent	Good	Satisfactory	Poor
CONTENT	<ul style="list-style-type: none"> •Each paragraph has thoughtful supporting detailed sentences that develop the main idea. •Only relevant information that explains how your evidence supports your topic sentence. •Primary Source information and quotations provided 	<ul style="list-style-type: none"> •Each paragraph has sufficient supporting detail sentences that develop the main idea. •mostly relevant that explains how your evidence supports your topic sentence •Primary Source information and quotations provided 	<ul style="list-style-type: none"> •Each paragraph lacks supporting detail sentences. •incomplete development; your evidence infrequently supports your topic sentence •Primary Source information and quotations infrequently provided 	<ul style="list-style-type: none"> •Each paragraph fails to develop the main idea. •not related; your evidence does not support your topic sentence •Primary Source information and quotations not provided
ORGANIZATION	<ul style="list-style-type: none"> •thesis clearly and concisely states the paper’s purpose in a single sentence, which is engaging and thought provoking. •introduction is engaging, states the main topic and previews the structure of the paper. •logical sequence of ideas •conclusion restates the thesis •good topic sentences •good transitions 	<ul style="list-style-type: none"> •thesis clearly states the paper’s purpose in a single sentence; may lack originality. •introduction states the main topic and previews structure of the paper. •paragraph development present but not perfected •conclusion restates the thesis •frequent topic sentences •frequent transitions 	<ul style="list-style-type: none"> •thesis states the paper’s purpose in a single sentence; lacks originality •introduction states the main topic but does not adequately preview the structure of the paper. •organization of ideas not fully developed •conclusion does not adequately restate the thesis. •infrequent topic sentences •infrequent transitions 	<ul style="list-style-type: none"> •Thesis is incomplete and/or unfocused. •no clear introduction or main topic and the structure of the paper is missing •no evidence of structure or organization •conclusion incomplete and/or unfocused. •no topic sentences •no transitions
MECHANICS	<ul style="list-style-type: none"> •No errors in punctuation, capitalization and spelling. 	<ul style="list-style-type: none"> •almost no errors in punctuation, capitalization and spelling. 	<ul style="list-style-type: none"> •many errors in punctuation, capitalization and spelling 	<ul style="list-style-type: none"> •numerous and distracting errors in punctuation, capitalization and spelling.
USAGE	<ul style="list-style-type: none"> •No errors in sentence structure and word usage. •correct tense •meaning clear; effective descriptions •always writes in the third person 	<ul style="list-style-type: none"> • almost no errors in sentence structure and word usage. •mostly correct tense •meaning evident; some descriptive language •always writes in the third person 	<ul style="list-style-type: none"> •many errors in sentence structure and word usage. •frequent errors in tense •some slang; many sentences have unclear meaning •used first person pronoun infrequently 	<ul style="list-style-type: none"> •numerous and distracting errors in sentence structure and word usage. •many tense errors •inadequate vocabulary •used first person pronoun frequently
CITATION	<ul style="list-style-type: none"> •All cited works, both text and visual, are done in the correct format with no errors. •Works Cited Page includes more than 5 major references (e.g. articles, books, online services, no more than 2 internet sites) 	<ul style="list-style-type: none"> •Some cited works, both text and visual, are done in the correct format with no errors. Inconsistencies are evident. • Works Cited Page includes 5 major references (e.g. articles, books, online services, no more than 2 internet sites) 	<ul style="list-style-type: none"> •Few cited works, both text and visual, are done in the correct format with no errors. • Works Cited Page 4 major references (e.g. articles, books, online services, no more than 2 internet sites) 	<ul style="list-style-type: none"> • Citation is absent •Works Cited Page includes 3 major references (e.g. articles, books, online services, no more than 2 internet sites)

(SAMPLE)

Works Cited

- Bedell, George C., Leo Sandon, Jr., and Charles T. Wellborn. *Religions in America*. New York: Macmillan, 1995. Print.
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- Peres, Judy. "Couple's Divorce Entangles Frozen Embryos." *Chicago Tribune* 7 Aug. 2009: 28. *Newspaper Source*. Web. 15 Oct. 2009.
- Reynolds, David S. *Waking Giant: America in the Age of Jackson*. New York: Harper, 2008. Print.

GUIDELINES FOR WRITING AN ENGLISH PAPER (LITERARY ANALYSIS)

- Write only in the present tense.
- Write in the active voice.
- Do not write in the first person.
- Adopt a formal style; avoid slang and clichés.
- Avoid using words that sound impressive, but don't communicate your idea effectively; use only vocabulary you could define if asked.
- Do not use secondary sources (critiques, criticism, plot summaries) in your paper unless told to do so by your teacher.
- Double-space all work, except for the heading.
- Font should be Palatino, 12 point.
- Provide a heading and a title. The heading should go in the upper left-hand corner and should be single-spaced. The title should be centered.

Name
Instructor
Course
Date

Title
(Something Relevant and Creative)

The body of the paper begins here, double-spaced. Do not double space the heading or the title. Please make sure that you do not add extra spaces in between your paragraphs. You simply need to hit your tab key to indent upon each new paragraph.

Like this. Please see the document by Emma Bovary for a full size sample.

- ALWAYS provide a complete and correct list of Works Cited at the end of your paper using NoodleTools and the MLA advanced style.
- Use parenthetical citation within the body of your paper, following the guidelines provided below.
- The Introduction: The first sentence of a good introductory paragraph identifies both the author and the text and clearly presents the topic of the paper. The next sentences briefly outline the support for the argument. The last sentence of the paragraph should be a thesis statement, which includes a complex premise that is arguable and will be further developed within the body of the paper.
- The Body of the Paper: Each body paragraph should start with a clear topic sentence that supports the thesis. Subsequent sentences introduce supporting evidence. A well-organized paper includes three to seven paragraphs of development, showing in a logical order how the evidence functions to make the topic sentence true.
- The Conclusion: A solid conclusion does not introduce any new ideas, nor does it merely summarize points already made, nor does it include quotations. Rather, it synthesizes the evidence to draw implications about the text and more universal themes.

A Brief Guide to Quoting and Using Proper Citation

The Golden Rule is: CITE! CITE! CITE! Even if the entire class is using the same book, it is important to get into the habit of always citing your work. The Proctor Academy English Department has agreed that all students will employ parenthetical citation within the body of the paper, followed by a formal list of Works Cited, created by using the MLA advanced style in NoodleTools.

Standard Parenthetical Documentation

Quotes should:

- be carefully selected to inform your argument
- be strictly accurate
- be integrated into the flow of your writing
- be placed in quotation marks (4 lines or fewer)
- or set off from the text, indented 1 inch on either side, and single-spaced (more than 4 lines)
- have ellipsis [. . .] where words have been omitted
- be utilized whenever you use someone else's words or original ideas
- keep you out of plagiarism trouble

Following are examples of how your text should look:

Author's Name in Text

Cox argues that computers control our lives in a good way (147).

As Littman points out, there are “numerous examples of introverts excelling on stage”(56).

Author's Name in Reference

Students and teachers perform best on a steady diet of chocolate and coffee (Pond 32).

The new point system is designed to “create peace and harmony for all” (Swayze 22). However, it will require “cooperation at an unprecedented level” (26). From the dorms to the classrooms, students and faculty must work together “if this new vision is to succeed” (Donaldson 17). And succeed it will, for “if one person thrives, we all thrive” (Swayze 23).

Longer Quotes

Any quote four lines or longer should be indented on both sides to set it apart from the body of the paper and double-spaced. You do not use quotation marks unless you are citing specific dialogue from the text that already uses such marks. Where you have removed words for brevity, use ellipses.

Example

In stark contrast, the deep and abiding affection that Chris and Margaret feel for each other is seen as false and inappropriate. Well, then, is Chris insane, or not? “Chris was not mad,” Jenny tells us.

It was our peculiar shame that he had rejected us when he had attained to something saner than sanity...his determined dwelling in the time of his first love...showed him so much saner than the rest of us, who take life as it comes, loaded with the inessential and the irritating...this adroit recovery of the dropped pearl of beauty, was the act of genius I had always expected from him. (65)

Such saner-than-sane testimony sets up the conflict which we are loathe to expect in the end of the novel, for we know that if Chris is to maintain his new-found sanity, there will be no place for him in this world, whereas if he revokes his truth, it will be a cold world indeed that greets him.

Citing Poetry

Quoting lines from poems can present special circumstances. Instead of page numbers, we use line numbers to mark location rather than pages. (See Example 1 below) If you have three or more lines, indent the text; as with prose, in this circumstance, do not use quotation marks unless they exist in the original text of the poem. (See Example 2) Finally, if you run a few lines of poetry within the body of your text, use virgules (slants) to note the end of the line. (See Example 3)

Example 1

In “Among School Children,” Yeats uses images such as, “A tattered coat upon a stick” (line 2) to suggest the hopelessness and desperation of growing old.

Example 2

In “Among School Children,” Yeats uses vivid imagery to evoke a sense of both hopelessness and redemption in his meditation on growing old:

An aged man is but a paltry thing,
A tattered coat upon a stick, unless
Soul clap its hands and sing... (lines 1-3)

Example 3

As Yeats emphasizes, “An aged man is but a paltry thing / A tattered coat upon a stick...” (lines 1-2) with little hope of redemption unless “Soul clap its hands and sing” (line 3).

Use the MLA advanced style in NoodleTools to create your list of Works Cited.

Work Cited

Indiana University, Writing Tutorial Services. “Plagiarism: What It Is, How to Recognize and Avoid It.” *Campus Writing Program*. Trustees of Indiana U, 2008. Web. 7 Sept. 2010.
<<http://www.indiana.edu/~wts/pamphlets/plagiarism.pdf>>

Emma Bovary
Prof. Virginia Woolf
Modernism
September 13, 2010

Return of the Soldier: In Defense of Circles
(excerpted)

Although she says bravely towards the end, "...I had learned long ago, but had forgotten in my frenzied love, that there is a draught that we must drink or not be fully human," (87) it is a half-belief at best. For that which Jenny must forfeit is the splendid illusion that she and Kitty worked so hard to construct. And here is where Jenny's eventual revelation begins to take shape. Although Kitty's existence with Chris is built on artifice and vanity, it is commonly recognized by the world at large as the reality to which Chris rightfully belongs. In stark contrast, the deep and abiding affection that Chris and Margaret feel for each other is seen as false and inappropriate. Well, then, is Chris insane, or not? "Chris was not mad," Jenny tells us.

It was our peculiar shame that he had rejected us when he had attained to something saner than sanity...his determined dwelling in the time of his first love...showed him so much saner than the rest of us, who take life as it comes, loaded with the inessential and the irritating...this adroit recovery of the dropped pearl of beauty, was the act of genius I had always expected from him. (65)

Such saner-than-sane testimony sets up the conflict which we are loath to expect in the end of the novel, for we know that if Chris is to maintain his new-found sanity, there will be no place for him in this world, whereas if he revokes his truth, it will be a cold world indeed that greets him.

West, Rebecca. *Return of the Soldier*. New York: Penguin, 1998. Print.

GUIDELINES FOR WRITING A SCIENTIFIC RESEARCH PAPER

When writing a scientific paper, you should begin with considering your purpose and your audience. The purpose of your paper should be to inform and educate your audience about your research. Think of your audience as someone who knows something about your topic, in general, but who needs more specific and in-depth knowledge.

Scientific writing should be clear, objective, accurate and concise. You want to hold the interest of your audience and help them easily understand your topic.

Examples of scientific writing commonly used at Proctor Academy are research papers and laboratory reports. A research paper for any science class will follow *Proctor Academy Writing Guidelines* which are adapted from the *Publication Manual of the American Psychological Association* 6th edition and *Easy Writer: A Pocket Reference* by Andrea A. Lunsford, 3rd edition.

Title page:

- Title should be concise yet convey the thesis to the reader, for example, “Effect of Habitat Loss on Populations of the Black Rhino.”
- Center the title and include your name, the course/class name, teacher’s name and the date.
- Proctor Academy honor pledge signed by you and left-justified at the bottom of the page.

Body of paper:

- Margins should be one inch.
- Double space.
- Palatino font, 12 point.

Topic:

Choose a topic that interests you. Locate and read background information on your topic in general reference sources such as an encyclopedia or your textbook. Make a list of subtopics or themes you want to explore. Ask yourself questions. What do you already know about your topic? What would you like to know? What are the latest developments? What is the impact of your topic on society? Etc., etc.

Locate sources:

- Locate a wide variety of sources - books, articles from periodicals databases (Science Resource Center, SIRS Researcher, EBSCOhost databases, etc.), web sites.
- Follow your teacher’s instructions on how many sources to use.
- Research thoroughly to present a complete informational picture of your topic, including the most recent scholarly research.

- **Evaluate your sources.** Are they legitimate and useful? Look in the table of contents or index to skim the source. Is the information current? Is the author biased? What are the author's qualifications? Is he/she an expert on your topic? Is the information useful to you?

Thesis Statement:

A thesis statement is a single umbrella sentence that states your topic and answers a the main question or point of your research. Based on your initial research or thoughts, it should answer a question or problem you have raised. Your thesis statement will help you focus when you continue your research and write your paper. A thesis statement may be adjusted based on your findings as you become more familiar with your topic. Think of it as a working thesis statement.

Example of a thesis statement:

Embryonic stem-cell research has the potential to further the scientific understanding of human cell development and may someday offer new hope for patients with diseases now seen as incurable. (Example from *Easy Writer*)

In-Text Citations/Paraphetical References

The following guidelines refer to the correct way to cite literature (sources/references) within the text of science research papers. Science disciplines do not recognize information found in two or more places as common knowledge. You must give proper credit with scientific notation/documentation any time you use anyone else's ideas. This includes:

- a direct quote
- a paraphrase of a quote or unique idea
- any technical or specific information, including dates, statistics or data.

Refer to the section on plagiarism in *Proctor Academy Writing Guidelines*, if you have questions. **When in doubt, document.**

Method of in-text documentation/citation:

Whenever citation of your source must be made within the text, place the author's name and the year of publication in parentheses with NO comma between the author's last name and publication year. This is known as a **parenthetical reference** and is based on the source citation in the list of references. There are instructions and an example in **NoodleTools**, the online bibliographic composer accessed via the library web site, for creating a parenthetical reference that allows you to copy and paste.

Example:

As has been found in other carnivores, black bear social organization is influenced by the distribution and abundance of food (Armstrup and Beecham 2009). Black bears may show territoriality (Jonkel and Cowan 2008) or feeding aggregations (Herrero 2003).

List of References:

Using the **APA**(American Psychological Association) **Advanced** style on **NoodleTools**, the online bibliographic composer accessed through the library web site, create a list of your sources.

- Your reference list should provide sufficient references to support your research.
- The sources for all in-text citations/parenthetical references should appear in your list of references.
- When using NoodleTools, it is important to choose the correct source/citation type from the list available. If you are not sure of the type, choose what you think it is from the menu and click on the “Not Sure?” link for a definition.
- Share your references list with your teacher and the librarians by using the “share” function in NoodleTools.
- NoodleTools will format your references page based on the information you entered for each source. Select the print button located on NoodleTools, then select “Export and Print.”

LABORATORY REPORT/FIELD RESEARCH

Use for Wildlife Science and Forestry only.

Abstract:

- This section is written last, but appears as the first section of the paper. It should be one or two paragraphs.
- The abstract briefly states what you did, how you did it, what you discovered and your conclusion.
- The conclusion should be the last two-three sentences.

Example:

The Proctor pond was chemically analyzed throughout the spring trimester in order to determine the levels of dissolved oxygen present. Each day, five dissolved oxygen tests were done at randomly selected stations on the pond. Data show that dissolved oxygen levels in the pond are presently inadequate to support many species of aquatic life, including brook trout, bullfrog tadpoles and sunfish.

Introduction:

- Begin the introduction with a statement of the purpose of your research.
- Include background information.

Methods:

- Describe in detail the actual procedures used in your research. For example, biology teachers require a step-by-step, numbered format.
- Because the reader of your report may have little knowledge of your project, include all of the steps specific to your research (Use common sense here.)

Results:

- Present the data generated by your research.
- In addition to this written explanation, include appropriate graphs, charts, etc.

Discussion:

This is the **most important part of your lab report**, where you demonstrate your knowledge and understanding of the material and integrate all the elements of the report.

- Describe the significance of your results.
- Develop potential theories based on your research.
- Refer to background information used in your research.
- Explain possible sources of error within your research. Example: All the study specimens died.
- Discuss further topics related to your research. Be specific.

List of References:

Using the APA(American Psychological Association) advanced style and NoodleTools, the online bibliographic composer accessed through the library web site, create a list of your sources.

- Your reference list should provide sufficient references to support your research.
- The sources for all in-text citations/parenthetical references should appear in your list of references.
- When using NoodleTools, it is important for you to choose the correct source/citation type from the list available. If you are not sure of the type, choose what you think it is from the menu and click on the “Not Sure?” link for a definition.
- Share your references list with your teacher and the librarians by using the “share” function in NoodleTools.
- NoodleTools will format your references page based on the information you entered for each source. Select the print button located on NoodleTools, then select “Export and Print.”

(SAMPLE)

References

- Barazesh, S. (2009, June 6). Basking sharks go south. *Science News*, 175(12), 12.
Retrieved from <http://web.ebscohost.com>
- Chapman, D. D., Babcock, E. A., Gruber, S. H., Dibattista, J. D., Franks, B. R., Kessel, S. A., . . . Felfheim, K. A. (2009, September). Long-term natal site-fidelity by immature lemon sharks at a subtropical island. *Molecular Ecology*, 18(16), 3500-3507. doi:10.1111/j.1365-249X.2009.04289.x
- Florida Museum of Natural History Ichthyology Department. (2009, October 13). Florida program for shark research. In *Ichthyology*. Retrieved October 16, 2009, from Florida Museum of Natural History Ichthyology Department website:
<http://www.flmnh.ufl.edu/fish/sharks/fpsr/fpsr.htm>
- Gruber, S. H. (2005). Shark. In *World Book Encyclopedia* (Vol. 17, pp. 374-377). Chicago: World Book.
- Hale, M. (2009, August 1). Ah, the Jersey shore: The fish are really biting. *New York Times*, p. 1. Retrieved from <http://web.ebscohost.com>
- Hutchins, M. (Ed.). (2003). Squaliformes. In *Grzimek's Animal Life Encyclopedia* (2nd ed., Vol. 4, pp. 151-153). Detroit: Thomson Gale.
- Musick, J. A. & McMillan, B. (2002). The shark chronicles: A scientist tracks the consummate predator. New York: Times.
- Preble, D. (2001). *The fishes of the sea: Commercial and sport fishing in New England*. Dobbs Ferry, NY: Sheridan.

PARENTHETICAL DOCUMENTATION/IN TEXT CITATION

Footnotes and endnotes are no longer used for documenting/citing information in the body of your paper. Both the Modern Language Association (MLA) and American Psychological Association (APA) now document in text. In the MLA style, this process is known as parenthetical documentation. In the APA style, it is known as in text citation. When you use this method to document your information, you are briefly identifying the source of the information and referring the reader to the list of works cited or list of references attached to your paper.

How do you document your information?




In the MLA style, give the author's last name and page number with NO comma in parentheses.

Example: When a U.S. History class writes papers about the Civil War period, several students will choose to write about technological advances in weaponry (Preston 3).

In the APA style, give the author's last name followed by a comma and the date of publication in parentheses.

Example: "Research is increasingly revealing that there's something interesting going on inside the octopus's soft and squishy head" (Anthes, 2010, p. 24).

If you are in doubt, NoodleTools has a feature within the works cited/references list you create which illustrates the correct method. Click on the words "Parenthetical Reference" in either MLA or APA style and NoodleTools will give you an example of the in text documentation. Customize the example and you can copy and paste it into your paper.

 Edit  Copy  Delete
Parenthetical Reference
[Have a Question?](#)

Example for your source

A parenthetical reference to this **Book** might look like this:

...the end of your sentence (Hartz 132).

To customize this example, enter the following information:

Page number(s): e.g., 150-69

MLA STYLE QUICK GUIDE

Use the MLA style for citing sources in **HISTORY, LITERATURE** and the **ARTS**.

NoodleTools/NoodleBib will automatically format your works cited list and is the required online bibliographic tool at Proctor Academy. Access NoodleTools through Lovejoy Library's web site.

The Works Cited list should be on a separate page placed at the end of your research paper.

BOOK:

Book with one author:

Last, First M. *Title: Subtitle*. City of publication: Publisher, Year of publication.
Medium.

Examples:

Joyce, James. *A Portrait of the Artist as a Young Man*. New York: Penguin, 2008. Print.

Reynolds, David S. *Waking Giant: America in the Age of Jackson*. New York: Harper, 2008. Print.

Book with two or three authors:

Sheehan, Sean, and Angela Black. *Jamaica*. New York: Benchmark, 2004. Print.

Bedell, George C., Leo Sandon, Jr., and Charles T. Wellborn. *Religions in America*. New York: Macmillan, 1995. Print.

Book with more than three authors:

Nash, Gary, et al. *The American People*. New York: Harper, 2008. Print.

REFERENCE SOURCE (Dictionary, encyclopedia, etc.):

General Encyclopedia:

Gillmor, Desmond A. "Ireland." *World Book Encyclopedia*. 2005. Print.

Subject Encyclopedia:

James, George Alfred. "Atheism." *Encyclopedia of Religion*. 2nd ed. Detroit: Macmillan-Gale, 2005. Print.

MAGAZINE (Online magazine/printed magazine available online/magazine article in an online database):

Last name, First name Initial(s). "Article Title." *Magazine* Day Month abbreviation. Year: Page(s). *Database*. Web. Date of access (Day Month abbreviation Year).

Example:

Lanken, Dane L. "When Earth Moves." *Canadian Geographic* March-April 2006:
66-73. *MAS Ultra-School Edition*. Web. 15 Oct. 2009.

**NEWSPAPER (Online newspaper/newswire/printed newspaper
available online/newspaper article in an online database):**

Last name, First name Initial(s). "Article Title." *Newspaper* Day Month
abbreviation. Year: Page(s). *Database*. Web. Date of access (Day Month
abbreviation. Year).

Otterman, Sharon. "UN Rights Council Endorses Gaza Report." *New York Times*
16 Oct. 2009. Web. 16 Oct. 2009.

Peres, Judy. "Couple's Divorce Entangles Frozen Embryos." *Chicago Tribune* 7
Aug. 2009: 28. *Newspaper Source*. Web. 15 Oct. 2009.

WEB SITE:

Last, First M. "Web Site Article." *Web Site*. Publisher or Sponsor, Date
electronically published. Web. Date accessed.

Example:

Friedland, Lois. "Top 10 Natural and Wildlife Adventure Travel Trips."
About.com. New York Times, 22 Sept. 2008. Web. 25 Sept. 2009.

APA STYLE QUICK GUIDE

Use the APA style for citing sources in **ECONOMICS, PSYCHOLOGY, and the SCIENCES.**

NoodleTools will automatically format your references list and is the required online bibliographic tool at Proctor Academy. Access NoodleTools through Lovejoy Library's web site.

The list of references should be on a separate page placed at the end of your research paper.

BOOK

Book with 1 author:

Last, F. M. (Year Published). *Book title: Subtitle*. City Published: Publisher.

Example:

Preble, D. (2001). *The fishes of the sea: Commercial and sport fishing in New England*. Dobbs Ferry, NY: Sheridan.

Book with 2 authors:

Last, F. M., & Last, F. M. (Year Published). *Book title: Subtitle*. City Published: Publisher.

Example:

Musick, J. A. & McMillan, B. (2002). *The shark chronicles: A scientist tracks the consummate predator*. New York: Times.

REFERENCE SOURCE (Dictionary, Encyclopedia, etc)

General Encyclopedia:

Last, F. M. (Year Published). Article title. In *Reference title* (Volume number, page(s)). City Published: Publisher.

Example:

Gruber, S. H. (2005). Shark. In *World Book Encyclopedia* (Vol. 17, pp. 374-377). Chicago: World Book.

Subject Encyclopedia:

Last, F. M. (Editor). (Year Published). Article title. In *Reference title*. (edition, volume number, page(s)). City Published: Publisher.

Example:

Hutchins, M. (Ed.). (2003). Squaliformes. In *Grzimek's Animal Life Encyclopedia* (2nd ed., Vol. 4, pp. 151-153). Detroit: Thomson Gale.

MAGAZINE (Online magazine (e-zine) or printed magazine available online:

Last, F. M. (Year, Month, Day). Article title. *Magazine*, Volume (Issue) Page(s). Retrieved from database home/entry page URL

Example:

Barazesh, S. (2009, June 6). Basking sharks go south. *Science News*, 175(12), 12. Retrieved from <http://web.ebscohost.com>

NEWSPAPER (Online newspaper / newswire / printed newspaper available online):

Last, F. M. (Year, Month, Day). Article title: Subtitle. *Newspaper*, Pages(s) [p. A12 or pp. 1-5]. Retrieved from database home/entry page URL

Example:

Hale, M. (2009, August 1). Ah, the Jersey shore: The fish are really biting. *New York Times*, p. 1. Retrieved from <http://web.ebscohost.com>

JOURNAL (Online journal or printed journal available online):

Journal with 1 author:

Last, F. M. (Year, Month). Article title. *Journal*, Volume (Issue), Pages(s). doi (Digital Object Identifier, if available) or database home/entry page URL

Example:

Martin, R. A. (2009, October). Hunting patterns and geographic profiling of white shark predation. *Journal of Zoology*, 279(2), 111-118. doi:10.1111/j.1469-7998.2009.00586.x

Journal with 2 or more authors:

Last, F. M. If there are more than 7 names, type the first 7 and then type the name your source lists **last** (for a total of 8 in this field]. (Year, Month). Article title. *Journal*, Volume (Issue), Page(s). doi or database home/entry URL

Example:

Chapman, D. D., Babcock, E. A., Gruber, S. H., Dibattista, J. D., Franks, B. R., Kessel, S. A., . . . Felfheim, K. A. (2009, September). Long-term natal site-fidelity by immature lemon sharks at a subtropical island. *Molecular Ecology*, 18(16), 3500-3507. doi:10.1111/j.1365-249X.2009.04289.x

WEB SITE:

Last, F. M. or Corporate/Group author. (Year, Month Day). Title of specific article. *Title of web document*. Retrieved Month Day Year, from Publisher or Sponsor: URL

Example:

Florida Museum of Natural History Ichthyology Department. (2009, October 13). Florida program for shark research. In *Ichthyology*. Retrieved October 16, 2009, from Florida Museum of Natural History Ichthyology Department website: <http://www.flmnh.ufl.edu/fish/sharks/fpsr/fpsr.htm>