



Naperville Central High School
**Style Manual for
Research Papers**

This manual follows Modern Language Association (MLA). Use this standard for all drafts unless otherwise directed by your teacher.

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Definitions

Annotated Bibliography or **Annotated List of Works Cited**: a list of sources, with each source containing not only bibliographic information but also a description or evaluation of the source

Parenthetical (or In-text) Documentation: a method of documenting sources in the text that provides source information in parentheses

Primary Research: the investigation of a topic through the researcher's analysis of texts and films and through interviews, surveys, and experiments

Secondary Research: the investigation of a topic through the study of what other researchers have concluded about the subject

Works Cited: a list of all sources the writer cites in the essay

Works Consulted: a list of all sources the writer consulted when conducting research

The following source provided the guidelines and several of the examples in this style manual:

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 6th ed. New

York: MLA, 2003.

Plagiarism

Academic Integrity

Naperville Central students are challenged to address the academic process enthusiastically, diligently, and most importantly, honestly. The Naperville Central community expects that students do their work honestly, without cheating or plagiarizing. The integrity of the academic program depends upon an honest approach by our students. It is the responsibility of our students, teachers, and administration to protect the integrity of our academic program.

Cheating or **plagiarizing** at any level, at any time, will not be tolerated. Consequently, when evidence of cheating or plagiarism exists, the assignment will receive no credit, the student has no opportunity to make up that work, and the deans will be notified.

In addition, any student who chooses to share his or her work with another will also lose credit. That credit will be lost even if the student claims to have no knowledge of the other person's using the original paper.

The Naperville Central Discipline Policy in the student handbook (the Redbook) states that cheating is a Classification #1 violation. Plagiarism is cheating. It is the act of using another person's ideas or expressions in your work without acknowledging the source. In other words, to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from someone else. Plagiarism is essentially theft - the stealing of someone else's intellectual property.

Research assignments require that you read extensively about a topic, gather information from valid and reliable sources, and document information from these sources in your essay to support your thesis statement.

Give credit to your sources. Using the guidelines established by the Modern Language Association (MLA), provide documentation for the following:

- charts, diagrams, graphs
- direct quotations
- examples and anecdotes
- paraphrased information
- statistics
- any information not considered common knowledge (If you find the same information in at least three sources, consider it common knowledge. You need to document common knowledge information only if you include a direct quotation.)

What Makes It Good?

Whenever you are looking for a “good” source, how can you recognize it when you see it? Here is a “checklist” to help you determine if what you have in hand is worth the time and effort to read and use. (By the way, this checklist works with Internet web sites, articles and books -- whatever you find that contains “information.”)

✓ Who wrote it? (Authority)

Who is *responsible* for the content of the source? Can you determine the name of the individual, the organization, or entity which produced it? Is there an address or e-mail given to provide communication or feedback? If NOT, then find a better source. You can't trust a source when the authorship is hidden.

✓ Why was it written? (Objectivity)

Purpose of a source is very important to understand its *bias*. Every creator has a purpose or viewpoint behind what he/she makes. The written word is so potent that we need to identify the reasons behind it. Print sources often state or imply the purpose or intent of the text in the introduction or preface. The purpose of an internet source is sometimes harder to pinpoint. Look at the address for clues, and read the material carefully for language which gives opinion, viewpoint, or perspective. This bias helps us determine how to interpret the information for our own use.

✓ When was it written? (Currency)

Timeliness is often an important factor in the usefulness of information. Look for copyright dates, updates, and sources used. If the source contains references to other pieces of information, can you discover when those were produced? That will give you a clue as to when your material was written or at least the information on which it was based. You need to look for CURRENT (within the last 3 or 4 years) information. For some topics you will need information even more current than that. This is when databases of periodicals become valuable. Sometimes the documents in databases are posted before the item is actually on the newsstands or in the mail!

✓ Where has the information been published previously? (Accuracy)

The more *reliable* a source the more likely it is that the information contained in it was checked and verified. If the information was published without such checks, you cannot tell if the information is true or not. (That's how rumors get started!) Look for clues that tell you that the information was verified in other sources or can be found duplicated in at least two other independent sources. If dates, updates, and sources are presented these are clues which indicate the author at least attempts to keep the information current. But be cautious. Try to find additional sources that confirm the information.

✓ How is the information organized and presented? (Content & Organization)

Does this source give you the information you need in an *organized*, well presented manner? Does it flow logically from one point to another? Is it pleasing to the eye and easy to follow? How *in depth* does the source get on the topic? If what you get is superficial or gives only minimal data – one or two sentences or paragraphs – then the source doesn't really give you much content. Just a mention of your topic is NOT enough! You should find details and explanations provided which offer substantial information. Guard against those web sites which only give you links to other sites. You can find yourself in a big loop of pages and no real information

Parenthetical Documentation

To document properly the sources cited in your essay, 1) attach a Works Cited page and 2) indicate in the text itself exactly **what** was borrowed from each source and **where** it was found the information in a source.

- **Print Sources**

The MLA Handbook for Writers of Research Papers explains that writers can document most easily by providing the author's name and the page reference in a parenthetical citation:

Because the astronauts throughout their lives willingly took risks, they "all were adventurers long before they became astronauts" (Gibbs 34).

With this acknowledgement, readers know they can find this direct quotation on page 34 in a source written by Gibbs. By turning to the Works Cited page, readers can find the complete documentation:

Gibbs, Nancy. "Seven Astronauts, One Fate." Time 10 Feb. 2003: 30-35.

This simple method of parenthetical documentation has two shortcomings: it does not explain the expertise of the speaker, nor does it indicate the reliability of the publication. If you wish to emphasize the speaker's expertise and/or the publication's reliability (many teachers require that you do so), then include more detail when you introduce borrowed information. (See below.)

- **Print Sources: Direct Quotations**

The first time a direct quotation is documented, include the author's full name and expertise as well as the publication in the text itself:

Although unmanned space flights pose fewer risks to humans, Nancy Gibbs, journalist, writes in Time that "something would be lost as well, something brave and passionate," if the government refused to fund manned flights (33).

After using a source once, there is no need to cite the publication again or repeat the author's full name. Instead, one can document by either using the author's last name to introduce the information or weaving the quote into one's own writing:

Gibbs states, "Whatever their specialties, all [the astronauts] were teachers" (33).

Because the astronauts throughout their lives willingly took risks, they "all were adventurers long before they became astronauts" (Gibbs 34).

Important: If one includes a direct quotation from someone who is not the author of the source, add "qtd. in" before the author's name in parentheses:

In honor of the Challenger crew, Columbia commander Rick Husband, unaware of his own fate, said, "They made the ultimate sacrifice, giving their lives to their country and mankind" (qtd. in Gibbs 33).

□ **Print Sources: Paraphrase**

If one paraphrases rather than citing a direct quotation, follow the same guidelines with one exception: Do not enclose the borrowed information in quotation marks. The first time one introduces a source from which one paraphrases borrowed information, include the author, the author's expertise, and the publication:

Nancy Gibbs, journalist and writer for Time, believes that manned space travel, despite its many risks, offers intangible benefits that unmanned space travel cannot provide (33).

After the first reference to a source from which one paraphrases borrowed information, place the author's name in the text itself or in parentheses:

Though each astronaut fulfilled a specific role during the Columbia mission, Gibbs believes that all expanded human knowledge of disease, the environment, and human endurance (33).

or

Though each astronaut fulfilled a specific role during the Columbia mission, all expanded human knowledge of disease, the environment, and human endurance (Gibbs 33).

• **Electronic Sources**

Introduce the quoted or paraphrased information in the same way if it was found in a print source. However, do **not** include any page references for electronic sources.

Example: Although unmanned space flights pose fewer risks to humans, Nancy Gibbs, journalist, writes in Time that "something would be lost as well, something brave and passionate," if the government refused to fund manned flights.

Example: Though each astronaut fulfilled a specific role during the Columbia mission, all expanded human knowledge of disease, the environment, and human endurance (Gibbs).

Example: In honor of the Challenger crew, Columbia commander Rick Husband, unaware of his own fate, said, "They made the ultimate sacrifice, giving their lives to their country and mankind" (qtd. in Gibbs).

- **Unsigned/Anonymous Articles**

If quoting information from an article without an author, one cites the publication in text and places the title of the article (shortened) in parentheses. (In the following example the information comes from an online article entitled "Report: Photos Show Columbia Wing Damage," but in parentheses you can shorten the title to "Report.")

Example: Although most experts believe flaws in the shuttle itself explain the disaster, others believe, as CNN.com reveals, "a calamitous impact with a tiny meteorite" may be the cause ("Report").

When paraphrasing what the unnamed author(s) wrote, then follow the example above: Cite the publication in text, and place a shortened title in parentheses.

Example: According to CNN.com, NASA engineers cannot gain crucial information about the shuttle's condition during the launch because the cameras did not provide clear pictures ("Report").

When quoting someone the article quotes, introduce the speaker and his or her expertise in the text itself; place "qtd. in" plus the title of the article (shortened) in parentheses.

Example: According to CNN.com, even without clear pictures during the launch, NASA believes it will, in the words of NASA administrator Sean O'Keefe, "find the cause of the accident, correct the problems and return to safe flight" (qtd. in "Report").

- **Special Situations**

- ✓ If one makes reference to an entire work, one does not need to provide any parenthetical information:

Example: Susan Faludi's Backlash: The Undeclared War against Women blames society for the alarming increase in eating disorders among the young.

- ✓ When citing several pages from one source, include all the relevant page numbers:

Example: Patricia Hersch, author of A Tribe Apart: A Journey into the Heart of American Adolescence, believes that disinterested, distant parents trigger adolescent depression (311-324).

- ✓ When citing two or more works by the same author, include the title in the parenthetical citation:

Example: When Mark Mathabane, who lived in one of South Africa's most notorious ghettos, decided to accept a tennis scholarship in America, he realized he "owed the duty to [his] race and country to use [his] life in a meaningful way" (Kaffir Boy 348).

Example: Florah, a product of apartheid South Africa, became one more victim of spousal abuse, her "dreams of matrimonial bliss . . . replaced by pain, anger, a sense of betrayal, self-doubt, and self-blame" (qtd. in Mathabane, African Women 41).

- ✓ When citing more than one work in a parenthetical citation, separate the references with semicolons:

Example: While some experts believe the modeling industry bears blame for the alarming increase in eating disorders, others target doctors for society's obsession with weight, contending they prescribe diet pills indiscriminately (Faludi 203; Will 2F).

- ✓ Although one does not have to provide page references for electronic sources, some of these sources provide screen numbers, line numbers, or paragraph numbers instead of page references. One may include this information in parentheses. Following the author's name, add a comma and then "screen," "screens," "line," "lines," "par." or "pars." and the relevant number(s).

Examples: (Griffin, screens 3-4); (Griffin, lines 61-68); (Griffin, par. 5)

Works Cited Page

- List all the sources you cite on a separate page, and place this page at the end of your essay. Type your last name and the page number in the upper right-hand corner, one half inch from the top of the page. Continue the page numbers from the text of your essay.
- Center the heading Works Cited (unpunctuated) on the page one inch down from the top. Double space between the heading and the first entry.
- Begin the first line of each entry at the left-hand margin, and indent subsequent lines one-half inch.
- Double space both within and between entries.
- List entries in alphabetical order according to author. Place unsigned articles according to the first word of the title, excluding "a," "an," and "the."
- Capitalize the first letter of all key words **even if a magazine or newspaper does not follow the rule.**
- Words (**including titles**) that would be italicized in print or on-line are underlined in research papers.

Print Sources

- **A Book with One Author**

Mathabane, Mark. Kaffir Boy. New York: Signet, 1986.

- **A Second Book by the Same Author**

Mathabane, Mark. Kaffir Boy. New York: Signet, 1986.

---. Kaffir Boy in America: An Encounter with Apartheid. New York: Scribner's, 1989.

Do not use three hyphens for an author who has two or more works listed on the Works Cited page when one work is written in collaboration with someone else. The three hyphens always stand for exactly the same name(s) in the directly preceding entry.

- **A Book by Two or More Authors**

Mathabane, Mark, and Gail Mathabane. Love in Black and White. New York: Harper, 1992.

With more than three authors, list only the first author's name and add et al., which means "and others" (Mathabane, Mark, et al.), or list all names in the order they appear on the title page.

- **A Book by a Corporate Author**

Public Agenda Foundation. The Health Care Crisis: Containing Costs, Expanding Coverage.

New York: McGraw, 1992.

- **An Anthology**

Perlstein, Jill S., ed. Out of the Mold. Tarrytown, NY: American Booksellers, 1997.

- **A Work in an Anthology**

Tan, Amy. "Required Reading and Other Dangerous Subjects." Out of the Mold. Ed. Jill S.

Perlstein. Tarrytown, NY: American Booksellers, 1997. 133-148.

- **A Multivolume Work**

Doyle, Arthur Conan. The Oxford Sherlock Holmes. Ed. Owen Dudley Edwards. 9 vols.

New York: Oxford UP, 1993.

Note: All nine volumes were published in the same year.

Crane, Stephen. The University of Virginia Edition of the Works of Stephen Crane. Ed.

Fredson Bowers. 10 vols. Charlottesville: UP of Virginia, 1969-76.

Note: These ten volumes were published over a period of years.

- **An Edition**

Shakespeare, William. The Tempest. Ed. Barbara A. Mowat and Paul Werstine. New York: Washington Square-Pocket, 1994.

- **A Translation**

Homer. The Odyssey. Trans. George Herbert Palmer. Ed. Susan L. Rattiner. Mineola, NY: Dover, 1999.

- **A Book Published in a Second or Subsequent Edition**

Murray, Donald M. Write to Learn. 5th ed. Fort Worth: Harcourt, 1996.

- **A Pamphlet**

Best Museums: New York City. New York: Trip Builder, 1993.

- **An Article in a Scholarly Journal with Continuous Pagination**

White, Sabina, and Andrew Winzelberg. "Laughter and Stress." Humor 5 (1992): 343-55.

- **An Article in a Scholarly Journal that Pages Each Issue Separately**

Albada, Kelly F. "The Public and Private Dialogue about the American Family on Television." Journal of Communication 50.4 (2000): 79-110.

- **An Article in a Magazine**

Gibbs, Nancy. "A Week in the Life of a High School." Time 25 Oct. 1999: 67-103.

- **An Unsigned/Anonymous Article**

"Dubious Venture." Time 3 Jan. 1994: 64-65.

- **An Article in a Newspaper**

Zoloth, Laurie. "A New Star in the Sky." Chicago Tribune 9 Feb. 2003, sec. 2: 1-9.

- **An Article in a Reference Book**

"Apartheid." Encyclopedia Americana. 1990 ed.

- **A Review**

Updike, John. "No Brakes." Rev. of Sinclair Lewis: Rebel from Main Street, by Richard Lingeman. New Yorker 4 Feb. 2002: 77-80.

- **An Editorial**

Gergen, David. "A Question of Values." Editorial. US News and World Report 11 Feb. 2002: 72.

- **A Letter to the Editor**

Safer, Morley. Letter. New York Times 31 Oct. 1993, late ed., sec. 2: 4.

Nonprint Sources

- **A Music Video or a Television Program**

Springsteen, Bruce. "Dancing in the Dark." Born in the USA. Columbia, 1984. Music video.
Dir. Brian De Palma. VH1. 10 May 2002.

"Yes . . . but Is It Art?" Narr. Morley Safer. Sixty Minutes. CBS. WCBS, New York. 19 Sept. 1993.

- **A Film**

It's a Wonderful Life. Dir. Frank Capra. Perf. James Stewart, Donna Reed, Lionel Barrymore, and Thomas Mitchell. RKO, 1946.

Like Water for Chocolate [Como agua para chocolate]. Screenplay by Laura Esquivel. Dir. Alfonso Arau. Perf. Lumi Cavazos, Marco Lombardi, and Regina Torne. Miramax, 1993.

- **An Interview**

Amberger, Robin. Personal interview. 25 Jan. 2000.

Mathabane, Mark. "Taking the Measure of American Racism." Interview with Bruce W. Nelan. Time 12 Nov. 1990: 16-18.

Wiesel, Elie. Interview with Ted Koppel. Nightline. ABC. WABC, New York. 18 Apr. 2002.

Electronic Sources

The following information is to be included for electronic sources.

- *Last and first name of author(s)*
- *Title of article, in quotation marks*
- *Print information for the article (name of journal, underlined; date and pages, if the full range of pages is given online), or the starting page followed by a hyphen, space, and period (for example, 32-.)*
- *Name of the database (underlined)*
- *Name of the service providing the database*
- *Name of the library system (add city and state if necessary)*
- *The URL of the document only if it is persistent and not impossibly long, otherwise the URL of the search page or home page---or no URL at all*

- *A period at the end*
 - *If a student's paper is published on the web, all underlined titles should be italicized instead of underlined.*
- **A Work from a Library or Database Subscription Service (e.g., Electric Library, Opposing Viewpoints, ProQuest)**

Easterbrook, Gregg. "The Space Shuttle Must Be Stopped: It's Costly, Outmoded,

Impractical and, as We've Learned Again, Deadly." Time 10 Feb. 2003: 46- .

Opposing Viewpoints Resource Center. InfoTrac. Naperville Central High School

LRC, Naperville, IL. 11 Feb. 2003 <<http://www.galegroup.com/>>.

Mestel, Rosie, and Usha Lee McFarling. "The Columbia Disaster: Uncertain Science in

Orbit; Some Say the Advances Developed above Earth Aren't Worth the Steep Toll

in Lives and Money." Los Angeles Times 5 Feb. 2003: A1- . ProQuest. Naperville

Central High School LRC, Naperville, IL. 7 Feb. 2003 <[http://proquest.umi.com/](http://proquest.umi.com/pqdweb/)

[pqdweb/](http://proquest.umi.com/pqdweb/)>.

- **Images.** (This example shows documentation of a photograph. Please note the inclusion of the actual assigned number for the photograph, not the descriptive title.)

Image From a Database:

Jordan, David. "Kilauea Volcano." Photograph. 4 May 2004. AccuNet/AP Multimedia

Archive. AP Images. Naperville Central High School Library. Naperville, IL. 17 Jan.

2006 <http://www.accuweather.com/>.

Image From a Web Site: (cite image creator's name followed by title of image, followed by the date it was created, followed by the publisher, followed by the date viewed and finally, the web address. Example follows...

Peterson, Jane. [fumarole.jpg](#). Aug.,2004. Pics4Learning. 4 May 2006.

<<http://pics.tech4learning.com>>

- **A Work from an Online Encyclopedia**

"Fresco Painting." [Encyclopaedia Britannica Online](#). 2002. Encyclopaedia Britannica. 8

May 2002 <<http://search.eb.com/>>.

- **An Article from an Online Newswire or Newspaper**

For online journals or newsletters or magazines, add date of access to the entry in addition to publication year or date.

"City Profile: San Francisco." [CNN.com](#). 2002. Cable News Network. 14 May 2002

<<http://www.cnn.com/TRAVEL/atevo/city/SanFrancisco/intro.html>>.

Recer, Paul. "NASA Analyzing Military Photos of Columbia." [Chicago Tribune Online](#) 7 Feb.

2003. 10 Feb. 2003 <<http://www.chicagotribune.com/news/nationworld/>

[sns-shuttle,1,7027503.story?coll=chi%2Dnews%2Dhed](http://www.chicagotribune.com/news/nationworld/sns-shuttle,1,7027503.story?coll=chi%2Dnews%2Dhed)>.

- **An Article in an Online Magazine**

Kluger, Jeffrey. "What Went Wrong with Columbia?" [Time](#) 1 Feb. 2003. 7 Feb. 2003

<www.time.com/time/magazine/printout/0,8816,418516,00.html>.

- **Information from a Professional Site**

"NASA Updates Columbia Accident Investigation." National Aeronautics and Space Administration. 7 February 2003

<http://www.nasa.gov/HP_news_03057_bb_030206.html>.

"Reebok International Ltd." Hoover's Online. 2002. Hoover's, Inc. 19 June 2002

<<http://www.hoovers.com/co/capsule/6/0,2163,11266,00.html>>.

- **A Personal Web page**

If a personal Web page has a title, supply it, underlined.

Otherwise, use the designation, "Home page."

Williams, John. Home page. 2 Dec. 2003. 12 Jan. 2004

<http://www.naperville203.org/Web_Design/jwilliams.html>

- **An E-Mail Communication**

Boyle, Anthony T. "Re: Utopia." E-mail to Daniel J. Cahill. 21 June 1997.

Harner, James L. E-mail to the author. 20 Aug. 2002.

Format

ALERT: Double space lines in the heading, between the heading and the title, between the title and the first line, and in the body of the essay.

Do not justify the right hand margin.

Manipulative Media

During a live telecast of ABC News Chicago, the producers scrambled to cut, add, and change stories; in some cases they did so only three minutes before the

- ✓ For subsequent pages maintain the one-inch margin, but repeat your last name and the page number (without a comma separating the two) one-half inch from the top of the page.
- ✓ When you omit words from a direct quotation, provide ellipsis points, or three spaced periods, to indicate the omission.
- ✓ Use brackets to mark any changes or additions you make to a direct quotation. For direct quotations over four lines, follow these instructions:
 - Double space between the text and the quotation;
 - Double space within the quotation;
 - Indent one inch from the left margin but do not alter the right margin;
 - Introduce the quotation with a complete sentence followed by a colon;
 - Omit quotation marks;
 - Place the parenthetical citation **after** the last punctuation mark of the quote.

Literary Analysis Requirements

- Write in **present tense** (unless you refer to events occurring before the story line begins - then use past tense) and in **third person**.
- Identify characters and settings the first time you introduce them; explain relationships between characters.
- Italicize titles of plays, novels, and films; place quotation marks around titles of poems and short stories.
- Prepare the reader for every direct quotation without retelling the plot, and follow a direct quotation with analysis of the quotation.
- Blend/weave a direct quotation into your own writing.
- Document direct quotations correctly by placing the page number (or the act, scene, and line numbers) in parentheses at the end of the sentence, after the closing quotation mark (or last word), and before the period.
 - ✓ If what you are quoting ends with a question mark or an exclamation point, include this mark of punctuation before the closing quotation mark, but place a period after the closing parenthesis as well.
 - ✓ When you weave a direct quotation into your writing (without using any type of tag), punctuate as though the words were your own.
 - ✓ Leave a space between the closing quotation mark (or the last word in the sentence) and the opening parenthesis.
- Mark all changes in direct quotations with ellipses and brackets.