



# Middleborough High School

## Style Manual

All fields of research agree on the need to document scholarly borrowings, but documentation conventions vary because of the different needs of scholarly disciplines. MLA style for documentation is widely used in the humanities, especially in writing on language and literature. Generally simpler and more concise than other styles, MLA style features brief parenthetical citations in the text keyed to an alphabetical list of works cited that appears at the end of the work ("Style").

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## 1.1 Thesis Generation

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### *Thesis- Statement*

A thesis expands your topic into a scholarly proposal, one that you will try to prove and defend in your paper. It does not state the obvious, such as: “Langston Hughes was a great poet from Harlem.” That sentence cannot provoke an academic discussion because readers know that any published poet has talent. The writer must narrow and isolate one issue by finding a critical focus, such as this one:

*Langston Hughes used a controversial vernacular language that paved the way for later artists, even today’s rap musicians.*

This statement advances an idea that the writer can develop fully and defend with evidence. The writer has made a connection between the subject, *Langston Hughes*, and the focusing agent, *vernacular language*. A general thesis might state:

*Certain nutritional foods can prevent disease.*

But note how your interest in an academic area can color the thesis:

- HEALTH:** *Nutritional foods may be a promising addition to the diet of those wishing to avoid certain diseases.*
- ECONOMICS:** *Nutritional foods can become an economic weapon in the battle against rising health-care costs.*
- HISTORY:** *Other civilizations, including primitive tribes, have known about food’s nutritional values for centuries. We can learn from their knowledge.*

A thesis sets in motion the writer’s examination of specific ideas the study will explore and defend. Thus, when confronted by a general topic, such as “television,” adjust it to an academic interest, as with “Video replays have improved football officiating but slowed the game” or “Video technology has enhanced arthroscopic surgery.”

Your thesis is not your conclusion or your answer to a problem. Rather, the thesis anticipates your conclusion by setting in motion the examination of facts and pointing the reader toward the special idea of your paper, which you will save for the conclusion (Lester 9).

## Enthymeme

You may be assigned to write a research paper to develop an argument as expressed as an enthymeme, which is a claim supported with a because clause. Enthymemes have a structure that depends on one or more unstated assumptions.

*Hyperactive children need medication because ADHD is a medical disorder, not a behavioral problem.*

The claim that children need medication is supported by the stated reason that the condition is a medical problem, not one of behavior. This writer will need to address the unstated assumption that medication alone will solve the problem.

*Participating in one of the martial arts, such as Tae Kwan Do, is good for children because it promotes self-discipline.*

The claim that one organized sporting activity is good for children rests on the value of self-discipline. Unstated is the assumption that one sport, the martial arts, is good for children in other areas of development, such as physical conditioning. The writer might also address other issues, such as aggression or a combat mentality.

## Hypothesis

The hypothesis is a theory that needs testing to prove its validity, as well as an assumption advanced for the purpose of argument or investigation. Here is an example:

*Discrimination against girls and young women in the classroom, known as “shortchanging,” hinders the chances of women to develop their full academic potential.*

This statement could produce a theoretical study if the student cites literature on the ways in which teachers “shortchange” students. A professional educator, on the other hand, would probably conduct extensive research in many classroom settings to defend the hypothesis with scientific observation. Sometimes the hypothesis is *conditional*:

*Our campus has a higher crime rate than other state colleges.*

This assertion on a conditional state of being could be tested by statistical comparison. At other times the hypothesis will be *relational*:

*Class size affects the number of written assignments by writing instructors.*

This type of hypothesis claims that as one variable changes, so does another, or that something is more or less than another. It could be tested by examining and correlating class size and assignments. At other times, the researcher will produce a causal hypothesis:

*A child's choice of a toy is determined by television commercials.*

This causal hypothesis assumes the mutual occurrence of two factors and asserts that one factor is responsible for the other. The student who is a parent could conduct research to prove or disprove the supposition. And so, your paper, motivated by a hypothesis, might be a theoretical examination of the literature, but it might also be an actual visit to an Indian burial ground or a field test of one species of hybrid corn. Everything is subject to examination (Lester 10-11). .

## 1.2 Identifying Sources

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The following list is a progression of sources from the most to least reliable. Consider this when evaluating the usefulness of sources.

### ***Most Reliable Sources:***

- Scholarly Book
- Biography
- Scholarly Article
- Sponsored Web Sites
- Interview
- Experiment, Test, or Observation

### ***Reliable Sources:***

- Encyclopedia
- Popular Magazines
- Newspaper

### ***Least Reliable/Questionable Sources:***

- Listserv
- Individual Web Sites
- Usenet
- Internet Chat

**Scholarly Book:** Treats academic topics with in-depth discussions and careful documentation of the evidence.

**Biography:** A book devoted to the life of one person and that person's work.

**Scholarly Article:** Can appear in a magazine, newspaper, journal or on line. The content is more reliable as the authors write for academic honor, document all sources, and publish for university presses and academic organizations.

**Sponsored Websites:** One that is supported by an institution or professional organization.

**Interview:** The key element is the experience of the person as it applies to your thesis.

**Experiment, Test, or Observation:** Brings primary evidence as you explain your hypothesis, test results, and the implications of your findings.

\*\*\*\*\*  
**Encyclopedia:** Usually offers brief surveys not critical perspectives. Most instructors require that you go beyond the use of encyclopedias to cite from scholarly books and journal articles.

**Popular Magazines:** Seldom offers in depth information and does not face critical review by a panel of experts.

**Newspaper:** Does not reflect the type of careful research that you find in a journal article. They can provide insight into past attitudes or events.

\*\*\*\*\*

**Listserv:** Can be a way to seek out general subjects, rather than a search for specific material.

**Individual Websites:** Provides a publication medium for someone who may or may not possess knowledge. You should approach these sources with caution!

**Usenet:** Posts information on a site, and invites opinions from a variety of people, some are reliable and some are not reliable.

**Internet Chat:** Real-time internet conversations have no value for academic research and are not legitimate sources for your paper.

Source: (Lester 58-64)



## 1.3 Distinguishing Primary from Secondary Sources

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**Primary source:** A primary source is an original text document, interview, speech, or letter: it is the text itself.

*Ex: Literary works, documents, autobiographies, letters, interviews, speeches, surveys and tables of statistics.*

**Secondary sources:** Secondary sources are writings about the primary sources, about an author, or about someone's accomplishments.

*Ex: Comments or analysis of an original text or document, critical reviews, discussions of world events in newspapers, magazines or journals.*

### Primary

### Secondary

*The United States Manuscript Census*

Textbooks: history, science, math, etc.

*The Autobiography of Malcolm X*.....*The Lives of Noble Greeks and Romans*

*The Diary of Anne Frank*.....*The Rise and Fall of the Third Reich*

*The Merck Index*.....*Encyclopedia of American Authors*

Munsell Color Charts.....*Dictionary of American Biography*

Euclid's *Elements*

Newspapers and magazine article

Historical documents

Biographies

Letters

Literary criticism

Speeches

Eyewitness reports

Works of literature (fiction and nonfiction)

Surveys conducted by the writer

Experiments conducted by the writer

Interviews

Court decisions

Company records

Poems

Manuscripts

## 1.4 Evaluating Sources

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As you conduct your research, be aware of the kinds of sources you are using. Ideally, you should have a combination of primary and secondary sources. Remember, primary sources (such as diaries, letters, photographs, and interviews with people), contain firsthand information. They offer a direct personal view of the subject and are invaluable for their immediacy. Secondary sources (such as books, magazine articles, and encyclopedias) contain information that has been gathered and analyzed. They often present a more objective view than a primary source. Answer the following questions to frame an overview of the kinds of sources you have identified so far.

1. What primary sources do you plan to use?
2. What secondary sources do you plan to use?
3. What other types of primary or secondary sources would help round out your research?

All sources should be examined for bias, timeliness, and accuracy. For example, you could ask the following questions:

1. Is the author qualified to write about this topic? What makes you think so?
2. What is the author's purpose in writing? (For example, is the author writing to inform, to sell a product, or to entertain?) What leads you to this conclusion?
3. Opinions should be backed up with evidence. Does this author provide facts and statistics? Can they be checked for accuracy?
4. Has new information been discovered since this source was written? How might that affect the source's accuracy?
5. Would someone from another culture, religious group, or economic class view this subject differently than the author does? What are some other perspectives on this subject?
6. On the basis on the answers given above, how accurate would you say this source is?

## 1.5 Evaluating Online Sources

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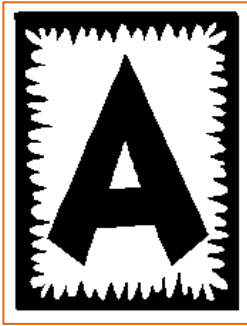
Most magazines and books have editors, researchers, and systems of verification that try to ensure people are accountable for the information they publish. The information found on the Internet has not been subject to that kind of careful review. Therefore, even more than with print sources, you are responsible for assessing the reliability of the information you find on a Web site. The following questions can help you to do so.

1. **Usefulness:** How useful does the site look to you? Why? (Take into account the amount of information, the organization of the site, the links provided, and the date at which the site has been last updated.)
2. **Sponsorship:** Who or what sponsors the site: an organization, an individual, a media group, or a business? (If the source of the site is unclear, note this.) What, if anything, do you know about the sponsor?
3. **Purpose:** What is the main aim of the site? To sell? To advocate? To inform? What brings you to this conclusion? How might this site's aim affect its reliability?
4. **Presentation and Support:** Is the text clearly written and free of grammatical errors? Are opinions backed with evidence? Are facts documented? If so, what sort of documentation is given?
5. How would you assess the overall credibility of this site? How would this affect the way you would use it?

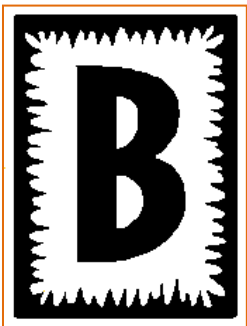
Source: (*Research Paper and Report Writing 9-12 12-13*)

## ABC Format

Evaluating sources, both in print and on the Internet, means considering whether a material is valuable *and* reliable before deciding to use it as a source for your research paper or project. Most of the work on evaluating sources deals with a simple ABC format.



- **Accuracy:** Who wrote the information, and is there a purpose for the production of this information? Is there a way you can contact the author or institution to supply further information on the topic?
  - **Authority:** Is there an author, or is there only a webmaster listed? Does the author of the information have credentials to write about this subject? If an institution is given as the author, is it an institution you can rely on for this topic?
- 



- **Balance:** Does the information present both opinions about a topic, or only one? Does the information provide details to help you make up your own mind about the topic?
  - **Bias:** What goal does the information seem to have? Are pinions strongly expressed by the author, and are they meant to sway your opinions on the topic?
- 



- **Currency:** When was this information produced/last updated? Does your topic require current information, or will historical information on your topic suit your purposes? Are there dead links on websites?
- **Coverage:** Does the information have the scope or depth you need? Is the information cited correctly so that you can follow the author's research? Do the links (if any) follow the same theme? If special software is required to view a website, how much is missed if you do not have that software?

**Therefore, if your source...**

- 1. has an author who is an expert in the field or comes from an institution which has a reputation for reliable information, and**
- 2. has accurate information and is objective in presenting it, and**
- 3. has current or up-to-date information (and links, if appropriate), and**
- 4. has the amount and type of information you need (not limited by fees, browser technology, or software requirements if it is an Internet site),**

**...then you have a source that may be of use in your research!**

Source: Babylon Junior-Senior High School Style Manual

## 1.6 Integrating Sources

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The evidence of others' information and opinions should support, not dominate, your own ideas. To synthesize your findings, you need to smoothly incorporate transitions between your ideas and words and those of your sources. Also, please give the reader a context for interpreting the borrowed material.

### *Introduction of Borrowed Material*

To mesh your own and your sources' words, you may need to make substitutions or additions to the quotation; signal your change with brackets as follows:

➤ **Words added**

“The tabloids [of England] are a journalistic case study in bad reporting,” claimed Lyman (52).

➤ **Verb form changed**

A bad reporter, Lyman implies, is one who “[fails] to separate opinions from facts” (52).

[The bracketed verb replaces *fail* in the original quotation.]

➤ **Capitalization changed**

“[T]o separate opinions from facts” is a goal of good reporting (Lyman 52).

[In the original quotation, *to* is not capitalized.]

➤ **Noun supplied for pronoun**

The reliability of a news organization “depends on [reporters’] trustworthiness,” says Lyman (52).

[The bracketed noun replaces *their* in the original quotation.]

## *Use of Signal Phrases*

A signal phrase tells the reader who the source is and what to expect in the quotation that follows. Signal phrases usually contain the source author's name or a pronoun and a verb that indicates the source author's attitude or approach to what he or she says.

Vary your signal phrases to suit your interpretation of borrowed material, and punctuate its use correctly.

➤ **Signal phrase preceding quotation**

Lyman insists that “a good reporter does not fail to separate opinions from facts” (52).

➤ **Signal phrase interrupts quotation**

“However,” Lyman insists, “a good reporter does not fail to separate opinions from facts” (52).

➤ **Signal phrase follows quotation**

“[A] good reporter does not fail to separate opinions from facts,” Lyman insists (52)!

## *Use of Ellipsis (Omission from Quotations)*

The ellipsis mark consists of three spaced periods ( . . . ). The ellipsis indicates an omission from a quotation. Use an ellipsis mark when it is not otherwise clear that you have left out material from the source, as when the sentence you form is different from the original.

➤ **Omission of the beginning of a sentence**

**Original quotation:**

As Wilson puts it, “At the heart of the environmentalist world view is the conviction that human physical and spiritual health depends on sustaining the planet in a relatively unaltered state”(56).

**Omission:**

- “. . . [H]uman physical and spiritual health depends on sustaining the planet in a relatively unaltered state”(56).

[The brackets indicate a change in capitalization from the original quotation.]

- According to Wilson, “human physical and spiritual health depends on sustaining the planet in a relatively unaltered state.”

[No ellipsis mark is needed because the small *h* indicates that the beginning of the sentence has been omitted.]

- Hami comments, “. . . Wilson argues eloquently for the environmentalist world view.”

[An ellipsis mark is needed because the quoted part of the sentence begins with a capital letter and it is not clear that the beginning of the original sentence has been omitted.]

➤ **Omission of the middle of a sentence**

**Original quotation:**

“Natural ecosystems—forests, coral reefs, marine blue waters—maintain the world exactly as we would wish it to be maintained (Wilson 27).”

**Omission:**

“Natural ecosystems . . . maintain the world exactly as we would wish it to be maintained (Wilson 27).”

➤ **Omission of the end of a sentence, with source citation**

**Original quotation:**

“Earth is our home in the full, genetic sense, where humanity and its ancestors existed for all the millions of years of their evolution” (Wilson 27).

**Omission:**

“Earth is our home . . .” (Wilson 27).

[The period follows the source citation.]



➤ **Omission of parts of two sentences or one or more whole sentences**

**Original quotation:**

As Wilson puts it “At the heart of the environmentalist world view is the conviction that human physical and spiritual health depends on sustaining the planet in a relatively unaltered state. Earth is our home in the full, genetic sense, where humanity and its ancestors existed for all the millions of years of their evolution”(56).

**Omission:**

“At the heart of the environmentalist world view is the conviction that human physical and spiritual health depends on sustaining the planet ... where humanity and its ancestors existed for all the millions of years of their evolution”(56).

## *Use of a Word or Phrase from a Quotation*

**Original quotation:**

“Earth is our home in the full, genetic sense, where humanity and its ancestors existed for all the millions of years of their evolution”(56).

**Omission:**

Wilson describes the earth as “our home”(56).

[No ellipsis mark needed because you have obviously omitted something.]

## 2.1 Setting a Schedule

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Creating a schedule will help you make sure you complete your research paper on time. An effective schedule includes a starting point, an ending point, and a number of checkpoints in between. The checkpoints consist of separate tasks that must be accomplished as scheduled if the whole project is to move smoothly to its conclusion...and ultimately the A+ you are sure to earn.

**\*Remember:** you may have to adjust your scheduled checkpoints if you complete some tasks more quickly than you anticipated. As you work on your research paper, continue to use your schedule to check your progress to ensure that you are meeting all your tasks by their respective due dates.

	Due Date	Date Done	Comments
<b>Prewriting</b>			
Choosing a topic			
Surveying library resources			
Developing research questions			
Formulating a controlling idea			
Making bibliography cards			
Evaluating sources			
Taking notes from sources			
Creating an outline			
Creating a thesis statement, an enthymeme, or a hypothesis			
<b>Drafting</b>			
Combining and deleting notes			
Writing a first draft			

<b>Citing Sources</b>			
Inserting documentation into the draft			
Creating a list of works cited			
<b>Revising</b>			
Revising the draft			
Revising the documentation			
<b>Editing and Presenting</b>			
Editing and proofreading the final draft			
Assembling the research paper			

Topic: \_\_\_\_\_

Required Length of Paper: \_\_\_\_\_

Required Number of Sources: \_\_\_\_\_

Source: *Research Paper and Report Writing 9-12*

## 2.2 Model Paper Outline

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### **What is an outline?**

- It is a summary of the main points about your topic and the ideas that support them.

### **Why create an outline?**

- Aids in the writing process
- Presents ideas in a logical form
- Shows relationships among ideas
- Constructs and ordered view

### **How do I create an outline?**

- Brainstorm: List all the ideas that you want to include
- Organize: Group related ideas
- Order: Arrange material in subsections from general to specific
- Label: Create main headings and subheadings

### **Four components of an outline:**

1. Parallelism: Each heading and subheading should preserve parallel structure. If the first heading is a noun, then the following heading should be a noun, etc.
2. Coordination: All the information contained in Heading 1 should have the same significance as the information contained in Heading 2. The same goes for subheadings.
3. Subordination: The information in the headings should be more general, while the information in the subheadings should be more specific.
4. Division: Each heading should be divided into two more parts.

## ***Working Outline***

**Working outline – each one of the subtopics allows for further divisions.**

**I. Introduction**

**II. Rural and urban life for Polish immigrants**

**A. Rural destinations**

**B. Urban destinations**

**III. Job opportunities and obstacles**

**A. Farming**

**B. Factory employment**

**C. Supplemental Income**

**IV. Loyalty to Polish culture**

**A. Language**

**B. Religion**

**V. Conclusion**

## Sample Outline

### The Paradox of Plagiarism

- I. Introduction
- II. Definition of plagiarism
- III. Literary imitations as accepted norm
  - A. Virgil's imitations
  - B. Chaucer's imitations
  - C. Shakespeare's imitations
- IV. The rise of the concept of plagiarism
  - A. History of printing technology
  - B. Literary imitation no longer acceptable because profit an issue
  - C. Plagiarism as a crime under copyright law and as a moral offense
- V. Cases of plagiarism
  - A. Plagiarists in literature
    1. Coleridge
      - a. Status as a famous writer
      - b. Plagiarism in most famous book *Biographia Literaria*
      - c. Plagiarism in poems
      - d. Coleridge as a typical "gifted writer" plagiarist
    2. English novel *Death in the Dark* plagiarizes American novel
    3. American novel *Wild Oats* plagiarizes English novel
  - B. Plagiarists in academia, journalism, and public life
    1. Professor ruins career with plagiarized graduation speech
    2. Journalists fired for plagiarism
    3. Politician forced from political race over plagiarized speech
  - C. Plagiarists in Hollywood
- VI. Psychologists' analysis of plagiarists
  - A. Conscious plagiarism
  - B. Unconscious plagiarism
- VII. Conclusion

Source: *Research Paper and Report Writing 9-12*.

## 2.3 Outline Template

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Points to remember about a working outline:

- ❖ 3-5 major categories to guide your research
- ❖ Write the categories as headings on your note cards/sources to keep you organized
- ❖ You may delete/add categories as you move forward with your research.

Points to remember about a final outline:

- Its purpose is to serve as a table of contents for your paper
- Use it to organize your notecards as you write the rough draft

### Working/Final Outline Template

#### I. Introduction

A. Background

B. Thesis Statement

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II. \_\_\_\_\_ (First subtopic)

A. \_\_\_\_\_ (First Point)

1. \_\_\_\_\_ (supporting evidence)

2. \_\_\_\_\_ (supporting evidence)

B. \_\_\_\_\_ (Second Point)

1. \_\_\_\_\_ (supporting evidence)

2. \_\_\_\_\_ (supporting evidence)

III. \_\_\_\_\_ (Second subtopic)

A. \_\_\_\_\_ (First Point)

1. \_\_\_\_\_ (supporting evidence)

2. \_\_\_\_\_ (supporting evidence)

B. \_\_\_\_\_ (Second Point)

1. \_\_\_\_\_ (supporting evidence)

2. \_\_\_\_\_ (supporting evidence)

IV. \_\_\_\_\_ (Third subtopic)

A. \_\_\_\_\_ (First Point)

1. \_\_\_\_\_ (supporting evidence)

2. \_\_\_\_\_ (supporting evidence)

B. \_\_\_\_\_ (Second Point)

1. \_\_\_\_\_ (supporting evidence)

2. \_\_\_\_\_ (supporting evidence)

V. \_\_\_\_\_ (Fourth subtopic)

A. \_\_\_\_\_ (First Point)

1. \_\_\_\_\_ (supporting evidence)

2. \_\_\_\_\_ (supporting evidence)

B. \_\_\_\_\_ (Second Point)

1. \_\_\_\_\_ (supporting evidence)

2. \_\_\_\_\_ (supporting evidence)

VI. \_\_\_\_\_ (Conclusion)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## 2.4 NOTETAKING

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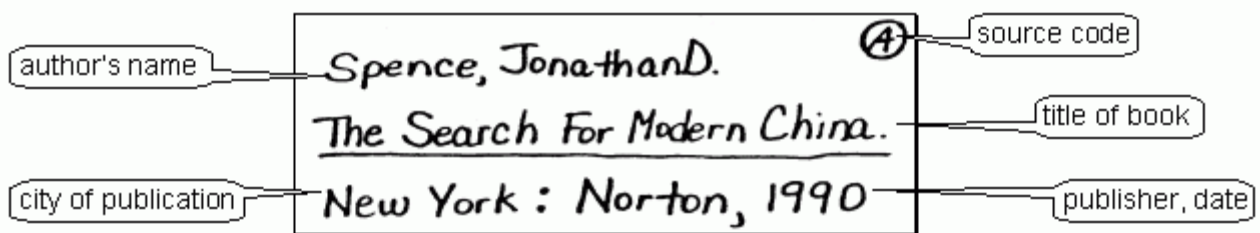
### *Part I: Basic Notecard Structure*

You will need to purchase a package of index cards. You will be writing two different types of notecards: bibliography cards and note cards.

#### **Bibliography Cards:**

For every source used in your paper, remember to write a bibliography card. Bibliography cards should contain *all* the important information you will need to write your works cited page or a bibliography should you need to include one. Each card should also receive a number or a letter, called a *source code*. Put the source code in the upper right hand corner of your bibliography card. You will use the source code again on your note cards. After, put the card away so that you do not lose it – if you do not have the information from the card you will be unable to use any of the information you have gathered from the source as you will be unable to properly cite it.

Sample bibliography card for a book:



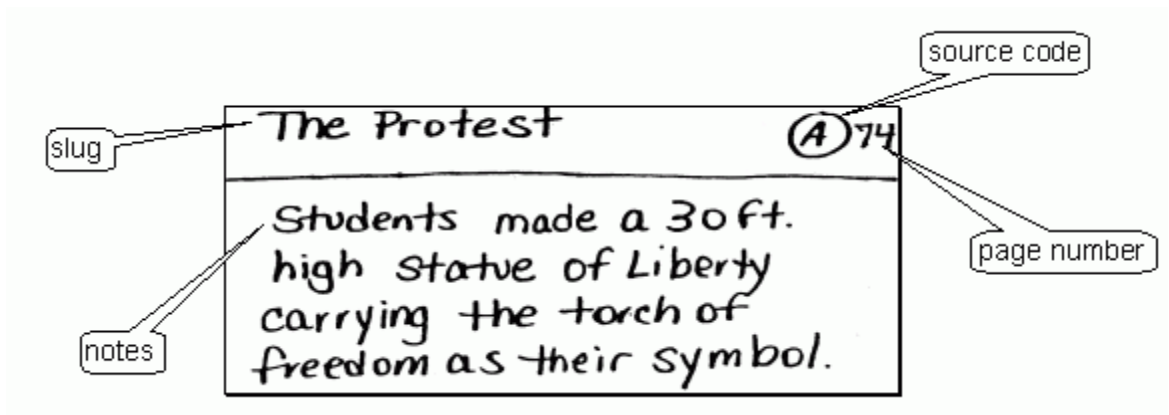
Remember to record:

- author's last name
- title of the article
- title of magazine or newspaper
- title of book
- volume of magazine
- date of publication
- page numbers of article (include section for newspapers)
- for books, include city of publication and publisher

#### **Note Cards:**

- a. Write the source code in the top right corner.
- b. Write the subtopic that the notes deal with at the top of the notecard. This subtopic should come from your preliminary outline. These subtopics can be general. As you do more research, the subtopics of your paper may expand or change. The subtopic is called the *slug*.

- c. Write your notes underneath the slug.
- When you are taking notes, use your own words as much as possible
  - Do little copying, and try to paraphrase.
  - Take down important information, statistics, and quotes related to your topic.
  - Use abbreviations and write neatly.
  - Make sure to put quotation marks around direct quotes.
- a. Put the page number at the top of each notecard. You need this for your footnotes/endnotes.
- b. Sample note card:



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## Part II: Taking Notes on a Notecard

### Original Source Passage

Its repetitive words, phrases, and patterns give to the flowing rhythms a wonderfully resonant and noble beauty. The poetic expression of the impact of the scenic landscape upon the innermost recesses of the poet's mind was as spontaneous as it was powerful. The poem took shape while his feelings were overflowing with excess of joy and while his faith in the power of Nature to dispel "fear or pain or grief" was still at high tide. In after years he qualified and subdued his pronouncements in "Tintern Abbey." But he never lost delight in the simple converse of Nature or his faith that all created things can bring pleasure to the sensitive person impelled by love or praise.

Russell Noyes, *William Wordsworth*. New York: Twayne Publishers, Inc., p. 68.

## Direct Quotation

"Tintern Abbey"

C 68

"Its repetitive words, phrases, and patterns give to the flowing rhythms a wonderfully resonant and noble beauty. The poetic expression of the impact of the scenic landscape upon the innermost recesses of the poet's mind was as spontaneous as it was powerful."

## Paraphrase

"Tintern Abbey"

C 68

"Tintern Abbey" reflects the powerful emotions of near ecstasy Wordsworth felt at the time. The poem's content and form are an outgrowth of the effect of the natural landscape on the poet and his belief that nature could shield humankind from the sadness and pain of life. As he grew older he was less enthusiastic about the ability of Nature to soothe the troubled spirit.

## Summary

"Tintern Abbey"

C 68

the rhythm and phrasing of "Tintern Abbey" reflects the strong feeling developed in Wordsworth as he reacted to Nature's landscapes later his belief in the power of nature was less fervent, although he always loved the simple joys it brought

## 2.5 Note Cards

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### Note-Taking

You can write your notes on note-cards, on the computer or on a pad. As long as you keep consistent and make sure each note has the information and basic structure shown below, it's fine.

*Note Format:*

**Source number**

**Slug - The subtopic is called the *slug*. Write your notes underneath the slug.**

**Context**

**Quote:** [Note: as a rule, you should not use ellipsis (...) as a way of shortening quotes. It's better to have everything and then excerpt the parts you need when you write. That way you don't have to go back and find the quote again.]

**Pg#**

**Comment:** possible comment types include: why you picked the note, why you fit it under the slug you chose for it, how it fit into in your paper, the "light-bulb" that went off in your head when you read it, +/-or (if it's a secondary source note) why you agree or disagree with it. You do not need comment on every note, but do comment on at least 2/3 of your notes.

*Note Template:*

If you decide to use the computer for your notes, you can use this template for your note taking. Hint: to make a new note, just bring the cursor to the end of the note you are currently in and hit tab. A new note box will magically appear and you can paste the template right into it.

Source #:

Slug: The subtopic is called the **slug**. Write your notes underneath the **slug**

Context:

Quote:

Pg. #:

Comment:

*Sample Note:* for a hypothetical paper about Nick as a narrator and character

Source #: 1

Slug: Self awareness/self-deception

Context: After Nick describes Jordan's dishonesty and claims he doesn't care about it much, he goes on to contrast himself with her by saying...

Quote: "Everyone suspects himself of one of the cardinal virtues and this one is mine: I am one of the only honest people I have ever known."

Pg. 63

Comment: Before this scene we saw Nick engage in one of the "obvious suppressions" he hates in other people's stories, so he actually is *dishonest* at least once in a while. But I think he's so invested in seeing himself as honest that he might not even be aware of his lying, so it seems like he's deceiving himself as much as he deceives us. Makes me wonder how much to trust Nick as a narrator.

## 2.6 Plagiarism

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Plagiarism is a serious academic offense – consequently, the penalties for it are severe. It is *your* responsibility to be aware of what constitutes plagiarism and how to avoid it. Please view this interactive [tutorial](#) on plagiarism if you have *any* questions about what plagiarism is and what plagiarism is not.

In classes, you are continually engaged with other people’s ideas: you read them in texts, hear them in lecture, discuss them in class, and incorporate them into your own writing. As a result, it is important to give credit where it is due.

Definition: Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information.

### *Avoiding Plagiarism*

To avoid plagiarism, you must give credit or acknowledgement whenever you use:

- Another person’s idea, opinion, or theory;
- Any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
- Quotations of another person’s actual spoken or written words; or
- Paraphrase of another person’s spoken or written words.

### *Checklist:*

- ✓ Put in quotations any phrase of four words or more that comes directly from the text and cite where it came from. Citing the source of your quotation or paraphrased passage protects you from plagiarism.
- ✓ Paraphrase, but be sure to use your own words and style. Do not simply rearrange or replace a few words.
- ✓ Check your paraphrasing against the original text. If it is still similar, paraphrase your own paraphrasing. Just remember to retain the original meaning of the source.

## *Intentional Plagiarism*

When you directly copy another person's ideas, words or opinions into your own paper, you have committed intentional plagiarism. You are attempting to pass off another person's work as your own. Cutting and pasting information from an internet website is a typical example of intentional plagiarism.

## *Unintentional Plagiarism*

More often, plagiarism results from a lack of understanding, especially with regard to paraphrasing another person's work. The following examples demonstrate how paraphrasing can constitute unintentional plagiarism and how to avoid it.

### *Original Passage*

In the early twentieth century, most Latin American nations were characterized by two classes separated by a great gulf. At the top were a small group of Europeans-descended white people, the *patrones* (landlords and patrons), who, along with foreign investors, owned the ranches, mines and plantations of each nation. Like the established families of most societies elsewhere in the world, the *patrones* monopolized wealth, social prestige, education, and cultural attainments of their nations. Many of them aspired to the ideal of nobility, with high standards of personal morality and a parental concern for those who worked for them. Some *patrones* lived up to these ideals, but most, consciously or unconsciously, exploited their workers (Goff, Moss, and Terry 62).

### *Plagiarized Paraphrase*

In the early twentieth century most Latin American nations were characterized by two classes separated by a large chasm. At the top were a small group of white people, called *patrones*. Along with foreign investors, the *patrones* owned the ranches, mines and plantations of their countries. Like aristocrats all over the world, the *patrones* controlled the wealth, social status, education, and cultural achievements of their countries. Many of them had high standards of morality and were concerned for their workers, but most, consciously or unconsciously, abused their workers.

This attempt to paraphrase constitutes plagiarism. **The writer has simply replaced one word with a synonym.** Example: great gulf became large chasm, monopolized became controlled, prestige became status, exploited became abused. Furthermore, the writer of the paraphrased passage has deleted a few phrases and restructured other sentences. Still, the second passage is essentially the same as the first.

- ❖ **In a genuine paraphrase, the writer reads and interprets the meaning of the passage using their own words. Consider the following paraphrase of the original passage:**

The society of Latin America at the beginning of this century was sharply divided into two groups: the majority of the population, comprised of workers, and a wealthy minority, known as patrones, who were descended from white Europeans. Although they were a small portion of the population, the patrones retained control over the bulk of the nation's resources and enjoyed elite status. While the patrones professed concern for their workers, they tended to exploit the workers to retain their economic and social dominance (Goff, Moss, and Terry 62).

#### Works Cited

Goff, Richard, Walter Moss, Janice Terry, and Jiu-Hwa Upshur. *The Twentieth Century: A Brief Global History*, 4<sup>th</sup> ed. New York: McGraw-Hill, 1994. Print.

“Plagiarism: What It is and How to Recognize and Avoid It.” Indiana University. Wells Library Information Commons, 2011. Web. 3 July 2013.

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. Boston: Bedford/St. Martin's Press, 1998. Print.



## 3.1 MLA Research Paper Format

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### *Header, Heading, and Title*

A research paper does not need a title page; however, an instructor may require one. If so, follow that instructor's directions. To set-up your paper, open a Word document. Begin by clicking on View. Select header/footer, but use only the header. In the header window, type your last name, capitalized correctly; hit the space bar once; insert the page number, using the "insert page number" function; and right justify. (Use the buttons to move header to the far right.) Close the header function. For the **heading**, beginning one inch from the top of the first page on the left margin, type your name, your instructor's name, the course title, and the date in European/Military format (3 July 2014) on separate

### *Margins*

Except for page numbers, leave margins of one inch at the top and bottom and on both sides of the text. You may have to reset the left and right margins to 1.0 inches if they are preset to 1.25 inches. Page Layout and set all margins to 1 inch.

In order to have a true 1 inch bottom margin:

- Go to Paragraph
- Click on the Line and Page Breaks tab
- Uncheck the Window/Orphan control
- Click OK

Indent the first word of a paragraph one-half inch from the left margin (preset on most computers). Indent set-off quotations (quotations longer than four typed lines) one inch from the left margin, but do not change the right margin. Do not use quotation marks at the beginning and end of the indented quotation. The indenting takes the place of the quotations marks. However, if dialogue is included within the indented quotation, you will need to reproduce any quotation marks in that passage. The citation for a long quotation appears after the punctuation at the end of the quotation; it is not followed by a period.

### *Spacing*

The entire research paper must be double-spaced. Do not justify the lines of text at the right margin; turn off the words processor's automatic hyphenation feature.

Go to Paragraph; set spacing to Double Space.

- **IMPORTANT:** Set Before and After Spacing to 0.

Space one space only after end punctuation, e.g., period, questions mark, or exclamation point, unless your instructor prefers the traditional two spaces after end punctuation.

## *Page Numbers*

All pages will be numbered consecutively in the paper in a header that is right justified as specified above. This includes the Works Cited page which should be part of the same document/file to insure consecutive pagination. However, the outline is a separate document which is paginated with lower case Roman numerals – bottom center. Do not use the abbreviations “p.” or “pp.” or “pgs.” Before the page number or add any punctuation mark.

Source: Phoenix High School Research Paper Guidelines 2012-2013

## 4.1 Works Cited

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Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 5<sup>th</sup> ed. New York: The Modern Language Association of America, 1999. Print.

Goff, Richard, Walter Moss, Janice Terry, and Jiu-Hwa Upshur. *The Twentieth Century: A Brief Global History*, 4<sup>th</sup> ed. New York: McGraw-Hill, 1994. Print.

Goldenberg, Phyllis. *A Students Guide to Writing a Research Paper*. New York: Sadlier-Oxford, 1997. Print.

Lester, James D., James D. Lester Jr. *The Essential Guide: Research Writing Across the Disciplines* 5<sup>th</sup> ed. Pearson, 2011. Print.

“Plagiarism: What It is and How to Recognize and Avoid It.” Indiana University. Wells Library Information Commons, 2011. Web. 3 July 2013.

*Research Paper and Report Writing 9-12*. New York: Glencoe/McGraw Hill. Print.

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. Boston: Bedford/St. Martin’s Press, 1998. Print.“

“Style.” *Modern Language Association*. Modern Language Association. 21 July 2014. Web. 21 July 2014.

## 5.1 The Modern Language Association

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The Modern Language Association (MLA) of America, founded in 1883, provides opportunities to its members in both the United States and other countries to share their scholarly findings and teaching experiences with colleagues and to discuss trends in the academy. MLA members host an annual convention and other meetings, work with related organizations, and sustain one of the finest publishing programs in the humanities. For over 100 years, the 30,000 members have worked to strengthen the study of teaching of language and literature.

This was originally a publication of the Perkins Local Schools modified by Middleborough Local Schools

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Special thanks to Hazel Nivaud for taking the draft of this style guide and making it student and user friendly. Middleborough high school students, and the community at large, will benefit from her expertise for years to come.

## Glossary

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<b>Abridgment</b>	a shortened version of the author's original work.
<b>Acknowledge</b>	to give credit to another person's words, ideas, or opinions in the form of a note and/or bibliographic citation.
<b>Almanac</b>	annual publication containing information and statistics on major current and historical events.
<b>Annotated bibliography</b>	a bibliography with critical and/or explanatory notes about each source.
<b>Analysis</b>	a breaking up of a whole into its parts to examine them (often in a critical manner).
<b>Appendix</b>	a section containing material not included in the body but which is relevant to the topic (always titled with a letter as in Appendix A).
<b>Atlas</b>	a collection of maps; some atlases also give historical changes and land--related statistics.
<b>Authority</b>	a generally accepted source of expert information.
<b>Bibliography</b>	a list of books, articles and other print material used in a work or compiled about a topic.
<b>Body (of a paper)</b>	refers to the paragraphs after the introduction and before the conclusion; contains the main points, ideas and arguments of the author.
<b>Boolean</b>	a type of formula used in computer searching often using the operations AND, BUT, OR.
<b>Brackets</b>	the punctuation marks [ ] used only within a quoted passage to enclose additions (which explain a work or give information to the reader) in your words; NOT the same as parenthesis.
<b>C or ©</b>	copyright; date of publication usually follows.
<b>C. or CA.</b>	circa; a Latin term meaning, "about;" used with approximate dates.
<b>Call number</b>	the classification number located in the book's record on the online catalogue screen and the book's lower spine.
<b>CD Rom</b>	Compact Disc Read Only Memory – a disc containing digital and/or graphic data read by a laser beam.
<b>Cite, citing, citation</b>	to quote as an authority or example; or to mention as support, illustration or proof.
<b>Comp.</b>	compiled by or compiler; a person who puts together a work composed of other individual works.
<b>Cross reference</b>	words or symbols that refer the reader to other places where additional information may be found.
<b>Descriptors</b>	key words used in indexes; see <b>key words</b> .
<b>Dewey Decimal Classification System</b>	A method of cataloging books and other instructional materials into ten subject--related groups; used in most school libraries.

<b>Document</b>	to acknowledge the source of an idea or fact with a parenthetical reference, endnote, footnote.
<b>Ed. Or Eds.</b>	edited by or editor(s); people who prepare something for publication by selecting, revising, etc.
<b>Edition</b>	the total number of copies of a work printed from a single set of type. Each edition is printed at a different time and is given a distinct edition number. <b>e.g.</b> – for example, from the Latin <i>exempli gratia</i> ; used to indicate that an example follows.
<b>Ellipsis</b>	three periods with a space before, after and between them ( . . . ) that indicate an omission in quoted material.
<b>Endnotes</b>	documentation located at the end of the paper.
<b>Et. Al.</b>	and others, from the Latin <i>et alii</i> ; always abbreviate.
<b>Etc.</b>	and so forth, from the Latin <i>et cetera</i> ; use sparingly.
<b>F. or Ff.</b>	following page(s).
<b>Footnote</b>	used to describe citation placed at the bottom of the page. Use either parenthetical references, endnotes or footnotes as prescribed by the teacher.
<b>Glossary</b>	a dictionary section, usually at the end of a book, in which technical or difficult words are explained.
<b>GPO</b>	Government Printing Office, Washington, D.C.
<b>I.E.</b>	that is, from the Latin <i>id est</i> .
<b>In-Text Documentation</b>	see parenthetical reference.
<b>Key Words</b>	terms related to your topic usually naming important places, people and subjects which are used to search indexes and databases.
<b>Library of Congress Classification System</b>	a method of cataloging books and instructional materials into twenty-one main classes by a system of letters and numbers; used primarily in college and other large libraries.
<b>Microform</b>	photographic reductions of pages of printed matter; on film cards called microfiche or on rolls called microfilm.
<b>N.D.</b>	no date of publication given.
<b>N.P.</b>	no place of publication given (before the colon); no publisher given (after the colon).
<b>N. Pag.</b>	no page given in source.
<b>Online Data Base</b>	computer access through telecommunications to holdings of academic and public libraries, specialized indexes and information services.
<b>P. or Pp.</b>	page, pages; <b>not pg.</b>
<b>PAC (Public Access Catalog)</b>	an electronic index to all library media materials held by a library or a network of libraries.
<b>Paraphrase</b>	to put another's idea, opinion or argument into your own words.

<b>Parenthesis</b>	the punctuation marks ( ) used to enclose your own explanatory materials in a phrase or sentence of your own; use sparingly.
<b>Parenthetical citations</b>	documentation located within the text of a research paper; currently the favored method for most research papers.
<b>Periodicals</b>	publications such as magazines, journals or newspapers published at regular intervals.
<b>Plagiarism</b>	the stealing of another's style, idea or phrasing; to avoid plagiarism, everything not documented must consist of your own ideas and word choices.
<b>Pseudonym</b>	fictitious name used by an author.
<b>Primary source</b>	the work, manuscript, journal or government document as originally written.
<b>Prod.</b>	produced by, producer.
<b>Qtd.</b>	quoted in, quoted from.
<b>Quotation</b>	repeated or copied words of another, real or fictional.
<b>Rubric</b>	a checklist of requirements used for assessment of written work.
<b>Rpt.</b>	reprint, reprinted by.
<b>Secondary source</b>	a critical or historical work that critiques or explains a primary source or is an outgrowth of the primary work.
<b>Summary</b>	a concise restatement of information briefer than the original.
<b>Thesis</b>	the statement that declares the opinion or idea the writer wishes to support.
<b>Tr., Trans.</b>	translator, translation, or translated by
<b>Ver.</b>	version.
<b>Work</b>	any resource used in research, including print, electronics, interviews, and multimedia.
<b>Working bibliography</b>	a list of sources containing the needed information about materials available on a topic; used to see scope of sources and to help narrow the thesis.
<b>Works cited</b>	information sources that are actually cited in the body of the paper.
<b>Works consulted</b>	all materials used in a work or compiled about a topic.
<b>Works in progress</b>	works continued with volumes published at intervals; usually have cumulative indexes.

## **Appendix A**



**Sample Paper** – Source: Diana Hacker (Boston: Bedford/St. Martin’s,  
2004)

Cell Phones in the Hands of Drivers:  
A Risk or a Benefit?

Title is centered  
about one-third  
down the page.

Paul Levi

Writer’s name is  
centered around  
the middle of the  
page.

English 101  
Professor Baldwin  
2 April XXXX

Course name,  
professor’s name,  
and date are  
centered near the  
bottom of the page.

Marginal annotations indicate **MLA-style formatting** and **effective writing**.  
Source: Diana Hacker (Boston: Bedford/St. Martin’s, 2006).

This paper has been updated to follow the style guidelines in the *MLA Handbook for Writers of Research Papers*, 7th ed. (2009).

## Outline

- THESIS: Unless the risks of cell phones are shown to outweigh the benefits, we should not restrict their use in moving vehicles; instead, we should educate the public about the dangers of driving while phoning and prosecute irresponsible phone users under laws on negligent and reckless driving.
- I. Scientific studies haven't proved a link between use of cell phones and traffic accidents.
    - A. A study by Redelmeier and Tibshirani was not conclusive, as the researchers themselves have admitted.
    - B. Most states do not keep records on accidents caused by driver distractions.
    - C. In a survey of research on cell phones and driving, Cain and Burris report that results so far have been inconclusive.
  - II. The risks of using cell phones while driving should be weighed against the benefits.
    - A. At the Harvard Center for Risk Analysis, researchers found that the risks of driving while phoning were small compared with other driving risks.
    - B. There are safety, business, and personal benefits to using cell phones on the road.
  - III. We need to educate drivers on using cell phones responsibly and enforce laws on negligent and reckless driving.

Outline pages are numbered with small roman numerals.

Outline begins with thesis and uses standard format.

Outline is written in complete sentences.

Writer's name and page number are typed Y2" from top of each page.

Levi ii

- A. Educating drivers can work.
- B. **It** is possible to enforce laws against negligent and reckless driving; in states that do not do an adequate job of enforcement, the public can lobby for improvement.

Cell Phones in the Hands of Drivers:  
A Risk or a Benefit?

As of 2000, there were about ninety million cell phone users in the United States, with 85% of them using their phones while on the road (Sundeen 1). Because of evidence that cell phones impair drivers by distracting them, some states have considered laws restricting their use in moving vehicles. Proponents of legislation correctly point out that using phones while driving can be dangerous. The extent of the danger, however, is a matter of debate, and the benefits may outweigh the risks. Unless the risks of cell phones are shown to outweigh the benefits, we should not restrict their use in moving vehicles; instead, we should educate the public about the dangers of driving while phoning and prosecute irresponsible phone users under laws on negligent and reckless driving.

Assessing the risks

We have all heard horror stories about distracted drivers chatting on their cell phones. For example, in a letter to the editor, Anthony Ambrose describes being passed by another driver “who was holding a Styrofoam cup and a cigarette in one hand, and a cellular telephone in the other, and who had what appeared to be a newspaper balanced on the steering wheel—all at approximately 70 miles per hour” (128). Another driver, Peter Cohen, says that after he was rear-ended, the guilty party emerged from his vehicle still talking on the phone (127). Admittedly, some drivers do use their cell phones irresponsibly.

Text of the paper begins on page 1.

Title is repeated and centered.

Statistic is cited with author's name and page number in parentheses.

Thesis asserts Paul Levi's main point.

Headings help readers follow the organization.

For a quotation, the author is named in a signal phrase; the page number is in parentheses.

A summary is introduced with a signal phrase naming the author; a page number is given in parentheses.

The dangers are real, but how extensive are they? To date there have been few scientific reports on the relation between cell phone use and traffic accidents. In 1997, Donald Redelmeier and Robert Tibshirani studied 699 drivers who owned mobile phones and had been in accidents. The drivers, who volunteered for the study, gave the researchers detailed billing records of their phone calls. With these data, the researchers found that “the risk of a collision when using a cellular telephone was four times higher than the risk when a cellular telephone was not being used” (433). Although this conclusion sounds dramatic, Redelmeier and Tibshirani caution against reading too much into it:

Our study indicates an association but not necessarily a causal relation between the use of cellular telephones while driving and a subsequent motor vehicle collision. . . . In addition, our study did not include serious injuries. . . . Finally, the data do not indicate that the drivers were at fault in the collisions; it may be that cellular telephones merely decrease a driver’s ability to avoid a collision caused by someone else.  
(457)

Pointing out that cell phones have benefits as well as risks, the authors do not recommend restrictions on their use while driving.

Unfortunately, most states do not keep adequate records on the number of times phones are a factor in accidents. As of December 2000, only ten states were trying to keep such records (Sundeen 2). In addition, currently there is little scientific evidence comparing the use of cell phones with other driver

Long quotation is introduced by a sentence naming the authors.

Long quotation is indented; no quotation marks are needed.

Ellipsis dots show that words have been omitted.

distractions: fiddling with the radio, smoking, eating, putting on makeup, shaving, and so on.

Alasdair Cain and Mark Burris of the Center for Urban Transportation Research surveyed research on the cell phone issue as of 1999 and concluded that there is “no nationally-accredited document to prove the connection between mobile phone use and traffic accidents.” Because research results have been so inconclusive, it makes sense to wait before passing laws that might well be unnecessary.

#### Weighing risks and benefits

In 2000, researchers at the Harvard Center for Risk Analysis found that the risks of driving while phoning were small compared with other driving risks. Whereas the cell phone user’s chances of dying are about 6 in a million per year, someone not wearing a seat belt has a risk of 49.3 per million, and someone driving a small car has a risk of 14.5 per million (3). Because of this comparatively small risk, regulation of phones may not be worth the cost of the legislation as well as the additional burden such legislation would put on law enforcement officers.

In addition to the risks, there are benefits to using phones on the road. Matt Sundeen reports that drivers with cell phones place an estimated 98,000 emergency calls each day and that the phones “often reduce emergency response times and actually save lives” (1). The phones have business benefits too. According to transportation engineer Richard Retting, “Commuter time is no longer just for driving. As the comforts of home and the efficiency

A corporate author is named in a signal phrase; page number for statistics is given in parentheses.

Clear topic sentences are used throughout.

An indirect source—words quoted in another source—is cited with the term “qtd. in.”

of the office creep into the automobile, it is becoming increasingly attractive as a work space” (qtd. in Kilgannon A23). Car phones also have personal benefits. A mother coming home late from work can check in with her children, a partygoer lost in a strange neighborhood can call for directions, or a teenager whose car breaks down can phone home.

Transitional paragraph serves as a bridge to the next section.

Unless or until there is clear evidence of a direct link between cell phone use and traffic accidents, the government should not regulate use of cell phones while driving. A better approach is to educate the public to the dangers of driving while distracted and to enforce laws on negligent and reckless driving.

#### Educating drivers and enforcing laws

No citation is needed for common knowledge.

Educational efforts can work. In the last twenty years, government and private groups have managed to change the driving habits of Americans. Seat belts are now regularly worn, people commonly appoint designated drivers when a group is drinking, small children are almost always put in safety seats, and most drivers turn on their headlights in rainy weather.

Government source is listed under “United States” in the works cited list and in the parentheses.

Enforcing laws against negligent and reckless driving can also work. Even groups concerned with safety support this view. For instance, the National Highway Traffic Safety Administration advises states to enforce their reckless and negligent driving laws and, where necessary, to strengthen those laws; it does not call for restrictions on use of the phones (United States, Dept. of Transportation). The California Highway Patrol opposes restricting use of phones while driving, claiming that distracted drivers can



already be prosecuted (Jacobs). It is possible, of course, that some states do not enforce their laws to the extent necessary. In such instances, citizens should put pressure on highway patrols to step up enforcement, for without fear of prosecution many drivers will not change their behavior.

The use of cell phones while driving is probably here to stay—despite the risks—unless future studies prove that the risks clearly outweigh the benefits. However, public safety concerns are real. To address those concerns, we should mount a major educational campaign to educate drivers about the dangers of driving while distracted and insist that laws on negligent and reckless driving be enforced as vigorously as possible.

For a summary, the author's name is in parentheses; no page number is available.

The paper ends with Levi's stand on the controversy.

Works Cited

- Ambrose, Anthony. Letter. *New England Journal of Medicine* 337.2 (1997): 128. Print.
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Heading is centered.

List is alphabetized by authors' last names (or by title, if a work has no author).

First line of each entry is at left margin; next lines are indented 1/2".

Double-spacing is used throughout.

United States of Transportation. Natl. Highway Traffic Safety Administration. "An Investigation of the Safety Implications of Wireless Communications in Vehicles." *NHTSA*. Natl. Highway Traffic Safety Administration, Nov. 1997. Web. 12 Mar. 2001.