

**Lake Forest High School
Social Studies Department's**

**RESEARCH
WRITING
MANUAL**

**Revised
June, 2008**

PREFACE

The purpose of this manual is to teach Lake Forest High School Social Studies students proper research methods. Analytical research writing is one of the most valuable skills students will learn during high school. Although teachers may have different preferences, this manual will provide you with the fundamental skills necessary to successfully produce high quality research projects and papers. Please use it as a reference throughout your years here at LFHS.

SELECTING A TOPIC

Choosing a topic that is right for your project or paper is the first and perhaps most important step in the research process. Try to pick a topic that you find interesting, thought provoking, academically valuable, and/or something you want to explore further. Often if you can connect a topic with a personal interest of yours (ie: theater, music, military, politics, athletics) the research process will be much more enjoyable and your finished product will be better. If your family or friends have some link to an important event or person in history, and/or you have access to primary sources (ie: letters, journals, drawings, interviews) related to this subject, you may find this a great way to make a personal connection to history and write an interesting and insightful paper. There are a number of tools to help you: consider using the online database **ABC CLIO**. Once you have opened the database (username = lfhs; password = scouts), look on the left hand side and choose *topic explorations*. Inside you will find chronological categories filled with potential topics each with an introductory essay, discussion questions, illustrations, profile of key people and other tools.

After selecting a topic, do some basic research on your topic. Text books, general encyclopedias, even Wikipedia are a good starting point. Read for a while until you can to formulate a research question(s). The answer to this question(s) may become your thesis/central idea statement. For example:

Topic = President Franklin D. Roosevelt and World War II

Research Question: Did FDR know about the Japanese plan to attack Pearl Harbor?

Tentative Thesis: Though the US government knew the Japanese were assembling a major military strike in late 1941, President Roosevelt had no clear evidence regarding the timing or target of a Japanese operation.

THESIS/CENTRAL IDEA STATEMENT

Reports summarize a historical event, person, or era. On the other hand, *analytical papers* make an argument; they work to convince the reader to support a particular point of view. A thesis statement is the central idea: the guiding force and the purpose of your paper. A good thesis has an element of controversy to it and can be proven using appropriate evidence. For example, if your topic is “The Persecution of Mormons in Nauvoo, IL,” it is not enough to just tell about the event. You must try to prove something about it, such as; “The primary reason for the persecution of the Mormons in Nauvoo is that the neighboring residents felt economically threatened by the activities of the church’s members.” However, another student could choose to take an opposing point of view and also potentially write a quality paper arguing: “The troubled relationship between the Mormons in Nauvoo and their neighbors was a result of their unique family values.” Creating an effective thesis is essential to a good paper. The answer to any of the following brainstorming questions could become an effective thesis:

1. What significance did _____ play?
2. Why did _____ make the decisions he/she did?
3. What was the role of _____ in history?
4. What were the most important factors causing _____ or the effects of _____?
5. What were the results of _____ ‘s actions or decisions?
6. What qualities did _____ possess that made him/her successful?
7. How effective was _____ ‘s policy, strategy, or plan?
8. What problems did _____ encounter in achieving his/her goals?
9. How did _____ change over time and what caused the change?
10. What were the conditions (in a certain place or at a certain time) that helped bring about _____ ‘s success, failure, etc.?
11. What was the short term or long term effect of _____ ?
12. What is the difference between _____ & _____?

Thesis statements are fluid and often change during the course of research. However, a finalized thesis statement must be established before writing your paper. A carefully developed thesis statement, properly supported by relevant evidence, is vital to a strong paper.

FINDING AND EVALUATING SOURCES

Sources that historians and social scientists use come in a variety of forms: print sources (ie: books, journals, magazines, newspapers), internet sources (ie: www sites, reference subscription databases), films, audio, interviews, and artifacts. Great papers use a variety of resources.

Sources can be either primary or secondary. **Primary sources** include items such as artifacts, official documents, letters, diaries, and memoirs; they are eyewitness accounts of an event or a period of history. **Secondary sources** are accounts written after the events by people who played no part in them. Usually, a historian’s account is a secondary source, as in your text book.

Choosing appropriate and reputable sources can be a difficult task. Selecting appropriate resources is essential in creating a sophisticated research paper. Many sources may appear to have valuable and accurate information, but too often students are impressed by interesting titles or fancy book covers. Students also enjoy the ease of internet browsing without fully realizing that many of these works are not done by professionals in the field and may contain inaccurate or incomplete information.

Book Sources

Book sources are often rich in content, reliable, and relatively easy to find. A quick and easy method to locate books is to figure out where in the library the books on your topic are located. Then, review the books in that section by examining the table of contents, introductions, topic headings, bibliographies, and indexes as guides to determine their usefulness. One way to determine the accuracy and reliability of a source is to review the section on the author's background. If the source was written by a professor at a major university, there is a better chance that the information contained in that book is reliable and well researched. You may also want to check the publication date. If it is more than twenty years old, the work can still be valuable. But you may also want to find a recent work which incorporates new scholarship.

History is based on facts, but interpretation and bias still exist. Don't expect to find harmony among sources. Authors often disagree in their opinions. Consequently, guard against bias and outdated scholarship by gathering numerous sources. If you are unsure whether the book you have found would be a good source to use, consult a librarian or a teacher.

A Sample Book Search

The actual search for books on your topic could take the following steps. If you were searching for books on the Holocaust, your first move would be to find out some background information. You may look up Holocaust in an encyclopedia or other informational source such as a textbook and discover that this event occurred during the 1930s and 1940s in Nazi Germany and increased in intensity during World War II. Such background information is useful in establishing key word searches for the online the card catalog called "Destiny Card Catalog" on the computer network's Novell launcher and accessible from home using the "Library Resources" tab on LFHS website).

Next, try a variety of keywords that can lead you to information on your topic. Obviously, your first keyword would be "Holocaust." Enter this search term and you will discover that nearly all related books have a similar call number of 940.43 (Dewey Decimal number of the binding on the book) and are located together on the library shelves. Then, type in "World War II" because you know that the Holocaust occurred during this event. The call numbers for this section, group around the 840s. Finally, type in "Nazi" or "Nazism" and discover that most of these books have a call number in the 750s.

At this point, go to these three sections of the library (940.43, 840s, and 750s) and scan the books in these areas using the above criteria (ie: table of contents, index, author's background). You will discover many professional sources on your topic in a short amount of time. To take full

advantage of this method, use the bibliographies in these books to find more quality sources. If you can't locate these titles in the LFHS library consider a public library, a college library, or purchasing through Amazon.com. Remember to ask the librarians for help. They are great resources!

Encyclopedias: General vs. Specialized

Although general encyclopedias can be useful for background information, they do not contain the depth necessary for sophisticated research and shouldn't be used as cited sources in your paper. Conversely, specialized encyclopedias, such as the Encyclopedia of the Confederacy, Women in World History, the Encyclopedia of the Renaissance, and The African American Encyclopedia are great sources of detailed, in-depth information. These sources are narrower in focus and have rich detail that can be cited in the bibliography. Peruse the Reference section of the library for specialized encyclopedias and the Galenet Virtual Reference Library database for their vast collection of specialized reference books.

Internet Sources

Internet sources are usually students' first choice when asked to complete a research project. By simply sitting at a computer, students can access large quantities of information on their topic. However, some of the information on the general world wide web is not reliable or accurate. Many websites are not secure and anybody can create a site that looks official. Without close examination, you may mistake some inaccurate internet information as fact.

General World Wide Web:

1. General www websites are useful but should be connected to a university, major news source, government agency, cultural institution, or library. Website addresses ending in *org*, *edu*, or *gov* tend to be more reliable sources of information.
2. Internet articles should be authored. Exceptions do occur, but be skeptical of any source without an author. See instructor if you have any doubts.

Reference Subscription Databases:

The following sites require a paid subscription for access. LFHS has allocated significant dollars annually to make these databases available for your uses. You may access these databanks using the “Library Resources” tab off the LFHS homepage. User names and passwords are as follows:

ABC-CLIO

(Available Databases: *American History, World History: Modern, World Geography, World History: Ancient and Medieval, American Government, State Geography, Issues, & US at War*) With over 15,000 primary and secondary sources in each database, this collection is extremely helpful for evaluating historical evidence, interpreting current events, and making comparative analysis.

User ID: lfhs

Password: scouts

History Reference Online

ABC-CLIO’s History Reference Online is an extensive, full-text, online collection that covers a broad range of subjects including: Law and Government, Geography, World and US Issues, Pop culture, folklore, mythology, the History of Religion, Military History, the History of Science, Technology, and the Environment
<http://historyreferenceonline.abc-clio.com/>

User ID: lfhs

password: scouts

CQ Researcher

This is a great database for those who are seeking original, comprehensive reporting and analysis on issues shaping our world. Each 12,000-word report is a unique work, investigated and written by a seasoned journalist. The library also holds a hard copy of all current reports.

User ID: lakeforesths

Password: scouts

EBSCO Host

A collection of databases featuring magazines, newspapers, health, bios, images, etc.

User ID: lfhs

Password: scouts

Facts On File

(Available Databases: Literary Reference Online, American History, American Women’s History, African American History, American Indian History, Modern World History, Ancient & Medieval History) This collection of databases provides an in-depth focus on a wide variety of historical events and literary pieces. They include biographies, events & topics, primary sources, timelines, and an image gallery. You may search a specific database or use the federated search tool to search collection of databases.

User ID: lfhs

Password: scouts

Galenet Student Resources

(Available Databases: *Student Resource Center, Opposing Viewpoints, Biography Resource Center*) A database containing primary documents, biographies, topical essays, background information, critical analyses, full-text coverage of magazines/newspapers, and images.

User ID: lakeforesths

Password: lakeforesths

Gale Virtual Library

This database is filled with encyclopedias, almanacs, and specialized reference sources for multidisciplinary research. These reference materials once were accessible only in the library, but now you can access **over 300** reference materials online from the library or remotely 24/7.

UserID:lake56351

Password: scouts

Nettrekker

This database evaluates sites on the WWW. It can help students determine the reliability of many sites. Over 180,000 have been reviewed, rated, and approved by educators before being added to this site all of which directly support Illinois State Standards. Some features: school-friendly images, websites sorted by reading level, time lines, famous person search, a dictionary/translation hot key, read aloud feature (highlight the text, and it will read it back to you!), , citation help, and more!!!

User ID: lakeforesths

Password: scouts

OCLC 1st Search

A wide range of subjects is available in 1st Search from 16 different databases. Looking for a general database to search, try Article First or ECO (a collection of scholarly journals) For articles in science, humanities, business, and education, try Wilson Select. Note that the password is case-sensitive, so enter it exactly as it appears below.

Authorization: 100107308

Password: Hexxx,ewe

ProQuest

(Available Databases: *eLibrary & eScience*)

These user friendly databases include newspapers, magazines, book excerpts, maps, pictures, audio/video, and TV/radio transcripts.

User ID: lfhs

Password: scouts

S.I.R.S. (Social Issues Resource Series)

This collection of databases includes the following:

S.I.R.S. Researcher

Student Reference, Social Issues, Health, Science, and Business

S.I.R.S. Government

Historic and Government Documents, Directories and Almanacs

S.I.R.S. Renaissance

Current perspectives on the Arts and Humanities

The same username and password works for all S.I.R.S. databases:

Username: IL0575h

Password: 14601

BIBLIOGRAPHY

A bibliography (sometimes called a “Works Cited” page when only sources that are actively cited in the paper are listed) is a formal list that accredits the people who authored or produced the research used in your paper. Sometimes a teacher may ask you to create an *annotated bibliography*. This is a bibliography that adds a description after each source that summarizes the central theme and scope of the book or article. The annotation also explains to the reader how each particular source was useful in supporting your thesis.

Good annotations include a concise summary of the central theme and scope of the book or article and at least one of the following: (1) an evaluation of the author, (2) a discussion of the intended audience, (3) a defense of the reliability of the source, and/or (4) a specific explanation of how the source helped you supports your research topic. Generally, annotations are in formal narrative form much like the text of your paper.

Consider the following examples of sources with well written annotations:

London, Herbert. “Five Myths of the Television Age.” Television Quarterly. 10 Spring 1992: 81-89. eLearning. ProQuest eLearning. Lake Forest High School, Lake Forest, IL. 15 Nov. 2006 <<http://elearning.bigchalk.com>>.

Herbert London, the Dean of Journalism at New York University and author of several books and articles, explains how television contradicts five commonly believed ideas. In the article, the author provides many examples, such as the assassination of John F. Kennedy, to prove his points. London uses logical arguments to support his ideas which are his personal opinion and he doesn't refer to any previous works on the topic. London's style and vocabulary would make the article of interest to any reader, but is mainly geared towards high school students.

“Who Won?” New York Times July 29, 1978: Sec. A, 24.

This article outlines the Supreme Court decision and questions what the impact of the case will be on future affirmative action programs. It demonstrates division in the court this controversial subject and includes quotations from the majority of dissenting opinions.

Bibliographic Formatting

The bibliography/works cited page is often the first place teachers and professors look when beginning to assess a paper. If the bibliography/works cited page has unreliable sources, weak scholarship or messy formatting, it leaves a distinctly negative impression on the reader. Remember an argument is only as good as its support. Presenting those sources must be taken seriously. When finalizing your bibliography/works cited page be sure to: use proper punctuation, indent appropriately (for all entries if longer than a single line), underline all book titles, put article titles in quotation marks, capitalize where necessary, and be consistent in style. Your collection of sources must also be alphabetized with author's last name first without any numbering. Refer to the MLA (Modern Language Association) most recent templates for other questions. You may also choose to use the following online bibliographic construction sites if you prefer: Citation Machine, Knight Cite, or Easy Bib.

Internet Source Template

Online Encyclopedias

Author(Last Name, First Name). "Title of Article." Title of Online Encyclopedia.
Version. Database Name. Database Service. Name and City of Subscribing Library. Day
Month Year of your visit. <URL>.

Examples:

Signed Article:

Check, William A. "Leprosy." Grolier Multimedia Encyclopedia. Vers. 2002. Grolier.
Grolier, Inc. Lake Forest High School, Lake Forest, IL. 20 February 2002.
<<http://go.Grolier.com/>>.

Unsigned Article:

"Ancient Rome." Encyclopaedia Britannica Online. Vers. 1994-2002. Britannica Online.
Encyclopaedia Britannica, Inc. Lake Forest High School, Lake Forest, IL. 20 February
2002. <<http://www.eb.com:180/>>.

Magazine Articles

Author(Last Name, First Name). "Article Title." Name of Magazine. Publication Day Month
Year: page #s.Database Name. Database Source. Name and City of Subscribing Library.
Day Month Year of your visit. <URL>.

Examples:

Signed Article:

Lampert, Leslie. "Confessions of a Marriage Counselor." Ladies Home Journal. 2 April 1997: 66.
Electric Library. EBSCO Host. Lake Forest High School, Lake Forest, IL. 20 February
2002. <<http://www.elibrary.com/s/edumark/>>.

Unsigned Article:

“Shedding Light on Campus Crime.” American Journalism Review. July/August 1997: 50.
SIRS Knowledge Source. Social Issues Resource Series. Lake Forest High School, Lake
Forest, IL. 20 February 2002. <<http://www.ars.sirs.com/cgi-bin/custlogin>>.

Newspaper Articles

Author (Last Name, First Name). “Title of Newspaper Article.” Name of Newspaper. Publication
Day Month Year: Section # or name, page #. Database Name. Database Source. Name
and City of Subscribing Library. Day Month Year of your visit. <URL>.

Examples:

Signed Article:

Hamilton, Dane. “Nanotechnology Finding Backers on Wall Street.” Chicago Tribune.
18 February 2002: Sec. Business, 2. Newsbank Newspapers. Newsbank. Lake Forest
High School, Lake Forest, IL. 20 February 2002. <<http://www.newsbank.com>>.

Unsigned Article:

“Cracking Down on Alcohol Abuse.” Minneapolis Star Tribune. 30 November 2001: Sec. B, 1.
Electric Library. EBSCO Host. Lake Forest High School, Lake Forest, IL. 20 February
2002. <<http://www.elibrary.com/s/edumark/>>.

Specialized Subscription Sites

Author (Last Name, First Name). “Title of Article.” Name of Journal/Magazine. Publication
Date: page #s. Database Name. Database Service. Name and City of Subscribing Library.
Day Month Year of your visit. <URL>.

Examples:

Signed Article with Journal/Magazine:

Wilkins, Johanna M. “The Myths of the Only Child.” Psychology Update. 12 December 1999:
16-20. E Learning. ProQuest. Lake Forest High School, Lake Forest, IL. 30 June 2007.
<<http://www.umi.com/proquest/>>.

Signed Article without Journal/Magazine:

Smith, John L. “Napoleon’s Conquest.” World History: Modern. ABC-CLIO. Lake Forest
High School, Lake Forest, IL. 30 June 2007. <<http://www.abc-clio.com>>.

Unsigned Article:

“George Washington.” Discovering Biography. Dec. 2000: 1-3. Student Resource Center.
Galenet. Lake Forest High School, Lake Forest, IL, 20 February 2007.
<<http://www.galenet.gale.com/a/acp/nane/Lake56357:Lake56351>>.

WWW Sites (World Wide Web) Examples

Author’s name (Last Name, First Name). “Full Title of Work in Quotation Marks.” Name of the
Web Site. Day Month Year of your visit. <URL>.

Examples:

Signed Entry:

Everly, Robert. "Baltimore Riot of 1861." Shotgun's Home of the American Civil War.
20 February 2002. <<http://www.civilwarhome.com/>>.

Unsigned Entry:

"Gaea." Greek Mythology.com. 20 February 2002. <<http://www.greekmythology.com/>>.

Print Source Template

Book Citations

Author (Last Name, First Name). Title of Book. Publication site: Publisher.
Date of Publication.

Examples:

One Author:

Adamson, Charles. The Great Masters at Work. New York: Dutton Publishers, 1993.

Two Authors:

Billings, William and Daniel J. Cooper. America and Its Investors. 2nd ed. Boston:
Silver Press, 2002.

More than Three Authors:

Gilman, Sander, et al. Hysteria Beyond Freud. London: Longman, 1985.

Book in a Series

Author (Last Name, First Name). Title of Book. Series name and the series number.
Publication site: Publisher. Date of Publication.

Examples:

Adamson, Charles. The Great Masters at Work. World Artists 21. New York:
Dutton Publishers, 1993.

General Encyclopedias

Author (Last Name, First Name). "Title of Article." Title of Encyclopedia. Year Published.

Examples:

Signed Article:

Caldwell, Marian. "Horses." World Book Encyclopedia. 1998.

Unsigned Article:

“California.” Encyclopedia Americana. 1995.

Specialized Reference Books

(Multiple volume works that are not general encyclopedias)

Author (Last Name, First Name). “Article Title.” Name of Reference Book. Volume Number.
Place of Publication: Publisher, date of publication. Page #s. Number of volumes in set.

Examples:

Signed Article:

Duffy, Alice. “People of Newfoundland.” Peoples of the Earth. Vol. 5. Danbury, CT:
Grolier, 1992. 25-33. 20 vols.

Unsigned Article:

“Egyptians.” The Illustrated Encyclopedia of Man. Vol. 5. London: Marshall Cavendish Limited,
1978. 555-560. 20 vols.

Magazine Articles

Author (Last Name, First Name). “Title of Article.” Title of Magazine. Date of
Publication: Page #s.

Examples:

Signed Article:

Fredericks, John. “The Realist in American Literature.” American Literature Magazine. October
25, 2000: 32-41.

Unsigned Article:

“Hair Styles.” Glamour. June, 2001: 25-28.

Newspaper Articles

Author (Last Name, First Name). “Title of Article.” Title of Newspaper. Date of Publication:
Section #, Page #.

Examples:

Signed Article:

Kennedy, Benjamin. “Chicago Cubs Win World Series!” Chicago Tribune. October 15,
2002: Sec. 4, 1.

Unsigned Article:

“Legislator Calls Back His Grant.” New York Times. February 2, 1997: Sec. 1, 12.

Work in Anthology (poem, essay, short story, play, speech, etc.)

Author (Last Name, First Name). “Title of Work.” Title of Anthology. Publishing City: Publisher,
Publication Date. Page #s.

Example:

Lincoln, Jennifer. "The Afternoon Tea." American Short Story Collection. Chicago: Ballinger Press Publishing Company, 2001. 32-45.

Other Types of Sources

Personal Interview

King, Stephen. Personal Interview. September 3, 2007.

Personal Interview via Email

Gore, Al. Personal Interview via Email. September 3, 2007. <http://www.climatecrisis.com>

Lecture

Rosswurm, Steven. Lecture. Lake Forest College. September 3, 1992.

Movie

Citizen Kane. Dir. Orson Welles. With Orson Welles and Joseph Cotton. United Artists, 1941.

Videotape

The Rain Forest in Jeopardy. Videocassette. Dir. Joe Jones. PBS Video, 1999. 60 mins.

DVD

Apocalypse Now. DVD. Dir. Francis Ford Coppola. Paramount Video, 1978. 98 mins.

**** IF USING A SOURCE THAT DOESN'T FIT INTO THE TEMPLATE, SEE YOUR INSTRUCTOR OR A LIBRARY PROFESSIONAL FOR ASSISTANCE. ****

Consider the following example of a Bibliography/Works Cited page using proper format without annotations:

Akinjide, Richard, Ed. Africa and the Development of International Law. Boston: Martinus Nijhoff Publishers, 1988.

Cervenka, Zdenek. The Organization of African Unity and Its Charter. New York: Praeger Publishers, 1968.

Dowell, William. "Rwanda: Who Should Pay for the Crimes?" Time Magazine 17 July 2000: 18-21. American History. Facts on File. Lake Forest High School Library, Lake Forest, IL, 3 December 2007 <<http://www.time.com/archives>>.

Esedebe, P. Olisanwuche. Pan-Africanism: The Idea and the Movement, 1176-1991.^{2nd} Ed. Washington, D.C.: Howard University Press, 1994.

"Facing Up to Uganda." *The New York Times* 9 Dec. 1977: 26:1. Historical Newspapers. Proquest. Lake Forest Public Library, Lake Forest, IL, 30 November 2007 <http://www.proquest.com>.

Gibbs, Nancy. "The Killing Fields of Rwanda." *Encyclopedia of Africa*. Vol. 8. Danbury, CT: Grolier, 1998. 34-45. 15 vols.

Organization of African Unity: Making Human Rights a Reality for Africans. New York: Amnesty International Publications, 1998.

PLAGIARISM

Plagiarism (from the Latin word for “kidnapper”) is the act of taking another person’s words, ideas, or information, and presenting them as your own. Whether it is done deliberately or inadvertently, this form of intellectual theft is a very serious academic offense. Most colleges and universities have strict policies defining plagiarism and establishing punishments for offenders. These penalties can be severe, and in some cases may result in expulsion from a school. Hence, it is important to learn how to avoid plagiarism.

Some acts of plagiarism are deliberate and easy to recognize. Downloading whole papers or sections of them and turning them in as if they were your own work, is clearly plagiarism. So is copying a phrase, sentence, or lengthy passage of a book without including quotation marks. There are computer programs designed to scan for plagiarism or a reader can simply take a distinctive sentence from a paper and search the internet in virtually any web browser to find the original source of scholarship.

Other plagiarism can be less deliberate but still must be avoided. An example would be borrowing information from a friend’s essay, even if you include the original citation. Another common mistake is paraphrasing (putting another person’s analysis into your own words) a distinctive source without accrediting the ideas to the rightful author. Bottom line: students may not present another’s work as their own. When you write history, you join a community of scholars that work toward a common goal of advancing historical understanding. Respect the efforts of others. Submit your work in your name and give your colleagues credit for their ideas and words.

The Social Studies Department at Lake Forest High School condemns plagiarism and other forms of academic dishonesty. The Lake Forest High School Student-Parent Handbook specifies what constitutes plagiarism and outlines the penalties for offenders.

NOTE CARDS

A practical and efficient method of completing research is writing down information on note cards in an organized and systematic manner. A significant benefit of using note cards is to avoid consulting a particular source a second or third time. Also, by recording your research on separate note cards, later on you will be able to more easily organize your notes according to your outline for the paper.

Note cards are the evidence of your research and are an important component to writing a successful paper. Most teachers in the Social Studies Department require students to use note cards and turn them in with the final paper.

For the note card taking system to work effectively, please adhere to the following guidelines very carefully. Each note card must contain following:

1. **Heading/Title:** a short distinctive and descriptive label that captures the content of the note card. Use only one heading per card. This will make sorting the cards by topic much easier later on in the writing process.
2. **Text:** the major portion of the card, which should be a summary, a direct quote, a collection of specific details, or a combination of the above. When you quote, be careful to always copy exact words, use quotation marks, and to identify the speaker. Notes should only be written on one side of the card and all note cards should be the same size to avoid losing cards.
3. **Abbreviated Source Reference:** a brief citation of the source of the information for each card is required. You will need to develop an abbreviated reference for each of your sources (i.e., author's last name, key word from a title) and use this abbreviation on all of your note cards from that source. Each note card must also refer to the exact page or pages that were used from the source. Be efficient; there is no need to continually rewrite a long title. As long as you provide a legend, coding system are encouraged.
4. **Page Number:** all cards must include a page number (even on downloads) so that students can easily cite or footnote the information when writing their papers.

Sample Note Cards:

	Heading/Theme
Pg 1	Include notes here.
Pg 3	
Pg 7	
	Author/source

Example:

	Public relations
Pg 4	Woodrow Wilson said, "Let's make the world Safe for Democracy." This later became his campaign slogan in 1916.
Pg.87	Versailles Treaty <ul style="list-style-type: none">- bad relationships with Republican senators led to hurt support for the League of Nations.- Wilson took a speaking tour across the country to gain support for the treaty.
	Davis "American Biography"

DOCUMENTATION . . . WHEN?

A citation is the formal acknowledgement that the work of another individual has been borrowed. There are a number of cases where citations are required. These include:

1. **Direct quotations** - when you take information word for word from a source.
2. **Paraphrasing** - when you borrow an interpretation, idea, or a distinctive group of words, even if you put these in your own words.
3. **Specific statistical information** – tables, charts, and number-based data.
4. **Photocopied or downloaded images** – illustrations, pictures, portraits, and or other works of art. Students who “cut and paste” often neglect this aspect of documentation.
5. **Unique or unusual detail** – controversial information that stands out sharply from the rest the narrative.

Generally, a citation will be placed at the end of the sentence, or in some special circumstances, at the point of sentence where the borrowed information is used. The exact style of citation to be used will vary by instructor. See the section of this manual titled “Documentation . . . How?” for a description of these styles.

Inexperienced students sometimes conclude that since they know little or nothing about a topic, they must use citations for all the information they discover in their research. This is not the case. There are several situations where you do not need to use a citation. These include:

1. **Your original material** – the writer’s reflections, thoughts, observations or ideas.
2. **Common knowledge** – standard and non-controversial information in history or social science, as well as general aspects of cultural literacy. Examples include major undisputed facts of history, such as the terms of presidents, geographic locations, birth and death dates. Well known literature and popular culture references, such as how many innings there are in baseball game also are considered common knowledge. Commonsense observations fall into this category, such as saying that members of the middle class have more possessions than people living below the poverty line.

If you are unsure about a piece of information, cite it. As you read more about a topic and the see the information come up repeatedly without citation, it is probably common knowledge. If you have doubts, ask your instructor, another faculty member, or a librarian for assistance.

There are also some situations where citations can be used to further clarify or comment on your analysis. These include:

1. **Explanatory citation** – these can be used to give a definition or to provide more context for the information under consideration without cluttering the text.
2. **Scholarly citation** – these are used to direct readers to related research on the topic under consideration.
3. **Commentary citation** – these allow for some interjection of personal knowledge, since first person voice is not used in social studies writing.

DOCUMENTATION . . . HOW?

In academic research papers and in any other writing that borrows information from sources, the borrowed information must be clearly documented. Formal documentation generally takes one of three styles: The Chicago Style (Turabian), MLA (Modern Language Association), and APA (American Psychological Association). Each of the styles are distinctive and vary from using in-text citations, endnotes or footnotes. English and history classes at Lake Forest High School usually use the MLA style, while the social sciences, like psychology, use the APA style.

IN-TEXT CITATIONS

MLA Style

The MLA method for citations directs the writer to list the source at the end of the sentence that contains information that needs to be cited. This is called an in-text citation. This method usually includes listing the author's last name and page number in parentheses at the end of the sentence where the information is being used. If, however the author is stated in the text then only the page number is required in parenthesis. If the author has more than one work that is being cited in the paper, the first key word from the title must be included. See the following examples.

Example of author and page number in parenthesis.

Although the baby chimp lived only a few hours, Washoe signed to it before it died (Davis 42).

Example of using only the page number if the author is stated in the text

Flora Davis reports that a chimp at the Yerkes Primate Research Center “has combined words into new sentences that she was she was never taught” (67).

Example of using the author, first word of title, and page number. This is necessary when the writer is using more than one work by the same author.

It is reported that a chimp at the Yerkes Primate Research Center “has combined words into new sentences that she was never taught” (Davis. Eloquent 67).

Example of Unknown Author – use the first word of the title and the page number

It is reported that a chimp at the Yerkes Primate Research Center “has combined words into new sentences that she was never taught” (Eloquent 67).

Example for a verse of a play – list the act, scene, and line numbers. Use Arabic numerals unless directed otherwise.

In his famous advice to the players, Hamlet defines the purpose of theater, “whose end, both at the first and now, was and is, to hold, as ‘twere, the mirror up to nature” (3.2.21-23)

Example for a poem, cite the part (if there are a number of parts) and the line numbers.

When Homer’s Odysseus came to the hall Circe, he found his men “mild / in her soft spell, fed on her drug of evil” (10.209-11)

Example of a work in an anthology – use the last name of the author of the work, not the editor. Also include the page number in the parentheses.

At the end of Kate Chopin’s “The Story of an Hour,” Mrs. Mallard drops dead upon learning that her husband is alive. In the final irony of the story, doctors report that she had died of a “joy that kills” (25).

Example of using a multivolume work – if more than one volume is cited in the paper then you must indicate the author’s last name, the volume being used, and the page number.

(Johnson, vol 2: 279)

Example of a corporate author – treat the same as the author above

(Johnson, vol 2: 279)

Example of two or more authors – if your source has more than one author, include the author’s first name followed by “et al” which is Latin for “and others.”

(Doe et al. 137)

Example citation of two or more works in the same parenthetical citation – separate each author by a semi-colon

(Desmond 229; Linden 173)

APA STYLE

The American Psychological Association (APA) directs the writer to make in-text citations that refer the reader to a list of references in the bibliography. The APA's in-text citation provides at least the author's last name and the date of publication. Usually this is found in parenthesis at the end of the sentence unless the author and the date are included in the text. For direct quotations, a page number is given as well.

Example of basic format for summarized or paraphrased information.

When they learned of an ape's ability to use sign language, both linguists and animal behaviorists were taken by surprise (Davis, 1978)

Example – if the author and date is stated in the text then a citation at the end is unnecessary

According to Davis (1978), when they learned of an ape's ability to use sign language, both linguists and animal behaviorists were taken by surprise.

Example – Basic format for a quotation – the page number must be included if a direct quote is used

As Davis (1978) reports, "If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behavioralists" (p. 26)

Example – Citing two or more authors the first time – all authors must be listed in parenthesis after the sentence or in the text

The team of researchers also warned that the fishing industry on the Chesapeake Bay is threatening by pollution (Blake, Simon, & McCann, 1987).

Example – Citing two or more authors in subsequent citations – use the first author's name followed by "et al."

The team of researchers also warned that the fishing industry on the Chesapeake Bay is threatened by pollution (Blake et al., 1987).

Blake et al (1987) warned that the fishing industry on the Chesapeake Bay is threatening by pollution.

Example of an unknown author – use the title and the first two or three words of the title in the parenthetical citation.

The UFO reported by the crew of a Japan Air Lines flight remains a mystery. Radar tapes did not confirm the presence of another craft ("Strange Encounter," 1987)

Example of anonymous source – treat anonymous as if it were a real name.

(Anonymous 1994).

Example of Corporate Author – use the long name of the organization or corporation the first time it is cited; thereafter, use an abbreviation.

First citation: (National Institute of Mental Health [NIMH], 1981)

Later Citations: (NIMH, 1981)

Example of two or more authors – put them in the same order that they appear in the list of references separated by semi-colons

(Blake et al, 1987; Davis, 1978).

FOOTNOTES AND ENDNOTES

Footnotes and endnotes are a more traditional yet effective system for citing sources. The main difference between footnotes and endnotes is where the citations appear in the paper. Footnotes appear at the bottom of each page of text, while endnotes appear at the back of a paper. Otherwise, these methods are exactly the same.

A footnote and endnote has four main divisions: the author's name in normal order, followed by a comma; the title; the publication data in parenthesis; and a page reference. Please carefully consider the following if using footnotes or endnotes in your paper:

1. Footnotes/endnotes are numbered and should be single spaced with a double space between citations.
2. The first line of a footnote/endnote should be indented five spaces and then subsequent lines should begin at the left margin.
3. After a full footnote/endnote is placed in the text in proper format, subsequent notes for the same source only need to give enough information to identify the work. The author's last name, followed by the relevant page numbers is usually enough. However, if two or more works by the same author are used in the paper or sources are authored by persons with the same last name, a shortened form of the title with a keyword, should follow the author's last name.
4. Traditionally, if two consecutive footnotes/endnotes were exactly the same, the second footnote would simply read **Ibid**. MLA no longer recommends using **Ibid**, instead they encourage students to the basic method for subsequent notes listed above in number 3.

Method for creating footnotes and endnotes in Microsoft Word:

1. Go to the end of the sentence where you want to cite information
2. Go to “insert”
3. click on “Reference” → “Footnote” or “Endnote”
4. Make sure “Numbering” is on “continuous”
5. Type in the full citation the first time you use a source (i.e. *Author first and last name, Book Name (Where published: who published, when published.) page number.*
6. The second time the same source is cited, you only have to state the author’s last name and page number. (Johnson 23). If you are using two or more sources by the same author then you must use the author’s last name and the first key word of the title, (Johnson. Civil War. 56).
7. Footnotes and endnotes also allow a student to include extra but useful information that helps explain a particular point but does not fit well into the prose of the paper.¹ Footnotes and endnotes could also direct the reader to view the appendices.

Footnote and Endnotes Templates for Print Material

Books

One Author:

¹Charles Adamson, The Great Masters at Work (New York: Dutton Publishers, 1993) 12-14.

Two or more authors:

²William Billings and Daniel J. Cooper, America and Its Investors, 2nd ed. (Boston: Silver Press, 2002) 232-236.

Editors or Translator

³ Albert Camus, Lyrical and Critical Essays, trans. Ellen Conroy Kennedy, (New York: Plenum Press, 1980) 23.

¹ See explanatory, commentary, and scholarly citations in the section on “Documentation . . . When?”

Unknown Author

⁴The Times Atlas of the World, 5th ed. (New York: New York, 1975) 95.

Edition other than the first

⁵Brenda Spatt, Writing from Sources, 2nd ed. (New York: Braziller, 1967) 216.

Multivolume work

⁶Robert Graves, The Greek Myths, vol. 2 (New York: St. Martin's Press, 1987) 78.

Work in an Anthology

⁷M.H. Abrams, "English Romanticism: the Spirit of the Age," Romanticism Reconsidered, ed. Northrop Frye (New York: Columbia UP, 1963) 64.

Article in a journal paginated by volume

⁸Mary L. Otto, "Child Abuse: Group Treatment for Parents," Personnel and Guidance Journal, vol 62 (1984): 336.

Article in a journal paginated by issue

⁹Randall G. Nichols, "Word Processing and Basic Writers," Journal of Basic Writing, 5.2 (1986): 93.

General Encyclopedia and Dictionaries

Signed Article:

¹⁰Marian Caldwell, "Horses," World Book Encyclopedia, 1998 ed., 235.

Unsigned Article:

¹¹"California," Encyclopedia Americana, 1995 ed., 236.

Specialized Reference Books

Signed Article:

¹²Alice Duffy, "People of Newfoundland," Peoples of the Earth, vol. 5 (Danbury, CT: Grolier, 1992) 25-26.

Unsigned Article:

¹³“Egyptians,” The Illustrated Encyclopedia of Man, vol. 5 (London: Marshall Cavendish Limited, 1978) 555-558.

Magazine Articles

¹⁵John Fredericks, “The Realist in American Literature,” American Literature Magazine October 25, 2000: 34.

Newspaper Articles

¹⁶Benjamin Kennedy, “Chicago Cubs Win World Series!,” Chicago Tribune October 15, 2002: Sec. 4, 1.

Footnote and Endnotes Templates for Electronic Material

Online Encyclopedias

¹⁸William A. Check, “Leprosy,” Grolier Multimedia Encyclopedia, Vers. 2002, Grolier, Inc., 20 February 2002 <//go.Grolier.com/> 2.

Article from LFHS Subscription Databases

²⁰Leslie Lampert, “Confessions of a Marriage Counselor,” Ladies Home Journal 2 April 1997:66, Electric Library, Lake Forest High School Lib., Lake Forest, IL, 20 February 2002 <elibrary.com/s/edumack/> 3.

Newspaper Article from LFHS Subscription Databases

²¹Dane Hamilton, “Nanotechnology Finding Backers on Wall Street,” Chicago Tribune 18 February 2002: Sec. Business, 2, Newsbank, Lake Forest High School Lib., Lake Forest, IL, 20 February 2002 <ge?p-action=doc&p-theme=current+p-nbid> 4.

WWW Sites

author:

²³Richard Hamilton, “Gaea,” Greek Mythology.com, 20 February 2002 <//www.greekmythology.com/> 2.

No author:

²³“Gaea,” Greek Mythology.com, 20 February 2002 <//www.greekmythology.com/> 1.

OUTLINE

An outline is an organizational tool that can help student's layout a paper or develop the main points of an argument. Pre-writing exercises make the scripting process easier and more successful. Outlines help a writer clarify one's argument or goal, see the strengths of one's research, and recognize where holes still exist in proving one's thesis. If done well, the outline can substantially improve the quality of the paper submitted. Outline formats vary by instructor, but all should include a paragraph by paragraph layout of your original scholarship and the research you plan to present to back up your ideas. Some students prefer a traditional outline, others like an analytical outline, while others benefit from using graphic organizers.

Consider the example outlines below:

1. A Traditional Outline Format:

Spreading the Faith

Thesis: The Protestant Reformation of the 16th century spread due to technological advances such as the printing press, social factors such as the development of a new wealthy middle class, and political transformation such as the emergence of independent princes and monarchs who use the religious debate to gain power.

I. Introduction

II. Technology helps spread new Protestant ideas

- A. Through printing-books and pamphlets and sermons were published
- B. Through preaching- pastors and monks preached the popular simple faith
 - 1. Provoked debate
 - 2. Promoted freedom of religion
 - a. Conversion of many
 - b. Attracted wide audience
 - i. Peasant revolt- took Luther's free Christian literally and wrote the 10 articles using Luther's ideas to back their revolt
 - ii. Luther- said peasants misinterpreted Gospel and were wrong to revolt, he had contempt for people trying to better themselves, guilty of 3 sins: perjury, blasphemy, and rebellion
 - iii. Peasants liked a middle ground between state and religion

II. Protestantism appeals to the rising middle class

- A. Wealthy Merchant-Bankers
 - 1. Lent money to royalty, and funded voyages
 - 2. Tried to monopolize the markets
- B. Entrepreneurs
 - 1. Masters of the guilds
 - a. Fought for fair, fixed prices
 - b. Fought against monopolies
 - 2. More numerous than nobility

- 3. Journeymen
 - a. the largest group
 - b. pitied by masters of guilds

III. Religious Views

- A. nobility remained Catholic- stay on good side of Charles V, they lent money, tax exempt, don't argue w/authority
- B. guild masters and peasants more eager to convert to Lutheranism
- C. during peasant revolt-Zwinglian, Anabaptists and others preached and had some converts, still majority were Lutheranism, Catholics almost disappeared
- D. religion was different in all the social classes

IV. Conclusion

2. Alternative Outline Format:

Working Title _____

I. Introduction

1. Thesis statement: _____

3. Mapping statements: _____

II. Body Paragraph 1

1. Topic sentence: _____

2. Evidence: citations needed in this paragraph? Yes No

author _____ page# _____

author _____ page# _____

author _____ page# _____

III. Body Paragraph 2

1. Topic sentence: _____

2. Evidence: citations needed in this paragraph? Yes No

author _____ page# _____

author _____ page# _____

author _____ page# _____

IV. Body Paragraph 3

1. Topic sentence: _____

2. Evidence: citations needed in this paragraph? Yes No

author _____ page# _____

author _____ page# _____

author _____ page# _____

V. Body Paragraph 4

1. Topic sentence: _____

2. Evidence: citations needed in this paragraph? Yes No

author _____ page# _____

author _____ page# _____

author _____ page# _____

VI. Body Paragraph 5

1. Topic sentence: _____

2. Evidence: citations needed in this paragraph? Yes No

author _____ page# _____

author _____ page# _____

author _____ page# _____

VII. Body Paragraph 6

1. Topic sentence: _____

2. Evidence: citations needed in this paragraph? Yes No

author _____ page# _____

author _____ page# _____

author _____ page# _____

VII. Conclusion: this is the last chance to convince the reader to accept your thesis and an opportunity to provide the reader something “new” about your topic to encourage continued thought about your argument.

WRITING THE PAPER

There are several steps that can improve the quality of your final draft.

1. Include all necessary citations. (See the manual section on “Documentation . . . When?” and “Documentation . . . how?” to document)
2. Quotations are an important element in a historical research paper. However, they should be used *selectively*. Quotes emphasize important points or include distinctive wording from important speakers. They should not be used on material that can be easily paraphrased. Over-use or under-use of quotations can damage the validity and effectiveness of an argument. Also, be sure to *always introduce the speaker of the quotation*.
3. Historical writing should always be in objective, formal, 3rd person narrative. No: I/we/us, instead use: he/she/it/they/one. Also, keeping your tenses consistent throughout the text is very important.
4. Avoid over-generalized wording. For example: always, never, none, nothing, all, and similar terms are problematic because they are just too sweeping. It is better to use qualifiers such as: often, rarely, almost, few, mostly and other such words that allow for exceptions.
5. Be aware of chronology. Some events occurred before other events. Also be aware of how things change over time. Be prepared to clarify why some situations changed and others did not.
6. Avoid slang words and contractions. Impress your reader.
7. Proofread very carefully. Stylistic and grammatical errors diminish the quality of your paper and distract the reader. Take advantage of the available resources: SSRC, ERC, library staff, adult editors, peer editors, computerized grammar and spelling checks, or Special Education staff.
8. Draft, draft, and re-draft! Editing and rewriting clarify thought and help improve your prose.

9. Be sure to check that you have not left off a vital component of a quality research paper. Including:

- a. Title Page
- b. Notecards
- c. Outline
- d. Citations
- e. Bibliography/Works Cited

Check with your individual instructor for other required elements and remember to floss each night after brushing. 😊

Written by:

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