

RESEARCH GUIDE

-----for students in grades 6-12

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Found in this document are some of the most frequently used sources and their forms for Bibliography or Works Cited pages. For questions not answered here, consult *Writers INC: A Student Handbook for Writing and Learning* (199-240) or *Write Source 2000*.

Copies of these reference books are found in Bethany's Media Center and in the English and Language Arts classrooms.

You can also Google "MLA style," or check MLA Citation Style at this on-line writing center:

http://owl.english.purdue.edu/handouts/research/r_mla.html

The following sources were consulted in the preparation of this writing guide:

Lester, James D. *Writing Research Papers: A Complete Guide*. 6th Edition. Austin Peay State University: Harper Collins Publishers, 1990.

Sebranek, Patrick, Verne Meyer, and Dave Kemper. *Writers INC: A Student Handbook for WRITING and LEARNING*. Wilmington, Massachusetts: Great Source Education Group, 1996 and 2001.

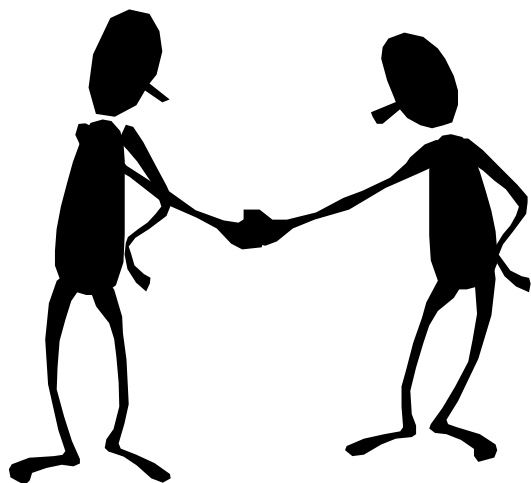
Sebranek, Patrick, Verne Meyer, and Dave Kemper. *Write Source 2000: A Guide to WRITING, THINKING, and LEARNING*. Wilmington, Massachusetts: Great Source Education Group, 1996.

Writing Guide for students in grades 9 - 12, Eastern Mennonite High School, 801 Parkwood Drive, Harrisonburg, Virginia 22801: EMHS Publications, 1996.

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Just what you need!

This research guide is a reference to help you understand the standards and expectations Bethany teachers have for how to work at and produce a research paper. The research guide is not intended to answer all questions you may have. *Teachers will almost always provide more specific assignments. Follow those carefully.*



Welcome
to
research!

TOPIC SELECTION

- Brainstorm topics of interest
 - Consider possibilities you don't know much about; research is not just finding quotations to support what you already know.
 - Think of local, school, national, and international issues.
- Narrow ideas to one topic
 - Consider the resources available to you.
 - Browse possible sources to help in your selection.
 - Consider again personal interest and availability of sources.
- Discuss topic with peers, your parents, and your teacher for feedback.

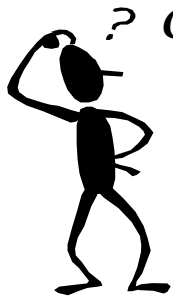
ROUGH THESIS

- Conduct preliminary research to develop your thesis.
- Use the following basic formula:

topic + angle = thesis

- **Topic** is who or what you are researching.
- **Angle** is your perspective or opinion on the topic.
- **Example:** foreign cars (topic) + have fewer mechanical problems and last longer than American cars (angle) = rough thesis

- Hints for wording ideas well:
 - Avoid generalities such as calling something “good” or “bad.” Don’t say, *Getting enough sleep every night is a good thing to do.*
 - Avoid cliches. Don’t say, *Practice peace to make the world a better place.*
 - Think about structure and grammar. Use an active verb or an introductory clause. For example, *Because diagnosis of Dissociative Fugue rarely occurs while the victim is ill, the treatment of the disorder has not advanced beyond remedial care.*
- Bear in mind that your thesis will continue to develop as the research progresses.



? GUIDING QUESTIONS

- Develop six to eight key questions you hope to answer in your paper.

These questions will form your initial outline:

- What is air pollution?
 - What are its causes?
 - How widespread is it?
 - What are the short-term consequences of air pollution?
 - What are the long-term consequences of air pollution?
 - What can individuals do about air pollution?
 - What can governmental institutions do about air pollution?
- Each note helps to answer one of these questions.

The answer to one question may become your thesis.

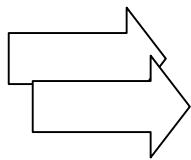
SEARCHING FOR INFORMATION

- You begin gathering information from your own personal ideas, experiences, and knowledge.
- You then gather information from other people.
 - Listen to, talk with, and observe other people.
 - Listen to and observe what others have recorded on tapes, films, CD's and other media.
 - Read what others have written in books, periodicals and other written sources, in either paper or electronic format.
- Finding information sources
 - **Begin** with indexes, bibliographies, reference books, card catalogs, and data bases.
 - **Narrow** by skimming articles and books, browsing print and electronic sources, and deciding which sources and citations to pursue.

Inspire, Indiana Libraries On-Line web site
is one example of a virtual library on the Internet which would have reliable information in a searchable format.

<http://www.inspire.net>

Its databases include such sources as **MEDLINE**, **Health Source Plus**, **Academic Search FullTEXT Elite**, and **Newspaper Source**.



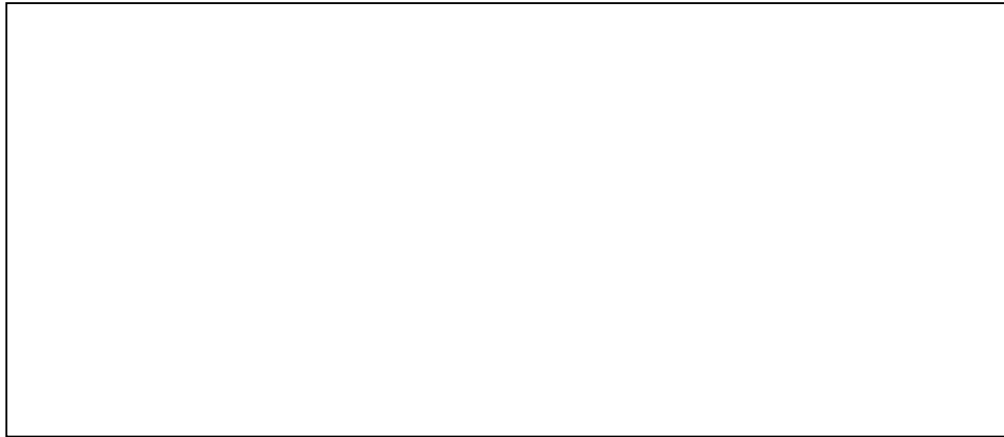
At a web site like **Britannica.com**, find the complete, updated encyclopedia as well as related magazine articles, books and current-events coverage. Also provided there is a guide to the Web's best sites and many links.

- Evaluating information sources for reliability
Questions to ask about the sources are:
 - What are the credentials of the person providing the information?
 - Is the source reliable? Which publisher has printed the material?
University presses are usually more reliable than popular and glamour magazines.
 - Does the author/speaker cite other authoritative sources?
 - When was the material published? Be aware of the implications of the date.

TAKING NOTES

- When you use a source to help you understand a topic, you will take notes as you read and you will add the source to your bibliography (a list of sources you've consulted).
- Researchers use two types of cards for this task: source cards and note cards.

Source cards are used to note the author's name, title of the book or magazine, and other bibliographical information. For a more complete listing of bibliographical forms, see p. 9.



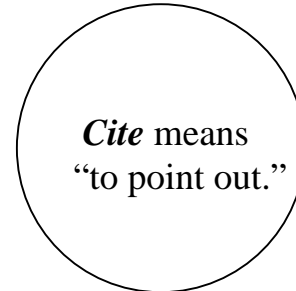
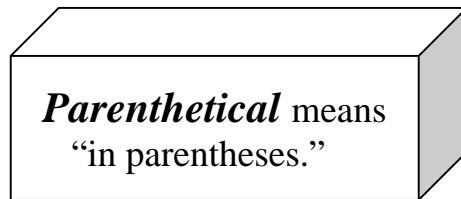
Note cards are used for jotting down information you find significant in your research. Write the author's last name and page number in the upper lefthand corner of the note card. Use quotation marks around direct quotes; doing so will help you know later whether to put it in your paper as a paraphrase or direct quotation. (If the author's name is unlisted, use a key word from the title of the book or article.)



***Note:** *Do NOT mix ideas or sources on a note card.*

TAKING NOTES, continued

- As you write your paper, each time you refer to information from a borrowed source, include the **last name of the author and the page number** where you found the material. (The rest of the bibliographical information will be included in your “Bibliography” or “Works Cited.”)
- Always follow sentences using borrowed material with a parenthetical citation. When possible, include the author’s name in the sentence leading into the borrowed material.



For example:

As writer Amy Cohn has pointed out, the characteristics of American folklore include being “big and bold, full of life and full of humor” (13).

Otherwise, place the name of the writer and the page number within parentheses at the end of the sentence.

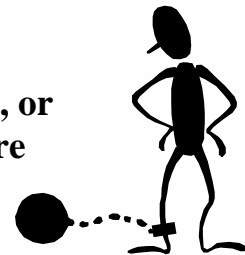
For example:

The characteristics of American folklore include being “big and bold, full of life and full of humor” (Cohn 13).

AVOID PLAGIARISM—DOCUMENT YOUR SOURCES

When you support your topic sentences with facts, ideas or *anything you have gained from a source other than your own head*, it is borrowed, and you must document that information.

If you fail to give credit for borrowed words, phrases, or ideas, your work contains PLAGIARISM, and you are guilty of a serious academic offense--theft.



The only exception to this rule is an item that is common knowledge; for example, Chicago is in Illinois.

CITING SOURCES: BIBLIOGRAPHY/WORKS CITED

- When you write a paper using ideas and information from another writer, you will include either a “Bibliography” or “Works Cited” at the end of the paper.
- A **Bibliography** is a list of books, articles and other sources you **have consulted** in the process of writing your paper.
- **Works Cited** includes only the sources you **have used** in your paper.

When writing a research paper, be certain you know whether your teacher wants you to include a **Bibliography** or **Works Cited**.

Sample

Entries should be double-spaced, alphabetized, and formatted with hanging indents as shown below.

Works Cited

“Camp David.” Encyclopedia Britannica: Micropaedia.

1993 ed.

Flanders, Julian, ed. The Story of Music: Gospel, Blues
and Jazz. Vol. 5. Danbury: Grolier Educational,

2001.

Gatto, Joseph, et. al. Exploring Visual Design. 2nd Ed.

Worcester: Davis, 1987.

Peace, Judy Boppell. The Boy Child is Dying. San

Francisco: Harper and Row, 1986.

FORMS FOR BIBLIOGRAPHY/WORKS CITED ENTRIES

One author	Peace, Judy Boppell. <i>The Boy Child Is Dying</i> . San Francisco: Harper and Row, 1986.
Two or three authors	Gilbert, Grace, and Susan Michaels. <i>Women and Work</i> . New York: Dogwood Inc., 1985.
More than three authors	Gatto, Joseph, et. al. <i>Exploring Visual Design</i> . Chicago: University Press, 1987. Use the first author given. <i>et. al.</i> = "and others."
Multivolume Work--article	Peterson, Roberta. "Gospel." <i>The Story of Music</i> . Julian Flanders, ed. Vol. 5. Cincinnati: Grolier Educational, 2001: 16-20.
The Bible	<i>The Holy Bible</i> , New International Version. New York: Zondervan, 1985.
Self-contained piece in a book	Guthrie, Woody. "This Land is Your Land." <i>A Treasury of American Folklore and Folk Songs</i> . Amy L. Cohn, ed. New York: Scholastic, 1993.
Encyclopedia article	"Camp David." <i>Encyclopedia Britannica: Micropaedia</i> . 1993 ed.
Magazine article	Rice, Chris. "Racism on Your Shoe." <i>Sojourners</i> 10 November 2000: 6-9.
Newspaper article	King, Marshall V. "Pie Quest Brings Tasty Results." <i>The Truth</i> 1 April 2003: C1.
Video or DVD	<i>The Apostle</i> . DVD. Dir. Robert Duvall. Universal Studios, 1998 134 min.
Web site -- minimum	"Fly High." <i>Kites</i> . http://kitesite.com/flyhigh.html . March 30 2003. ["Section or Page Title." <i>Web Site Name</i> . http://URL.html . Date you found source.]
Web site -- Full entry	Devitt, Terry. "Standing on the Sun." <i>Science News</i> . University of Alabama. 2002. http://scinews.ua.edu/sun.html . March 12, 2003. [Last, First. "Section or Page Title." <i>Web Site Name</i> . Group responsible for site. Copyright date. http://URL.html . Date you found source.]
Interview conducted by you	Dueck, Allan. Personal Interview. 22 September 2005.

NOTE: A full manual of the Modern Language Association* style can be accessed at Purdue's online writing lab <http://owl.english.purdue.edu/owl/>. In their navigation bar, click on "Research and Citation," then scroll down to MLA Formatting and Style Guide.

*Universities, newspapers, and publishers use a variety of style manuals (for example, *The Chicago Manual of Style*). So whenever you write, you need to know which style manual they use so you know what is expected of you.

OUTLINES

A well-constructed outline is a blueprint for a final copy. Sometimes your teachers will require you to hand in your outline. Follow this example from psychology research by Sarah Dick (class of 2002).

Thesis Statement: Because diagnosis of Dissociative Fugue rarely occurs while the victim is ill, the treatment of the disorder has not advanced beyond remedial care.

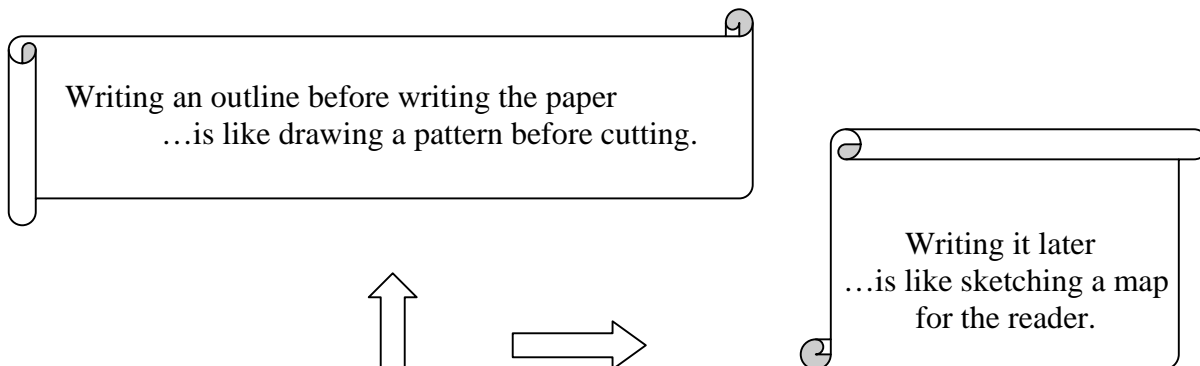
- I. Dissociative Fugue has three possible causes.
 - A. Extreme stress, for example in one's occupation, may cause Fugue.
 - B. Trauma of war or natural disasters leads to most common cases.
 - C. Heavy alcohol use seems connected to the development of Fugue.
- II. Fugue symptoms connect with the word's Latin origin, meaning "flight."
 - A. Escape of current circumstances is the primary symptom.
 - B. Victims become confused about personal identity.
 - C. Post-fugue effects include depression, grief, shame, and suicide.
 - D. The diagnosis of Dissociative Fugue distinguishes it from similar disorders.
 1. Sudden unexpected travel, with inability to recall the past is the primary trait identifying Fugue.
 2. Fugue is not connected to or equated with organic mental disorders.
 3. Episodes may last for hours or months with rapid recovery.
- III. Few treatments exist for Dissociative Fugue.
 - D. Hypnosis or drugs may help retrieve information about identity.
 - E. Psychotherapy helps victims understand the subconscious basis of their disorder.

Note:

At BCS most teachers will require your outlines to include:

**your thesis as shown to the left*

**complete sentences*

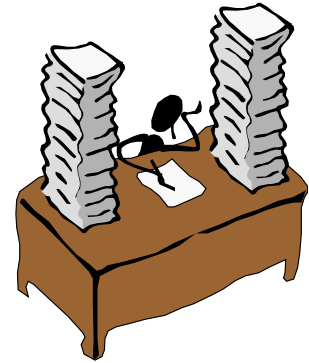


Either may be a check to see if ideas are presented in logical order.

FIRST DRAFT: INTRODUCTION, BODY, AND CONCLUSION

Introduction

- The introduction to your paper sets the tone for everything you will say.
- Usually, the introduction is contained in the first paragraph of your paper.
- The two purposes of the introduction are:
 - to “hook” the attention of your readers
 - to present your main idea or thesis statement
- Consider using one of the following methods in your introduction:
 - Provide background information, e.g. facts or statistics.
 - Use comparison or contrast.
 - Use a brief anecdote (story).
 - Describe a situation.



Body

- The body of your paper supports or proves your thesis. This is the main part of your research paper. Keep in mind the following while writing:
 - Use your own words as much as possible. Direct quotations should be used only when the quote is said exactly as you would want it to be.
 - Present your ideas honestly and clearly. If you feel strongly about your research and have something meaningful to say, you are more likely to write an interesting paper.
 - Avoid fragments, abbreviations, or informal expressions (“you know,” “no way,” “forget it”) in your writing.
 - Drop statements that you cannot find enough facts and details to support. (Sebranek, *Writers INC.* 1996--#175)



Conclusion

- The purpose of the conclusion is to restate your main idea and the principle arguments that support your idea. (This is not the time to introduce a *new* idea, however.)
- In addition to restating your thesis statement, consider using one of the following methods in writing your conclusion:
 - Explain consequences of accepting the truth of your thesis.
 - State your personal thoughts about the thesis.

Only the hand that erases, can write the true thing.

--Meister Eckhart

FIRST REVISION

- The first time you revise your paper, check to make sure all the main points have been covered and effectively supported.
 - Check to make sure you've given credit for ideas and direct quotations that you have used from different sources.
 - Make sure you have copied the ideas and quotations accurately.
 - Finally, assemble the "Works Cited" section, listing all of the sources you have cited in your paper.

GETTING OUTSIDE CRITIQUE

- Have someone proofread your paper and give feedback
- The person should be able to check for things such as uniformity of structure, content clarity, spelling and punctuation.



“Do You Speak To Your Grandma Like That?”

Just as you speak differently to your grandparents than you do to your friends, a research paper should also reflect a more formal level of speech than a journal or personal essay. Remember to avoid slang, phrases like “I feel that. . .”, and other conversational phrasing. (“Gandhi was such a neat guy” is too conversational for a research paper.)

SECOND REVISION

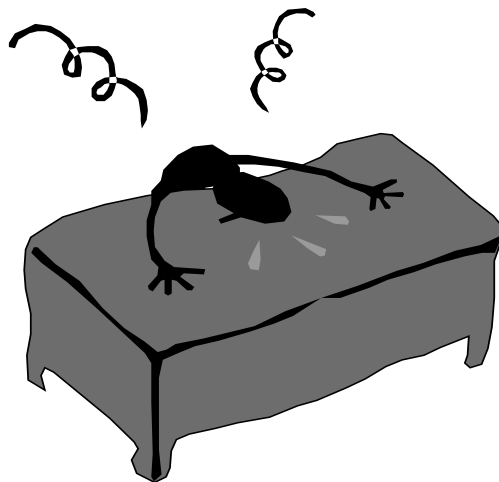
- Do your own critique--How does your paper look to you?
- Make changes based on recommendations from outside critique.
- Read the paper aloud to yourself to catch errors in meaning.
- Find the main idea in each paragraph and underline it.
- Circle words or phrases that connect each paragraph to the one before or to the thesis sentence.

EDIT, SPELL CHECK, AND FORMAT

- See 051 in *Writers INC* for an editing checklist.
- See 054 in *Writers INC* for a proofreading checklist.
- Check for sentence fragments. A fragment is a group of words that is lacking a subject or verb. This means it is not a complete thought.
- Check for run-on sentences. A run-on sentence is more than one sentence put together without correct punctuation or connecting words.
- Check for simple errors: end marks, capitalization, consistent verb usage.
- Be sure to spell check on the computer, but realize this will not catch all spelling errors.
- Look at the overall appearance of the paper. You can do that on the computer by clicking *View*, then *Print Layout*.
- Save a copy on disk until you receive a grade for your work.

Hand it in on time.

Celebrate!



(or sleep!)

My Notes...