Sayre Middle School Research Notebook

Contents

Understand the Assignment

Answer the questions below to make sure you understand the assignment.

1. Write your idea for the project (or the specific topic if it is assigned).

_____

2. How many sources are required?

_____

3. What will the final product be: written paper, oral report, power point etc.?

_____

4. How many words or pages and any other details?

_____

5. When is each part of the assignment due? Set specific dates for yourself in order to complete the project carefully and on time.

Due Date #1 (notecards) _____

Due Date #2 (first draft) _____

Due Date #3 (second draft) _____

Due Date #4 (final product) _____

Brainstorm for topics, if choosing your own

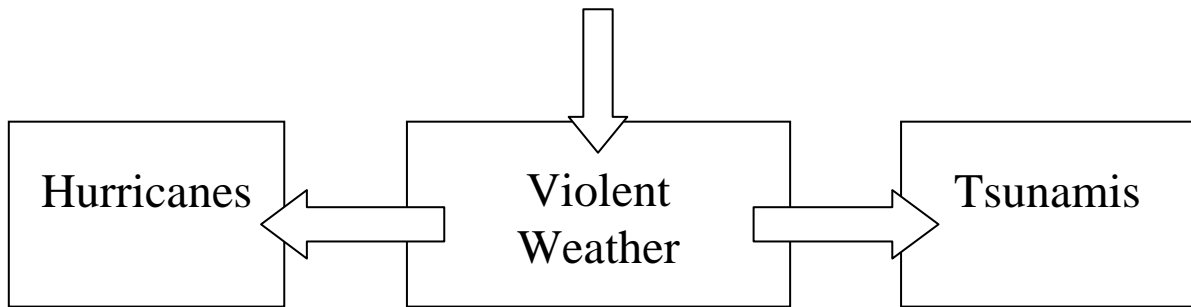Think of several topics that interest you and that fit the assignment.
List them below:

1._____

2._____

3._____

4._____

OR

Use a "graphic organizer" to help you think of possible topics:

Hurricanes	←	Violent Weather	→	Tsunamis

Choose the topic which interests you most and note it here:

_____

Refine Your Topic

Ask yourself the following questions about your topic:

A. Is it **RELEVANT**?
If the assignment is to research the kinds of fruits grown in Kentucky don't choose to research "bananas" - it is not relevant.

B. Is it **BROAD ENOUGH?**
Can you find enough information?
Don't research "Women jockeys who have won the Triple Crown"

3. Is it **NARROW ENOUGH** for the assignment?
For a short two page paper on *Diseases*, choose *Measles* which is one disease and not *Viruses* which includes many.

Revise your topic if it is not **Relevant**, **Broad Enough** or **Narrow Enough**:

_____

_____

_____

Brainstorm for Sources

There are many places to look for information on your topic. Some may be better than others:

*Don't look in an encyclopedia for the definition of a word.

*Don't do a web search for information on World War II if you have access to a database specifically about World War II.

*Choose the **appropriate sources** for your research. Those sources might be books or websites or databases.

GOOD PLACES TO START!
Note: Sayre databases require passwords for access from home.
Passwords are available in the Library and on the Student Portal.

1. **Sayre Library Catalog**
   Find books and websites
   "Quick Links" drop down menu gives access to Library databases
   Use at school and at home, with passwords
2. **Sayre Library Bookmarks & Pathfinders**
   Resources selected by your librarians and teachers & found on the Library website or on teacher webpages
3. **World Book Encyclopedia** and **Encyclopedia Britannica**
   Available in print and on line
4. **National Geographic Index**
   In the Reference section of the Sayre Library
5. **NewsBank Database**
   Access to newspapers
6. **CultureGrams Database**
   Information about countries and states
7. **ABC-Clio History Databases**
   Information about World History (Ancient and Modern), Geography, Am. History, Am. Gov't., Am. Wars
8. **KYVL (Kentucky Virtual Library)**
   Access to magazines, encyclopedias

Choose the Best Sources

List ALL the POSSIBLE SOURCES of information (books, websites, databases) that could help you with your research project. Look back at the list on the previous page for ideas.

1._____

2._____

3._____

4._____

5._____

Now, examine your list.

Cross out any sources that, on second thought, might not be useful. Add any you might have overlooked. Write your final list below:

1._____

2._____

3._____

4._____

5._____

Visit the Library

Your next step is to visit the library to **locate** and **examine** the sources you listed on the previous page.

After you have found a source, ask yourself the following:

1. Can I read and understand the source?
2. Is the source recent enough for this project?
3. Does the source have enough information or is it "skimpy"?
4. Can I access the information at home, if needed?
     If the material is in a book can I check it out or do I need to copy it?
     If the information is on a school database do I have the password?

More questions to ask about each of your sources:

1. Do I know the **AUTHOR** of each book or site?
     * What are the author's credentials?
                Do I know anything about the author's education, training
                or experience?
     * For web sites, do I know whether they are commercial,
                educational, or governmental (.com, .edu, .gov)?

2. Is the **CONTENT** accurate, reliable, up-to-date?
     * Is there support for statistics and facts?
     * How current is the information? If it is a web site, when was it last
                updated?

3. Do I know the **PURPOSE** of the information?
     * Is it intended to inform, teach, sell, persuade, or entertain?
     * Does it seem fair?
     * Can I tell the difference between facts and opinion in this source?

A final question:
Do I have enough **information** and enough **sources** to meet the requirements of the assignment?

Library Worksheet

Now that you have located and looked at possible sources it is time to be specific about what you wish to prove.

1. List at least 3 "Important Questions" you wish to answer:

1._____

2._____

3._____

4._____

2. Write a sentence or two that tells what you plan to prove or explain. This is your Thesis Statement. It may change as you do your research.

_____

_____

_____

3. List the sources you think you will use:

1._____

2._____

3._____

4._____

Using Sources:
Keywords Can Help

Before beginning to take notes, look back at the questions you wrote on the previous page. Underline the main words in each question. These are called **keywords** and they will help you find information in your sources more easily**.** Also, write down any **synonyms** you can think of for those words.

For example, if your subject is **Krakatoa** (the enormous volcanic eruption in the South Pacific in1883) you might list the following questions and keywords.

    1. What **effects** did the eruption have on the **climate** of the world?
    2. What were the **causes** of the eruption?
    3. How did the eruption **compare to other volcanic eruptions?**

Then you would look for these words in the indexes of books or in any online sources.

Now list **keywords**, **synonyms** and **important phrases** for your topic:

1._____

2._____

3._____

4._____

5._____

* **Tip:** When you begin your research put these words and phrases on their own **Keywords Card**. Add to the card as you discover more important terms.

Evaluating Sources

Before you begin looking for information inside your sources make sure that each source is a good one. Only use books and websites that you have evaluated for the following:

Authority
Currency
Accuracy

Authority:
Do you know who wrote the book, database or website?
For websites you can check About Us for information.
Do the authors seem believable?
Do they have good credentials such as advanced educational degrees or a great deal of experience?

Currency:
Is the information current and not outdated?
This is especially important if your topic deals with science.

Accuracy:
Is the information verifiable?
In other words, does the source tell you *its* sources?
For websites is there a way to ask for more information or clarification?
Is the information generally in line with what you have read or learned elsewhere?

Using Print Sources:
Deciding to Keep or Discard

1. Gather all the books you thought would be useful from your earlier list.
   Also gather some note cards and a rubber band!

   If you have lots of books, make a **brief** card for each.
   Later you can turn the "keepers" into Source Cards.

   Make a note on the card about what you find.
      Example: Info about climate changes caused by Krakatoa.
      Example: Short article about effects of the volcanic eruption.

2. Look at the **Table of Contents** and/or the **Index** of each book to help you
   decide whether to put that book in the "keep" or "discard" pile.

   Is your topic listed in the **Table of Contents** or the **Index**?

   If it is, and especially if you find an article that looks promising,
   make a quick card with the author, title, call number and the page(s)
   where your topic is discussed. You can come back to this book later and
   make a proper note card if you decide to keep it.

      Author
      Title
      Call Number: Where is the book located in the Library?
      Page Numbers:
           Example: Pgs. 17-23
           May include volume number: **4** 17-23 means pgs. 17-23 in vol. 4
      Note:
           To help you remember which information is in this source.
           Example: Information about the effects of the eruption of Krakatoa

   Also, add to your **Keywords Card** any new keywords, synonyms or "see
   also" references that you find. They may be useful when you look at the next
   source.

Using On-Line Sources

Now it's time to search for useful web sites.

Make sure you know the number of websites required to complete the assignment.

Begin with the **Sayre Library databases**. They have two advantages:
1. They are generally authoritative
2. They can lead you to additional websites that you might not find on your own.

Take advantage of the HELP section of each database. It will give you valuable tips on the best way to search that database.

When looking for websites use your **keywords** to find pertinent information.

List the most promising sites on a card in the same way that you listed books.

    Make a card for each site that you find.

    Note the address or name of the site so you can find it again.

    Make a note about the information on the site:

        Example: Site has great maps.

        Example: Info about daily life of Vikings.

If you decide to use one of these sites for your project you can go back to the site later and make a complete Source Card.

Jot down the databases or sites that you want to look at first:

1. _____

2. _____

3. _____

Taking Notes

A note card is simply an index card (or an electronic file or note taking program) where you write the information you learned from your sources.

When you've finished taking notes you will put away your sources and use your cards as you begin to create your project.

These cards contain all the information that you have learned and that you think you might use to complete your project.

There are 4 kinds of note cards:

Source Cards
Quotation Cards
Paraphrase Cards
Combination (or Summary) Cards

Source Cards

You will use a number of different sources for your project: books, websites, databases, interviews, eBooks. Each time you work with a new source, you should create a **source card**.

On each **source card** record the following:
1. **citation information**
   record all the information needed to give proper credit: author, title, place of publication, date of publication, etc.
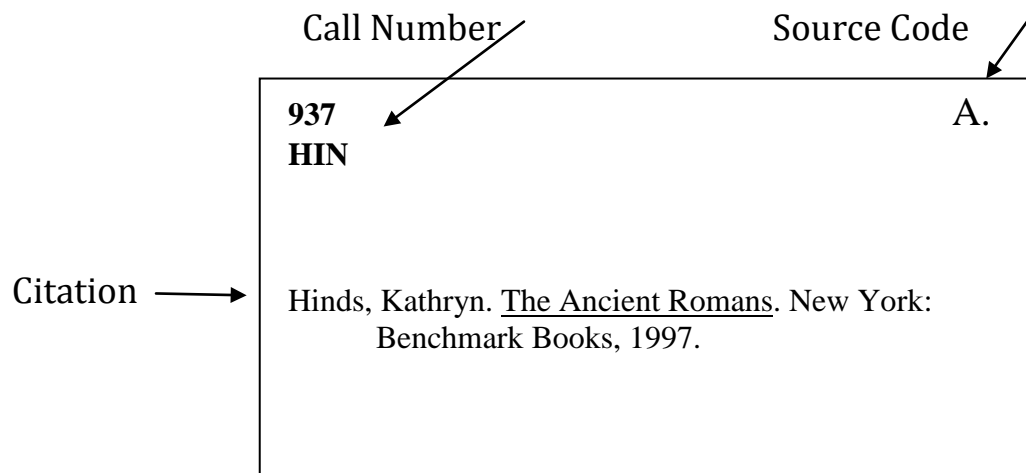2. **source code** (letter or number)
   use a different letter or number for each source
   use the same letter or number for each note card from this source
3. **call number of book** or **URL or name of website or database**
   record enough information so you can locate it later

Example of a **source card** for a **book with one author**:

Call Number   Source Code

```
937                                      A.
HIN




Hinds, Kathryn. The Ancient Romans. New York:
       Benchmark Books, 1997.
```

Citation ⟶

*Tip: It is a good idea to **make a card for each source**, even if you decide later not to use that source. All of your source cards together will become your *working bibliography*. You will add to and delete from it as you learn more about your topic.

Examples of Source Cards

For a book:

Citation	**Call Number** **Source Code**

292   **B.**
EVS

Evslin, Bernard. The Minotaur. New York:
          Chelsea House Publishers, 2008.

Author's last name, first name.
Title, underlined.
Place of publication:
Publisher,
Date of Publication.

For a website:

Source   **Source Code**

Website   **B.**

"Krakatoa." *National Geographic.com.* National
          Geographic, 2008. Web. 15 September
          2009.

Citation

Name of site.
Address of site.
Author, Date created (or updated).
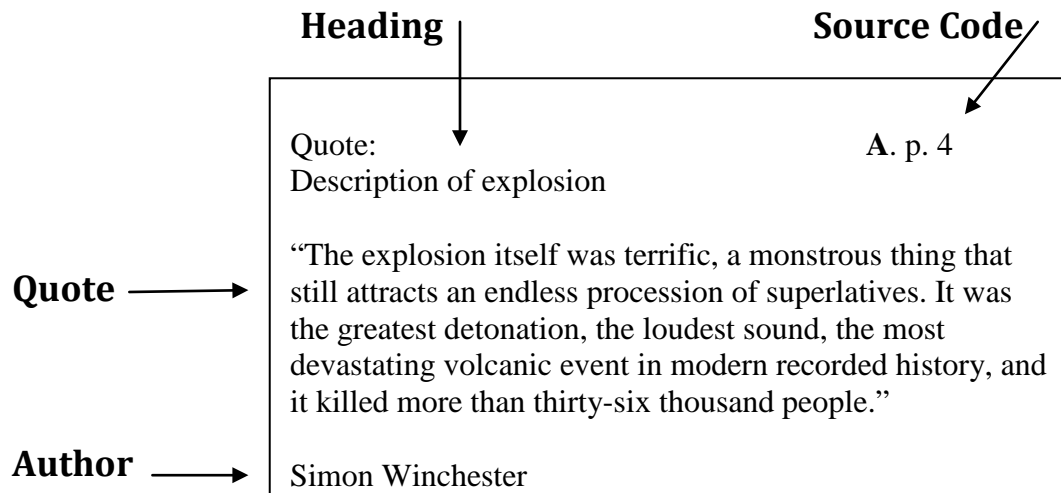Type of source.
Date accessed: d/m/y.

*If your teacher requires it, add the complete web address after the date you visited the site.
 Enclose this address in brackets and follow with a period.

Quotation Cards

Quotation cards are used to record a quote, word for word, from the source.

* Always include the author of the quotation.
* Don't copy complete sentences without putting them in quotations.
* Create a heading describing the quote in your own words.
* Use sparingly! Include direct quotations in your paper only when they help you make an important point.

Heading   **Source Code**

Quote: **A**. p. 4
Description of explosion

Quote ⟶   "The explosion itself was terrific, a monstrous thing that
still attracts an endless procession of superlatives. It was
the greatest detonation, the loudest sound, the most
devastating volcanic event in modern recorded history, and
it killed more than thirty-six thousand people."
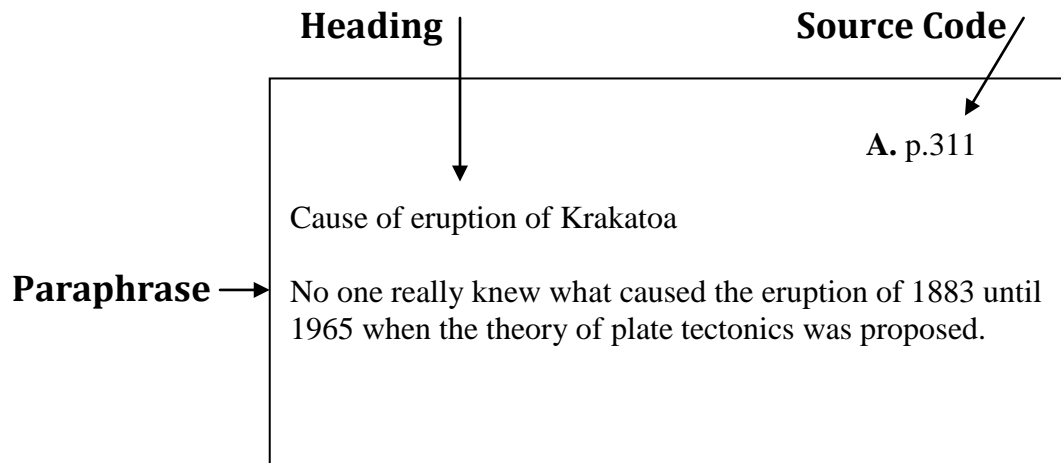
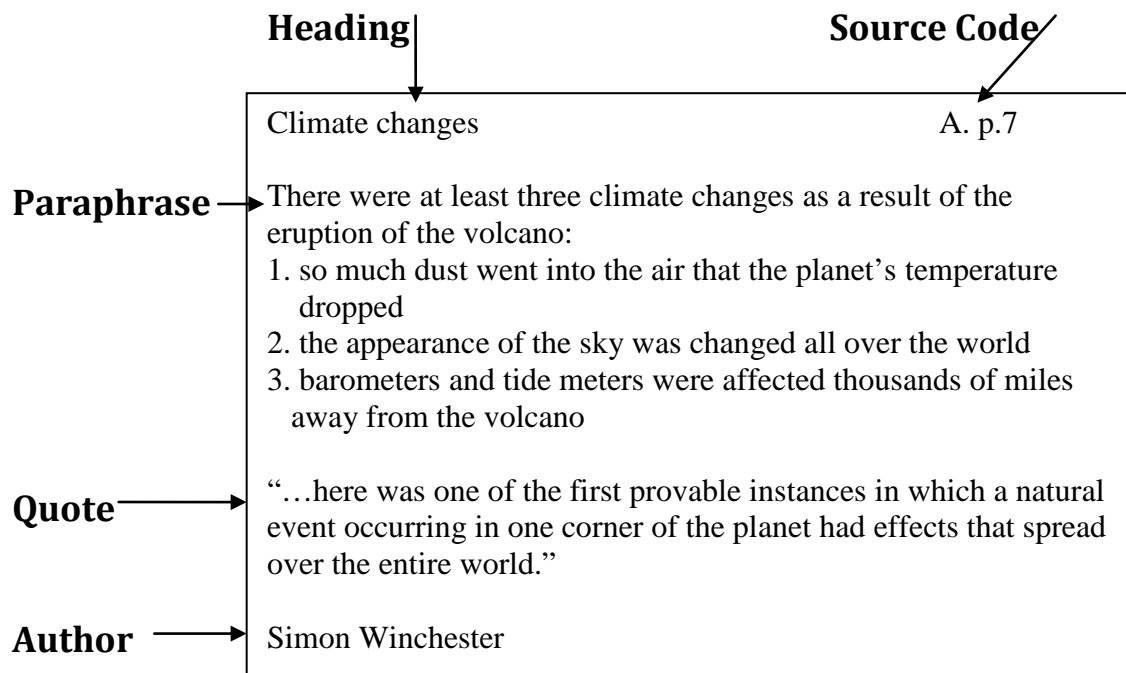**Author** ⟶   Simon Winchester

Paraphrase Cards

Paraphrase cards are used to record info, from the source, in your own words.
    * Make notes using your own vocabulary and writing style
    * Give each card a heading so they will be easier to sort

Heading   **Source Code**

A. p.311

Cause of eruption of Krakatoa

Paraphrase → No one really knew what caused the eruption of 1883 until 1965 when the theory of plate tectonics was proposed.

Combination Cards

Combination cards include paraphrased information and a short quote that supports the idea you have paraphrased. Don't forget to include the name of the person you are quoting.

Heading   **Source Code**

Paraphrase

Quote

Author

Climate changes   A. p.7

There were at least three climate changes as a result of the eruption of the volcano:
1. so much dust went into the air that the planet's temperature dropped
2. the appearance of the sky was changed all over the world
3. barometers and tide meters were affected thousands of miles away from the volcano

"…here was one of the first provable instances in which a natural event occurring in one corner of the planet had effects that spread over the entire world."

Simon Winchester

A Note About Notes:

A note card should contain **one** piece of information.

That piece of information can take many forms.
> **Data**: the area of Greenland
> **Text**: a paraphrase (in your own words) about the use of leaches in colonial medicine
> **Quote**: President Johnson's last words

Whatever you note, keep it to **one** item for each card. You will shuffle and re-arrange your note cards when you begin to write. You will not be able to do this easily if you have more than one note or idea on each card.

Give each note card a heading or title to help you later when you are arranging them. Good headings on your cards will pay off!

Each note card should have all of the following:

1. **Specific Title or Heading**
   Located in the upper left hand corner, this word or phrase clearly tells what is in the note.
2. **Source Code**
   Located in the upper right hand corner, this letter or number comes from the source card and reminds you where you got the note.
3. **Specific Page Reference**
   Located next to the source code, this tells you the specific page from which you took the note.
4. **Note**
   This is the information you took from the source.

Note Card Examples

Read the following paraphrase from
Jesse James: Legendary Outlaw by Roger Bruns.
Then look at the four note cards on the following page.
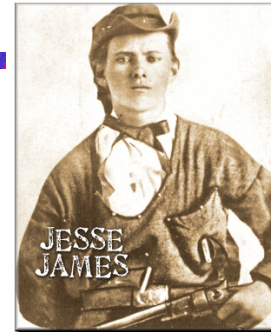
Much of the history of the West is wrapped in myth and tall stories. Jesse James was a towering figure. Writers and reporters took rumors and bits of truth about James and turned them into wild and fanciful tales. There have been many movies and books written about him.

There is a story about James when he was in western Missouri shortly after the Civil War. It seems he and his gang had just made a hit on a local bank. They were tired and hungry and stopped at a farmhouse for some food. A young widow answered James's knock on the door and invited the gang in for dinner. It turned out that her husband had been a Confederate soldier. The widow shared what food she had, and Jesse James handed her some money in return. But he noticed tears in her eyes. It seems that a banker was coming that very afternoon to foreclose on her farm. She had no money, and James was touched. He gave her several thousand dollars to pay off the entire mortgage. The woman was overcome with joy. After a couple of hours, the banker showed up ready to take over the property. The widow handed him the money and sent him on his way. As he headed down the road toward town, an armed man jumped in front of his horse and stole the money. Yes, it was Jesse James!

The history of the West is also about the creation of heroes. In a period before sports figures, action heroes, and astronauts, certain individuals such as Jesse James satisfied the public's appetite for excitement and color, for violence and daring. James became the image and symbol of masculinity, courage, defiance of authority, and ingenuity. He represented to many Americans the triumph of the common man over the establishment.

Practice

Label the parts of the cards and correct any mistakes that you find.

Source Card

> **A.**
>
>
> Bruns, Roger. <u>Jesse James: Legendary Outlaw</u>. Springfield, NJ: Enslow Publishers, Inc., 1998.

Quotation Card

> Quote: **A.** p. 96
> Significance of Jesse James
>
> "James became the image and symbol of masculinity, courage, defiance of authority, and ingenuity."

Paraphrase Card

> Example of "tale" about Jesse   **A.** p.95
>
>
> There is a story about Jesse giving a woman money to pay her mortgage and then stealing the money back from the banker who came to collect it from her.

Combination Card

> Jesse the Legend   **A.** p.6
>
> There are many stories about Jesse James. Some may be true but most are not. People took a little bit of truth and a little bit of rumor and made up "wild and fanciful tales."

More Note Card Practice
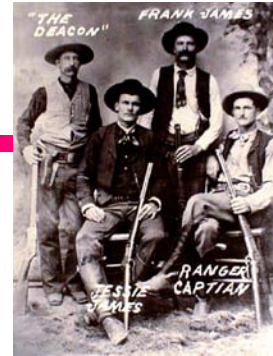
Read the following passage from page 109 in the book
<u>Jesse James: Legendary Outlaw</u>. Practice taking notes
by filling in the sample cards that follow. The book was
written by Roger Bruns. It was published in Springfield,
New Jersey, in 1998, by Enslow Publishers, Inc.

"When we think of bandits today, we think of the Old West, of train robberies,
six-shooters, horses, and gunfights in dusty streets of frontier towns. We
remember the legends-the heroes of novels and the romantic loners of the
movies. From novelists, journalists, historians, moviemakers, and singers, we
have been showered with images of Jesse James.
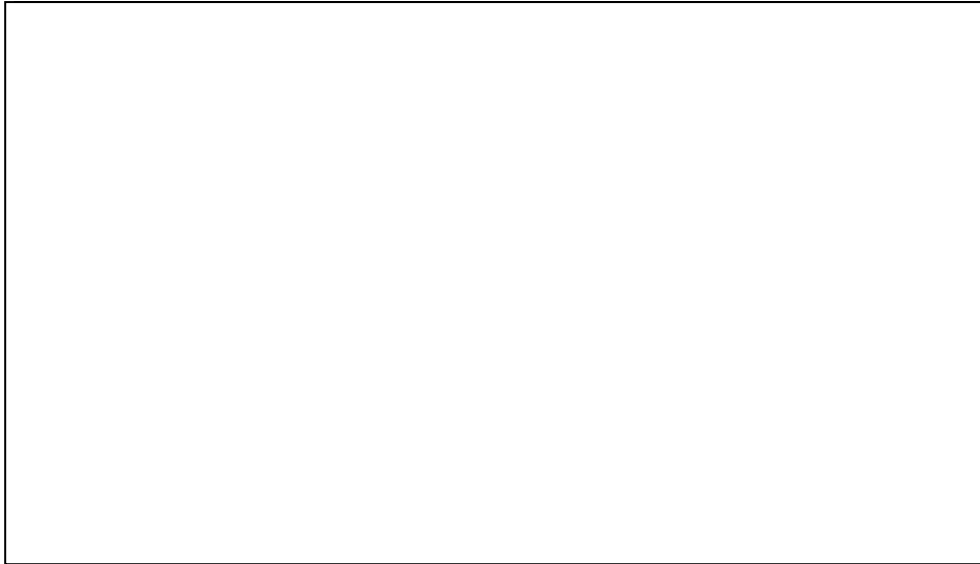
But if we stand back and take a fresh look, if we examine many of the old
stories, and if we look at how the legends were formed and how the stories
took on lives of their own, we can begin to see things in a new light.

Most of the hype, songs, and stories are mainly nonsense. But sing them and
tell them again and again, and each time the deeds seem to become even more
astonishing, the people even more romantic. New movies and new songs
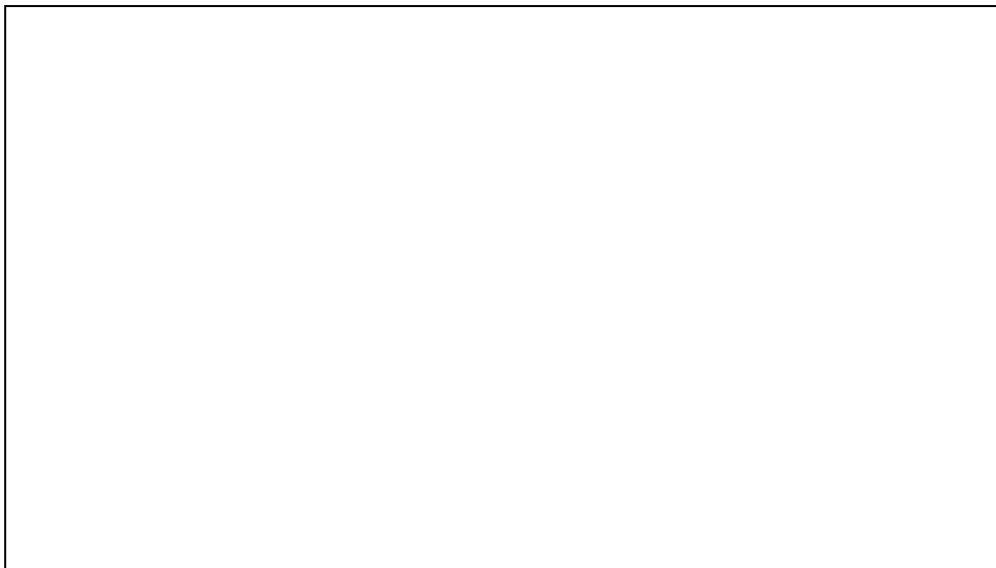appear. The nation never seems to tire of Jesse James.

Many people over the years have refused to believe that Jesse James had
actually been killed. James joined heroes from all ages and cultures, from
Russian czars to rock stars, who seem to escape death. For legends and folk
heroes, this kind of survival in the face of all evidence is not unusual.

Shortly before he died in 1951, James's only known son, Jesse Edwards James,
who had been in the house when his father was shot, said that twenty-six men
had pretended to be his father. At least fifteen books had been written
explaining how James had managed to escape his own funeral. There are
people buried under headstones in Texas, Arkansas, and Missouri that all bear
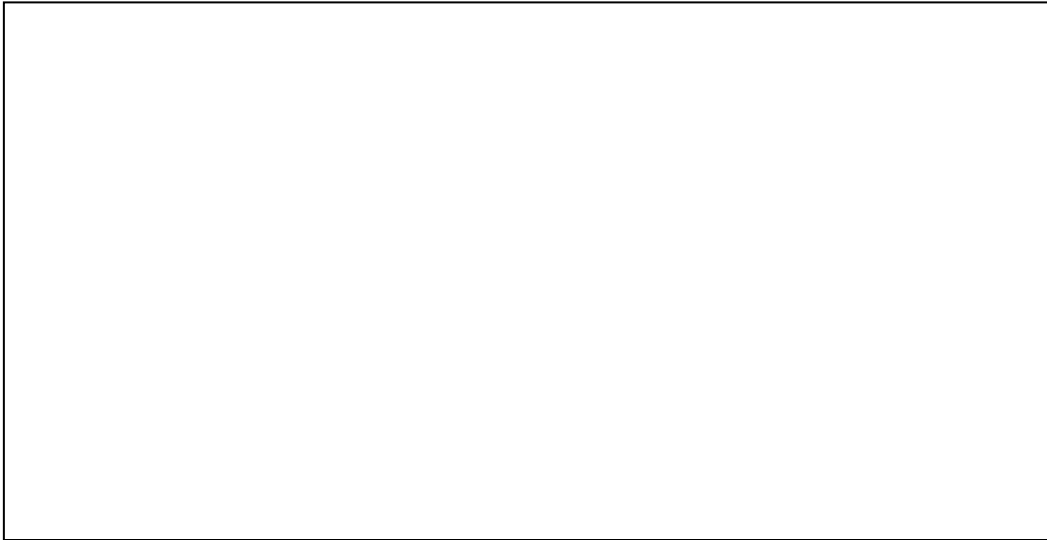the name of Jesse James."

Source Card:

Quotation Card:

Paraphrase Card:

Combination Card:

A Note About Plagiarism

Most often you use information you learn from your sources to support your own ideas. You must give credit to the original author when you do this. Not giving another writer credit is a form of dishonesty called plagiarism.

There are two kinds of plagiarism:
   (1) using someone's ideas, words or images without giving them credit at all
   (2) giving credit but paraphrasing (or simply re-wording) too closely, without giving credit

Here are some guidelines:
   1. Give credit for all **direct quotations**.
   2. Give credit for all **ideas** borrowed from a source.
   3. Give credit when you **paraphrase** sentences, paragraphs or chapters. Avoid paraphrases that just change a few words.
   4. Give credit when you use **statistics**, **little-known facts**, **tables**, and **images**.
   5. You don't have to give credit for information that is **common knowledge** or information your readers easily could find elsewhere. For example: It is common knowledge that Frankfort is the capital of Kentucky. If you put this in your paper you do not have to give credit to a source.

Taking careful notes is the best protection against accidental plagiarism. Take notes in your own words. Beware the "copy and paste" trap! Read a paragraph or section of your source then close the book or webpage and write your note without looking at the source. Always indicate when you are using words, ideas or images that belong to others.

Adapted from the following source:

Hacker, Diana. The Bedford Handbook for Writers. Boston: Bedford Books of St. Martin's Press, 1991.

Organizing & Outlining Your Information

Now that you have collected information on your topic, it is time to organize that information so that you can use it.

Sorting and Grouping

1. **Sort** all your note cards into like groups.

   For example, if your topic is **Gladiators**, you might have cards with headings on the **training** of gladiators, **types** of gladiators, and **weapons** used by gladiators.

Write YOUR general topic here:

(ex. Gladiators) _____

List the names of your main headings below:

   1. (ex. Types of Gladiators)_____

   2. (ex. Equipment used)_____

   3. (ex. Comparison to modern sporting events)_____

   4._____

   5._____

Do you have cards that don't fit into any of your groups?

Look at these cards again. Do you think you will need the information? If so, give them a heading. If not, discard them.

Enough Information?

Of the headings you've listed, for which do you have the **most** information?

_____

For which do you have the **least** information?

_____

Has your research led you to answers for all of **your original questions**?

If not, what information do you still need?
1._____
2._____
3._____
4._____

Have **any new questions** come up that you would like to answer?

If so, list those new questions.
1._____
2._____
3._____
4._____

Look back over this page. Do you feel confident that you have all the information you need to complete your project?

If not, return to your sources for more research.
It is much easier to fill in the holes now before you move on to the next step.

Putting Your Information in Order With an Outline

There are many ways to organize your research before you begin to write.

One way is to list your main headings in the order that makes sense for your topic. Then, under each heading, list the parts of that heading. Look at this example on the topic of **Gladiators**:

I. Types of gladiators
      A. Professional Gladiators
            1. Slaves
            2. Freemen
      B. Prisoners of war
      C. Criminals
      D. Women
II. Equipment used by gladiators
      A. Shields
            1. Oblong shields
            2. Bucklers
      B. Swords
            1. Stabbing swords
            2. Scimitars
            3. Tridents
      C. Helmets
III. Comparison to modern day sporting events
      A. Similarities
      B. Differences

Note that the roman numerals correspond to the headings into which you sorted your note cards. Details of those headings are found in the As and Bs and in the 1s and 2s.

Outlining Tips

1. Put your thesis statement at the top of your outline.
   A thesis statement is one sentence which tells your reader what your paper is about.

2. Make items at the same level equal to each other in importance.

3. Follow this model if you are making a formal outline:
   Thesis:
   I.
      A.
      B.
            1.
            2.
   II.

4. If you divide a heading make sure you have at least two parts. If you have an A then you must have a B. If you have a 1 then you must have a 2 since nothing can be divided into fewer than two parts!

5. Limit the number of major headings in the outline. If the list of roman numerals get very long, combine items into fewer headings.

6. Be flexible! Be prepared to change your outline as you develop your ideas.

7. If your outline makes sense, it can be your map to a successful project.

The writing should be easy now if you have taken care with your notes and outline. You will be able to concentrate on how best to express yourself because you have already gathered information, formed conclusions and decided on the best order for your main points.

Documenting Work

Why?
Remember the earlier discussion about giving credit to your sources?
Give credit (or "document") for two reasons:

1. to let your reader know you have used someone else's words or ideas
2. to say "thank you" to the author whose words or ideas you have used

When?

Document whenever you:

1. use an original idea from one of your sources, even if you summarize it or paraphrase it
2. use factual information that is not common knowledge
3. use an exact quotation from a source

Where?

Document in two places:

1. at the end of your paper
   This is usually the last page of your paper and is called the
   Works Cited or Works Consulted page.
2. within the body of your paper
   This is called **in-text documentation**.

Works Cited or Works Consulted Page

A Works Cited page is a list of all the sources you actually cited in your paper.
A Works Consulted page lists all the sources you consulted but did not cite.

Center "Works Cited" or "Works Consulted" at the top of the page.

Next :
Put your **Source Cards** in alphabetical order according to the first letter on the card. It doesn't matter whether it is the first letter of an author's last name or the first letter of a title. Skip "A", "An", and "The" if they are the first word. Put The Very Hungry Caterpillar under V and not T.

Now:
Transfer the information from each card to your "Works Cited" page.
Your reader now will have an alphabetized list of all of your sources.

Format for the sources listed on your Works Cited page
- Begin citation at the left margin
- Additional lines are indented 5 spaces
- Single space the citation itself
- Double space between citations
- Do not number citations or use bullet points

Tip: Citations generally use the following order and punctuation:
1. Who   =   Author.
2. What   =   Title.
3. Where   =   Place of Publication: Publisher,
4. When   =   Date of Publication. (& Date Accessed, for websites)
5. Medium   =   Print, Web, Interview, Image

Repeat 10 times: who, what, where, when, medium; who, what, where, when, medium; who, what, where, when, medium; who, what, where, when, medium...

You can do it!

Citing your sources can seem confusing!

Add to this the fact that there are many correct ways to cite. Sayre Middle School chose the MLA (Modern Language Association) style of citation because it is clear, concise and widely used. If you master it you will easily be able to switch to other styles later in your school career. But even the MLA Handbook will not always give you exactly the example you need. Sometimes you will have to use your best judgment about how to cite a particular source especially some websites. Just remember: the most important thing is to be consistent: who, what, where, when, medium.

On the following pages you will find examples of the most commonly used types of citations. If you don't find the example you need here, look in the MLA Handbook, 7th edition, which is in the Reference section of the library. There are also excellent websites which give good, easy to follow examples. One of the best is OWL (Online Writing Lab) at Purdue which can be found at this address: **owl**.english.**purdue**.edu/

Your teachers and librarians will be glad to help!

PRINT Sources

*Note that citations for print sources now conclude with the word "Print" which is followed by a period.

BOOK, by one author:

Format:

Author's name. <u>Title of the book</u>. Place of publication: Publisher, Date of publication. Print.

Examples:

Winchester, Simon. <u>Krakatoa</u>. New York: Vintage, 2003. Print.

Brown, Mary. <u>Women in Baseball</u>. New York: Greenwood, 2007. Print.

Tip: Notice the order of the pieces in the two citations above: "Who, what, where, when, medium." It's as easy as that!

BOOK, by two or more authors:

Format:

First author's last name, first name, and Second author's first name last name. <u>Title of book</u>. Place of publication: Publisher, Date of publication. Print.

Examples:

Smith, Mary, and Tom Jones. <u>The History of Science Fiction</u>. London: Oxford University Press, 2007. Print.

Jones, William, Sandra Bell, and Mary Smith. <u>Atlas of Indonesia.</u> New York: Harper Collins, 2008. Print.

Practice: Put these "parts" in the right order using the correct punctuation
1. New York, 2011, <u>No More Vampires</u>, Harper Collins, Print, I.M. Sadd
2. Print, 2000, University Press, Bill Hill, <u>Just Kidding</u>, Chicago, Donald Trumpet

ENCYCLOPEDIA (print):
  Format:
  Author's last name, first name. "Article Title." <u>Title of Encyclopedia</u>.
    Year of Publication. Print.

  Examples:
  Jones, Mary. "Indian Cooking." <u>Encyclopedia</u> <u>Britannica</u>. 2008. Print.

  "Caves." <u>World Book Encyclopedia</u>. 2008. Print.

  Tip: The **author** of an encyclopedia article is often found in tiny print at
      the end of the article. If there is no author, skip to the **title** of the
      article.

NEWSPAPER (print):
  Format:
   Author's name. "Title of Article." <u>Name of Newspaper</u> Date of
     Publication: Page Number. Print.

  Examples:
   Quindlen, Anna. "Reading and Writing." <u>New York Times</u> 13 Feb. 2009:
     B27. Print.

   Brokaw, Tom. "So, Did They Live Happily Ever After?" <u>Herald</u> [St. Louis]
     27 Dec. 2008: D1. Print.

  Tips:
  *The **day** generally comes **before the month**.
    13 February or 27 December

  ***Include the city name**, if it is not part of the name of the newspaper.
    <u>Herald</u> [St. Louis]
    Put the city name in brackets. There are many newspapers with the
    name <u>Herald</u>.

  ***Do not include "The"** before the name of the newspaper.
    <u>Lexington Herald-Leader</u> **not** <u>The Lexington Herald Leader</u>
    <u>New York Times</u> **not** <u>The New York Times</u>.

MAGAZINE (print):

    Format:

Author's Name. "Article Title." <u>Magazine Name</u> Date: Page Number(s).
    Print.

    Examples:

Murphy, Cullen. "Women and Surfing." <u>Atlantic Monthly</u> Aug. 2009:
    39- 64. Print.

    Strong, Larry. "Ipods Rock." <u>Business Week</u> 28 Feb. 2009: 80-82. Print.

PRACTICE SPACE:

ELECTRONIC Sources:

SAYRE ONLINE DATABASES:

1. All of the Sayre Library databases (World Book, Britannica, ABC-Clio, CultureGrams etc.) show you exactly how to cite their articles.

2. This information is usually found at the end of the article or on the home page.

3. Simply copy and paste the citation into the right place on your Works Cited page.

WEBSITES:

1. MLA guidelines no longer require you to include the URL or web address in the citation of a website but your teacher may require it. Be sure to check.

2. The **format** is generally the same as for print materials:
   who, what, where, when, medium

   Author's last name, first name. "Title of section, if available." *Title of the whole website.* Publisher or sponsor of the site, if available. Date of publication (day, month, year, if available).Web. Date you looked at site (day, month, year). <URL> but only if required by your teacher.

3. Electronic sources change often, so you need to include two dates: the date you looked at the page as well as the date it was written.

4. If URL is required it should follow the date you visited the site. Enclose the URL in angle brackets (<   >) and try to keep it on one line.

5. Can't find one piece of the citation? Skip to the next piece. Cite what is available but think twice about using a source if you can't find the author.

Website Examples:

Smith, Mary. "Mary's Menus." *Good Eats*. Food Society of America.
    1 Jan. 2009. Web. 8 July 2009.
      <http://www.foodsocietyofamerica.org/>. (if required)

"This Day in History." *The History Channel Online*. The History Channel.
    19 June 2009. Web. 20 Dec. 2009.
      <http://historychannel.com/thisday/>. (if required)

ONLINE IMAGES:
What images should be cited?
Determining whether or not an image should be cited can be tricky. A useful rule might be this: if an image contributes materially to the ideas presented in your project, or a reader might reasonably wish to know the source of an image in order to pursue these ideas further, then it should be cited.

According to this rule, these types of images would require attribution:

- Photograph, painting, or other work of art whose subject matter is connected to the topic of your project
- Any reproduction of primary source material, such as a page of an eighteenth-century book or newspaper
- Portraits of historical figures discussed in your project
- Reproductions or caricatures closely related to your topic.

The following types of images would probably not require attribution:

- An image of an English flag used as a navigational button
- Freely available "clip art" icons
- A snapshot of yourself on your projects "Credits" page.

If in doubt, consult your instructor, or simply err on the side of caution and provide the attribution.

There is one further guideline you should follow: if you are citing an image found in **Google Images** (or any other image retrieval service) cite the image in its original context. Do NOT provide the URL of the enlarged image. You must use the URL of the page where the image was originally found.

Follow these guidelines for citing a webpage where an image is found:

Name of artist or photographer, last name first.
"Title of the work."
Medium: i.e. Photograph or Map or Painting or Cartoon.
Name of the webpage where found.
Creator of webpage, if known,
Date webpage created in DD Mo YYYY format.
Medium: i.e. Web.
Date accessed in DD Mo YYYY format.

Examples:

Smith, Mary. "Bluebirds." Photograph. *Birds of Kentucky*.
Kentucky Dept. of Wildlife, 22 May 2006. Web. 5 Nov. 2010.

"Lexington, Kentucky." Map. *Google Maps*. Google, 15 May 2008, Web.
15 May 2010.

Another Example:

A citation for the web page below would look like this:

Stiffer, Lisa. "Understanding Orca Culture." *Smithsonian.com*. Smithsonian.
Web. 13 July 2011.

Citing Image Collections:

If you have used a number of images from a single photo collection, you can simply cite the collection. Your citation should include the number of images taken from the collection, the name of the collection, the URL of the homepage of the collection and the dates during which you collected images.

   Example:

The Library of Congress: American Memory.
http://memory.loc.gov/ammem/index.html. 12 photos drawn between 13 May 2011 and 15 May 2011.

Citing Sound:

   Format:

Creator if available. "Description or Title of Sound." Date of Sound. Online sound. Title of site where found. Date of download.
http://address.website.org.

   Example:

"This Week's Saturday Radio Address." 25 Oct. 1998. Online sound. Whitehouse Briefing Room. 23 Oct. 2000.
http://www.whitehouse.gov/WH/html/briefroom.html.

Citing Online Video Clips:

Format:

"Description or Title of Video Clip." Date of clip. Online video clip. Title of Larger Site. Name of Providing Library, Consortium or Library System (if known). Date of download. http://address.website.org

Example:

"Hindenburg Broadcast." 6 May 1937. Online video clip. Encarta Online Deluxe. Springfield Township High School Library. 4 Nov. 2000. http://encarta.msn.com/encarta/MediaMax.asp?z.

Citing Sound Recordings:

Format:

Name of artist. "Name of song." *Album or cd of origin*. Date recorded. Recording company, date published.

Example:

Jones, Norah. "Don't Know Why." *Come Away With Me*. Recorded 2001. Blue Note, 2002. CD.

Create a citation based on the following information:
> A photograph of the Outer Banks of North Carolina taken by Edward Teach, which you found on the North Carolina Vacations website. The website was created on January 1, 2009 and you saw it on June 1, 2011.

In-text Citation

What?
Your Works Cited page gives your reader general information about a source. But your reader may need more than that such as the specific page on which you found the information. The easiest way to show this is to include it in the body of your paper immediately following the cited information. All you need to do is put the **author's last name** and the **page number** in parentheses.

When?
1. If you use an original idea from a source (whether quoted or paraphrased)
2. If you summarize someone else's ideas
3. If you quote directly

How?
Put the **author's last name** and the **page number** from your source in parentheses, usually at the end of the sentence.

EX: The Romans called the German tribes barbarians (Hinds, 19).

Tips:
*If you know the author:
 use the author's last name and the page number, in parentheses: (Jones, 13).
 Ex. TV coverage of sports has changed due to improvements
   in technology (Jones, 13).

*If you only know the title:
 use the full title or shorten it to the first word or two: (Jesse James, 42).
 Jesse James was considered a Robin Hood by many people (Jesse James, 42).

* If the information is from an encyclopedia or a multiple volume set:
 use author's last name, if available, and volume and page separated by a
 colon (Wilson 2: 8).
 If you don't know the author, use the name of the encyclopedia instead:
 (World Book 4: 383).

Put It All Together

You can visit OWL (Online Writing Lab at Purdue University) to see an example of a completed student paper with both in-text citations and the Works Cited page that goes with it.

You will see that every citation in the paper corresponds to an entry on the Works Cited Page. While this is a paper that would be written by a college student, the basic format is the same that you will use in middle school and high school.

The OWL website is invaluable! There you will also find a **special section especially for students in Grades 7-12.**

More Resources:

KYVL is one of the Sayre Library databases. User Name & Password are on the portal. This tutorial gives examples of how to cite your sources and good information about searching and evaluating information.
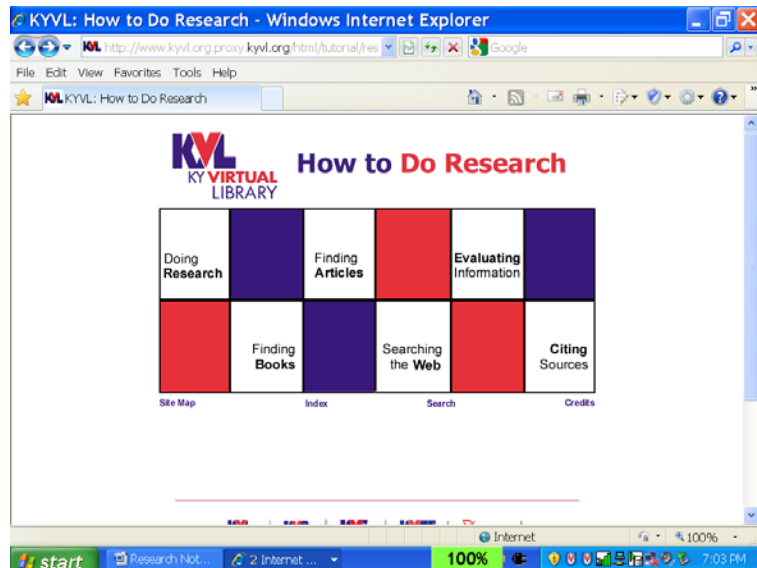
The Big Six presents six steps to follow when you need to do research or solve a problem. A great system for organizing your thoughts and your work. Helpful info about taking notes and evaluating sources.

Works Consulted

Baron, Alvin J. <u>Bud's Easy Research Paper Computer Manual</u>. 7th ed.
Larchmont: Lawrence House Publishers, 2009. Print.

Bruns, Roger A. <u>Jesse James: Legendary Outlaw</u>. Springfield: Enslow
Publishers, 1998. Print.

Modern Language Association of America. <u>MLA Handbook for Writers of
Research Papers</u>. 7th ed. New York: MLA, 2009. Print and Web.

The Purdue OWL. Purdue U Writing Lab, 2010. Web. 13 July 2011.

Winchester, Simon. <u>Krakatoa, The Day the World Exploded: August 27, 1883</u>.
New York: Harper Collins, 2003. Print.