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→ Basic Steps to Follow

- **Select a topic of interest.**
- **Read a brief overview of the topic using a general reference work.**
- **Prepare a working bibliography – your list of sources.**
 - Make sure that enough information is available related to the topic.
 - Plan sufficient time for ordering/delivery of materials.
- **Limit the topic.**
 - Begin to do preliminary reading.
 - Make sure that the topic is not too narrow or broad for the assignment.
- **Prepare a working thesis.**
 - Select the major point or argument of the paper.
 - Compose a complete sentence that clearly states your point.
- **Prepare a preliminary outline.**
 - Decide upon the major categories to be included.
 - List the subdivisions for each of the categories.
- **Read and take notes.**
 - Use a variety of sources.
 - Use one of the suggested format for note cards.
 - Be sure to carefully evaluate any sources from the Internet.
- **Review preliminary work .**
 - Revise the thesis if it has changed.
 - Prepare a final outline.
- **Write a rough draft.**
- **Revise the rough draft.**
 - Read first for meaning - logic, sequence, explanation.
 - Read next for grammatical correctness - complete sentences, agreement, tense consistency.
 - Read once more for spelling and punctuation.
 - In a final reading, be sure that all parenthetical references are correct.
- **Prepare the final paper, including graphics and the Works Cited page.**



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→ Thesis Statements

The thesis statement is **one** controlling or unifying idea, a statement of the main theme of the paper. It is to be a declarative statement, **NOT** a question. It is a single sentence which **states the opinion** that the entire paper will prove. Writers should use a statement which is arguable through research. All paragraphs in the body of the paper itself should contribute to proving the thesis statement.

Example:

The tragedy at Columbine High School has had a positive impact on American education in general.

→ Finding the Information You Need:

1. Before beginning to read a book or other source, look it over to see how much information about the topic is included. * Browse the Index of the book first!
2. Skim the material to find key words or ideas from the outline.
3. Read carefully and take notes.

Note Cards

The use of note cards is an important part of preparing a research paper. The recommendations below are directed toward making note cards very helpful.

- **One Side Only** - except for long, verbatim quotes or charts that are essential to the paper.
- **One Thought Only Per Card**
- **One Source Only Per Card** - if two different sources provide the same information, prepare a separate card for each source.
- **Number Note Cards Consecutively**
- **Note-taking Will Be Random** - don't try to take notes in the same order as the outline but indicate on the note card the section of the outline to which it applies.



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- _ **Use Quotation Marks** for anything that is quoted directly. Remember to include the page number of the book.

- _ **Include Page Numbers** for paraphrased (put in your own words) material; it will have to be cited.

- _ **To Continue An Idea** - don't write on the back. Print "cont" at the bottom of the first card and "cont" at the top of the second. When numbering the cards consecutively, label the first A and the second B.

Other Helpful Hints

1. Include the name of the person quoted if different from the author.
2. If there is no page number (for interviews, movies, etc.), place an X in the lower left-hand corner of the note card.



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Internet Notes Template

Author(s) _____
—

Title of article _____

Title of Web site _____

Date of article _____

Website Publisher _____

Date of hit _____

URL (complete for specific page; print one page out if you're not sure and the specific URL for that page will appear on the bottom) :

Sheet # _____

Notes:

Subject/topic	Facts, Specific Information (Put in your own words <u>and</u> include page # where information was found in parenthesis), Quotes (include page # where information was found in parenthesis)



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→ Using Power Point to Write a Research Paper

- Each slide is like a note card on which you write a piece of information, a quote, or a source.
- Don't worry about order.
- Just write notes as you research.
- To keep track of ideas, use the "Title" box to label the card – for example:
 - Event
 - Era
 - Source
- You might want to color-code the cards.
- Do this by changing the background color of the slide – for example:
 - Event notes on blue slides
 - Era notes on yellow slides
 - Source notes on green slides
- After you have completed your research and writing notes on the slides, click "View – Slide Sorter"
- This will lay out all of your notes in front of you to arrange in the order you wish them to appear in your paper.
- Click "File – Send – Microsoft Word – Outline only" – you now have a Word document that you can use for your outline and then your rough draft.

The Word document is easy to use – it will take some time though to remove unwanted bullets and headings. It will take less time, though, than having to write out a draft after writing out all of your notes! ☺



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→ Outline

Purpose: The outline gives order to the paper. It includes the important elements of the topic and promotes unity in the paper. The thesis statement should be included at the top of the outline.

Using an outline can help organize material and can also indicate connections between pieces of information. It can also expose material that is not really relevant to the purposes of the paper or material that has been covered before and should therefore be removed.

Form: The topic should be divided into at least three major divisions. Each division must have two or more parts (A must have B, etc.).

- Although the first paragraph in the actual paper will be an introduction to the topic and the final paragraph a conclusion, those words do not appear in the outline.
- The title of the paper should be centered and in capitals at the top.

Types: The two primary types of outlines are sentence outlines and topic outlines. Topic outlines are more common and usually easier to write.

- A sentence outline uses complete sentences in all divisions. End punctuation is used.
- A topic outline lists the major ideas to be included. No end punctuation is used.

Parallelism: If subdivision A is a noun, subdivision B must also be a noun. If subdivision 1 is a verb phrase, subdivision 2 must also be a verb phrase.



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→ Outline Example:

Topic: The Columbine Tragedy

Thesis: The tragedy at Columbine High School has had a positive impact on American education in general.

I. The event at Columbine

A. Occurrence

1. Date
2. Place
3. People

B. Students

1. Perpetrators
2. Others

C. Results

1. Impact on the community
2. Punishment of perpetrators
3. Copy-cat crimes

II. Causes

- A. Competition for status
- B. Acceptance with the "in" crowd
- C. Allegiance to a sub-culture
- D. Values of society in general
- E. Failure to respond to warning signals
- F. Alienation at school
- G. Isolation at home

III. Positive impact

A. Increased security

1. Police in schools
2. Tougher laws

B. Increased sensitivity

1. Values education
2. Opportunities for help



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→ Another Possible Outline Format:

General Format :	Your Specific Outline:
<p>I. The event</p> <p>A. Occurrence</p> <ol style="list-style-type: none"> 1. Date 2. Place 3. People <ol style="list-style-type: none"> a. Person b. Person c. Person <p>B. Causes</p> <ol style="list-style-type: none"> 1. Cause 2. Cause 3. Cause <p>C. Results</p> <ol style="list-style-type: none"> 1. Initial impact 2. Consequences for those involved <ol style="list-style-type: none"> a. 1st consequence b. 2nd consequence c. 3rd consequence 3. Additional Consequences <p>II. The event in relationship to the era</p> <p>A. Significance to prior events</p> <ol style="list-style-type: none"> 1. Event 	<p>I. _____</p> <p>A. Occurrence</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ <ol style="list-style-type: none"> a. _____ b. _____ c. _____ <p>B. Causes</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ <p>C. Results</p> <ol style="list-style-type: none"> 1. _____ 2. _____ <ol style="list-style-type: none"> a. _____ b. _____ c. _____ 3. _____ <p>II. The event in relationship to the era</p> <p>A. Significance to prior events</p> <ol style="list-style-type: none"> 1. _____



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<p>2. Event</p> <p>3. Event</p> <p>B. Significance to next events</p> <p>1. Event</p> <p>2. Event</p> <p>3. Event</p> <p>C. Overall impact of this event</p> <p>1. People</p> <p>a. Person</p> <p>b. Person</p> <p>c. Person</p> <p>2. Places</p> <p>a. Place</p> <p>b. Place</p> <p>c. Place</p> <p>3. Future</p>	<p>2. _____</p> <p>3. _____</p> <p>B. Significance to next events</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>C. Overall impact of this event</p> <p>1. _____</p> <p>a. _____</p> <p>b. _____</p> <p>c. _____</p> <p>2. _____</p> <p>a. _____</p> <p>b. _____</p> <p>c. _____</p> <p>3. _____</p>
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→ Basic Structure of Paper

- All research and term papers must consist of three distinct parts. These are the introduction,
 - body, and conclusion.

- The introductory paragraph begins with a general statement about the topic. It narrows like a funnel from that broad statement to your main arguments and ends with your thesis.

- The body of the paper states your analysis, argument, or exposition. This should be presented in logical sequence. Some papers begin with the most important information and proceed to less important information. Other papers reverse that order.

- The concluding paragraph is like a pyramid leading from a restatement of the thesis to a
 - summary of the main points and ending with a broad general statement of the topic again.



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Anatomy of the Paper

Introductory Paragraph:

Topic Sentence:

Thesis Statement (opinion about topic, based on research question):



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Body Paragraphs (note, these are basic templates – you’ll want to include more details and explanation in each body paragraph):

<p>Claim/Reason/Topic Sentence:</p> <hr/> <hr/>
<p>Evidence/Quote or Example to prove claim:</p> <hr/> <hr/>
<p>Warrant/Explanation/Interpretation of the example:</p> <hr/> <hr/> <hr/> <hr/>

<p>Claim/Reason/Topic Sentence:</p> <hr/> <hr/>
<p>Evidence/Quote or Example to prove claim:</p> <hr/> <hr/>
<p>Warrant/Explanation/Interpretation of the example:</p> <hr/> <hr/> <hr/> <hr/>

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Continue with as many body paragraphs as needed, then...

Concluding paragraph

Topic Sentence:

- Remember to think of the bigger picture – the “So What?”

Final concluding statement – answering “so what?” – what does all this have to do with anyone who reads your paper



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→ Citing Sources

A source of information must be cited in the following cases:

- If an author's exact words are used.
- Any idea, argument, or theory that is not the student's own, even if it is paraphrased.
- A fact which would not ordinarily be known, such as statistics, translations, dates.
- First person accounts of incidents that are not common knowledge.

In-line citation or parenthetical documentation is now used in research papers to give credit to sources of information. This approach is short and located within the paper itself. It replaces the need for footnotes or endnotes.

- **If in doubt, document!**
- Place the reference immediately after the quoted or paraphrased information.
- Include the author's last name and the page number. For example, (Rhodes 381).
- If there is no author, use all or an abbreviated but clear version of the title plus the page number. (For example, An Eye for People 381).
- If you refer to the same source consecutively in the same paragraph, put only the page number in the parenthetical reference.
- Except for documentation having to appear in mid-sentence, the closing period always follows the parenthetical reference. (See sample paper.)
- For up to three joint authors, include the last name of each author. For example, (Epstein, Brown and Pope 71).
- When there are four or more joint authors, use the name of the first author listed followed by et al. and the page number. (Starrett et. al. 84).
- Page numbers are not used with non-print sources and may be omitted when citing alphabetically arranged encyclopedias.
- There must be at least one citation from a source in order to list it on the Works Cited page. The number and type of source may vary depending upon the teacher and assignment.



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→ Avoiding Plagiarism

How to Cite Correctly

The Original Source:

" In research writing, sources are cited for two reasons: to alert readers to the sources of your information and to give credit to the writers from whom you have borrowed words and ideas." ⁶



Plagiarism (same words, no quotation marks):

In research writing, sources are cited to alert readers to the sources of your information and to give credit to the writers from whom you have borrowed words and ideas.



The student has used the author's exact words, leaving out only a phrase, without quotation marks or a citation.



Also Plagiarism (incorrect paraphrase):

In research writing, we cite sources for a couple reasons: to notify readers of our information sources and give credit to those from whom we have borrowed. (Hacker).

The student has:



1. made only slight changes, substituting words such as

"a couple" for "two", "notify" for "alert", and "our"/"we" for "your"/"you" and leaving out a few words

2. given an incomplete citation.



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A Solution (appropriate paraphrase):

A researcher cites her sources to ensure her audience knows where she got her information, and to recognize and credit the original work. (Hacker, p. 260).



This student has paraphrased in her own words, while accurately reflecting and citing the author's ideas

A Different Solution (quotation with cite):



*In her book *A Writer's Reference*, Diana Hacker notes, "In research writing, sources are cited for two reasons: to alert readers to the sources of your information and to give credit to the writers from whom you have borrowed words and ideas." (Hacker, p. 260).*



By introducing his source, the student signals that the following material is from that source. All verbatim words are in quotation marks, and the source of the quote is cited with a page number.

From Student Judicial Affairs, October 1999 University of California, Davis.



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→ Paraphrasing

Paraphrasing means putting someone else's ideas into your own words. It is an important element in writing a research paper because it enables the writer to avoid a string of quotes. Paraphrased ideas, since they are not original, must be cited. The examples below show the original passage from a science book and two different student versions, one bad example and one good example.

Examples

Original Passage

Octopuses and squids are active shell-less mollusks that pursue live prey. The octopus has eight tentacles covered with suction disks and used for locomotion and grasping. The squid has ten similar appendages but uses water for locomotion by jet propulsion. When evading an enemy, it camouflages itself by discharging a screen of inky fluid.

Student A

- Octopuses and squids are mollusks. They pursue live prey and do not have any shells. The octopus has eight tentacles and the squid ten. They are covered with suction disks. They grasp things with their suction disks. They also help them to move about. The squid sprays out inky fluid to camouflage itself.
- *This is not a good example of paraphrasing. It is more like "parroting" because it has none of the student's ideas and does not reflect any of the writer's thoughts on the subject.*

Student B

- Mollusks are soft shell fish like oysters and snails. But octopuses and squids are much larger than oysters or snails, and they do not carry shells or live in them as the small mollusks do. The octopus has eight tentacles and the squid has ten. The octopus is a little rounder than the squid. Both have suction cups on their tentacles which they use to grab their food. The octopus uses the suction cups to pull himself around and over things like rocks on the bottom of the ocean. The squid has jet propulsion, like jet engines, to move him along in the water. Sometimes the squid meets an enemy. Then he squirts a black ink into the water through this jet and hides behind it (Gilbronski 321).
- *This is a good example of paraphrasing. All the facts from the source passage are included, but the writer also drew on her own knowledge. At the end of the paragraph, the student put a citation. Notice there are no quotation marks in the passage, but it still needs to be cited because material contained in the paragraph is not common knowledge.*



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→ Works Cited Guidelines

Use **The Little Brown Handbook**, pages 709, 774-778, as a guide for the Works Cited format

Use **The Little Brown Handbook** pages listed as a guide for citing the following:

- Anthologies: pages 725-726 in Little Brown Handbook
- Articles in periodicals: pages 727-734 in Little Brown Handbook
- Books: pages 720-727 in Little Brown Handbook
- Encyclopedias and Almanacs: page 727 in Little Brown Handbook
- Online sources: pages 730-738 in Little Brown Handbook
- Reference Works: page 727 in Little Brown Handbook
- Television and radio programs: pages 739-740 in Little Brown Handbook
- Two or more works by the same author: page 722 in Little Brown Handbook
- Lectures: page 741 in Little Brown Handbook



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→ MLA Works Cited Documentation

When creating your Works Cited Page, remember to:

- _ Begin the Works Cited on a new page, but number consecutively (i.e., if the last page of your essay is page 3, the Works Cited is page 4)
- _ Alphabetize each entry by first letter
- _ Underline all titles of books, magazines, films, etc.
- _ Put quotation marks around the titles of poems, short stories, and articles
- _ Indent the 2nd line, the 3rd line, and all subsequent lines of each citation 1 3rd line,s of each citation
- _ Double-space all entries...the examples which follow are single-spaced only to save space on this handout

Correct citation	Type of citation
Gorman, Elizabeth. <u>Prairie Women</u> . New Haven: Yale University Press, 1986.	Book (One author)
Caper, Charles and Lawrence T. Teamos. <u>How to Camp</u> . Philadelphia: Doubleday, 1986.	Book (Two authors)
Ellis, Doris, et.al. <u>History of Japan</u> . New York: Harcourt, Brace and World, Inc., 1989.	Book (Three or more authors)
Vanderkirk, Pamela, ed. <u>Ten Short Plays</u> . Los Angeles: Nowell Book Co., 1982.	Book (One editor)
Lockhard, David J. and Charles Heimler, eds. <u>The Oregon Trail</u> . New York: Bonanza Books, 1992.	Book (Two editors)
Carlson, David, et.al., eds. <u>Encyclopedia of Animal Life</u> . Boston: Houghton Mifflin Co., 1985.	Book (Three or more editors)
Allende, Isabel. "Toad's Mouth." Trans. Margaret Sayers Peden. <u>A Hammock beneath the Mangoes: Stories from Latin America</u> . Ed. Thomas Colchie. New York: Plume, 1992. 83-88.	Book (Single work from an anthology)



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Hawthorne, Nathaniel. <u>Twice-Told Tales</u> . Ed. George Parsons Lathrop. Boston: Houghton, 1883. 1 Mar. 1998 < http://eldred.ne.mediaone.net/nh/ttt.html >.	Book Online
Keats, John. <u>Poetical Works</u> . 1884. Project Bartleby. Ed. Steven van Leeuwen. May 1998. Columbia U. 5 May 2001 < http://www.columbia.edu/acis/bartelby/keats/ >.	Book Online (Part of Scholarly Project)
Roberts, Sheila. "A Confined World: A Rereading of Pauline Smith." <u>World Literature Written in English</u> . 24(1984): 232-38. Rpt. in <u>Twentieth Century Literature Criticism</u> . Ed. Dennis Poupard. Vol. 25. Detroit: Gale, 1988. 399-402.	Gale Literary Criticism (previously published scholarly article in a collection)
Doctorow, E.L. Introduction. <u>Sister Carrie</u> . By Theodore Dreiser. New York: Bantam, 1985. v-xi.	Introduction, Preface, Foreword, or Afterword
Stowe, Harriet Beecher. "Sojourner Truth, the Libyan Sibyl." 1863. <u>The Heath Anthology of American Literature</u> . Ed. Paul Lauter et al. Vol. 1. Lexington, Heath, 1994. 2425-33.	One volume of multivolume work
<u>Maps 'n' Facts</u> . Computer Software. Broderbund Software, 1995.	Computer Software
Dunn, Samuel. "Re: Any Ideas for My Country Project." E-mail to Tom Jones. 29 Feb. 2000.	E-mail **
Barnridge, Thomas H. "Baseball." <u>World Book Encyclopedia</u> . 1991.	Encyclopedia (Signed article)*
"Egypt." <u>The New Encyclopedia Britannica</u> . 1995.	Encyclopedia (Unsigned article) *
Ito, Philip J. "Papaya," <u>World Book Encyclopedia</u> , 1998 ed. <u>The World Book Multimedia Encyclopedia</u> , CD-ROM version of <u>The World Book Encyclopedia</u> .	Encyclopedia (CD-ROM) *
"Egypt." <u>Encyclopedia Britannica Online</u> . Vers. 97.1.1. Mar. 1997. Encyclopedia Britannica. 29 Feb. 2000 < http://www.search.eb.com/ >.	Encyclopedia (Internet) *
<u>The Empire Strikes Back</u> . Dir. George Lucas. Perf. Mark Hamill, Harrison Ford, Carrie Fisher. Twentieth Century Fox, 1980.	Film
United States Office of Management and Budget. <u>Budget of the United States Government, Fiscal Year 1999</u> . Washington: GPO, 1999.	Government Publication



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Whitehurst, Daniel, former mayor of Fresno. Personal interview. 5 Mar. 1999.	Interview (Personal)
Lin, Michael. "Compressing Online Graphics." Online posting. 27 April 1999. MacWeb. 29 Feb. 2000 < http://www.graphica.com/digitizing/intor.html >.	Listserv Posting
Cannon, Angie. "Just Saying No to Tests." <u>U.S. News & World Report</u> . Oct. 1999: 34.	Magazine
Cannon, Angie. "Just Saying No to Tests." <u>U.S. News & World Report</u> 18 Oct. 1999: 3. Electric Library. Carmel High School Library, Carmel, CA. 29 Feb. 2000 < http://www.elibrary.com/ >	Magazine, Online News Subscription Service (Elibrary)
Cannon, Angie. "Just Saying No to Tests." <u>U.S. News & World Report</u> 18 Oct. 1999: 3. 29 Feb. 2000 < http://www.usnews.com/usnews/issue/991018/michigan.htm >.	Magazine (Magazine web site)
Barrow, Matthew. "Skipping School? Plan On Walking." <u>Sacramento Bee</u> . 13 Oct. 1999, California final ed.: A1+.	Newspaper Article, (Signed)
"Gorilla attacks Martian." <u>National Enquirer</u> 16 Mar. 1999: A-14.	Newspaper Article, (Unsigned)
Bradley, Donald. "Is There a Right Way?" <u>Kansas City Star</u> 23 May 1999: 2-4. SIRS Researcher. Carmel High School Library, Carmel, CA. 29 Feb. 2000 < http://sks.sirs.com >.	Newspaper Article, Online News Subscription Service (SIRS)
"Charles Frazier." <u>Contemporary Authors Online</u> . 2001. Galegroup.com. Broward County Public Library. 29 April 2001 < http://www.browardlibrary.org >.	Gale Literary Criticism Online (Unsigned)
McCarron, Bill. "Images of War and Peace: Parallelism and Antithesis in the Beginning and Ending of Cold Mountain." <u>The Mississippi Quarterly</u> . 52.2 (1999): 273. Galegroup.com. Broward County Public Library. 25 April 2001 < http://www.browardlibrary.org >.	Gale Literary Criticism Online (Signed)
Matier, Phillip. "Taking Carts From Homeless Is a Bad Idea, Jordan Warns." <u>San Francisco Chronicle</u> . 11 Oct. 1999: 29 Feb. 2000 < http://www.sfgate.com/cgi-bin/article.cgi?file=/chronicle/archive/1999/10/11/MN57119.DTL >	Newspaper Article (Newspaper Website)
<u>Your health</u> . New York: Modern Woman, 1996.	Pamphlet



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"Karma Chameleon." <u>Northern Exposure</u> . CBS. KCRA, Sacramento. 29 Feb. 2000.	Television or Radio (Live)
<u>Civil War Diary</u> . Videotape. New World Entertainment, 1990.	Videotape
"Cabinet Nominations," Chapter 20. <u>Powers of the President</u> . Laser videodisk. Pioneer Communications of America, Inc. American Broadcasting Companies, Inc., 1995.	Video Laserdisc
Schrock, Kathleen. <u>Kathy Schrock's Guide for Educators</u> . 1 June 1995. 29 Feb. 2000 < http://discoveryschool.com/schrockguide/htm/ >. Dawe, James. <u>Jane Austen Page</u> . 15 Sept. 1998. 5 May 2001 < http://hyquist.ee.ualberta.ca/~dawe/austen.html >. Note: If no title for the page is provided, write Home page (do not underline and do not use quotation marks).	Web page (Personal or Professional)
<u>The Cinderella Project</u> . Ed. Michael N. Salda. Vers. 1.1. Dec. 1997. De Grummond Children's Lit. Research Collection, U of Southern Mississippi. 15 Apr. 1998 < http://www-dept.usm.edu/~engdept/cinderella/cinderella.html >.	Web page (Scholarly online projects)
<u>Portuguese Language Page</u> . Oct. 1995. University of Chicago. 29 Feb. 2000 < http://humanities.uchicago.edu/romance/port/ >.	Web page (Professional Organizations)

*While you may wish to consult a general reference source like a comprehensive encyclopedia for background information, avoid using and citing such resources in documented literary papers. More specialized sources are preferred.

**The following resources are NOT credible and should never be used or cited in a documented literary paper: SparkNotes[©], Cliff's[©]Notes, PinkMonkey Notes[©] and similar sources. Be very cautious in your use of resources from the Internet. Essays by middle school and high school students should certainly not be deemed reliable. Similarly, comments on books which are randomly submitted by readers lack credibility.



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→ Example Paper

_ To look at an example of an MLA formatted paper, go to:

<http://grammar.ccc.commnet.edu/grammar/corresp/wolf2.pdf>

This packet excerpted and adapted from:

Carmel High School's Web Page. 25 Aug. 2000. 5 Feb. 2007
<<http://www.carmelhigh.org/resources/biblio.html>>

Chico High School Library Examples of MLA Style Citations of Electronic Sources.
Librarian Peter Milbury. 3 Dec. 1999. 5 Feb. 2007
<<http://dewey.chs.chico.k12.ca.us/mla-examples.pdf>>.

Devoe, Kristina. "MLA Parenthetical Documentation." Literacy Education Online. 14 February 2000. The Write Place. 5 Feb. 2007
<<http://leo.stcloudstate.edu/research/mlaparen.html>>.

Electronic Sources: MLA Style. 21 Feb. 2000. The writesource.com. 5 Feb. 2007
<<http://www.thewritesource.com/mla.htm>>.

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 5th ed. New York: MLA, 1999.

Shawnee High School's Research Guide 5 Feb. 2007 <[Http://Shamc.Lrhsd.Org](http://Shamc.Lrhsd.Org)>

Using Modern Language Association (MLA) Format. Purdue University Writing Lab. 2000. 29 Feb. 2000 <http://owl.english.purdue.edu/handouts/research/r_mla.html>.