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Foreword

This handbook explains a practical method for producing a research paper and defines a standard format for acknowledging sources of information.

This booklet provides:

- a simple method to organize information and to document a research paper
- a format for works cited cards
- a suggested note card style
- a clarification of MLA (Modern Language Association) documentation
- a model of a completed research paper including the works cited page and the most common forms of parenthetical citations.

This booklet does not attempt to:

- discuss topic selection, purpose, or library research
- evaluate sources of information
- specify methods for taking notes
- exemplify outline styles or formats
- teach expository writing

Students will find this booklet useful in any Leyden course which requires a research paper and at most universities as they pursue higher academic goals. Leyden subscribes to the MLA's conventions of in-text citations rather than footnotes or endnotes. With your teacher's assistance and advice and with care in writing and formatting, you will find that the production of a research paper is a valuable and rewarding experience.

Academic honesty is expected of all students in all classes. "Cheating" is neither permitted nor condoned. The atmosphere in each classroom should actively foster academic honesty. Academic dishonesty by a student degrades the student's character and reputation and impedes the teaching/learning process.

Definition: Any action intended to obtain credit for work that is not one's own is considered academic dishonesty. The action may include, but is not limited to:

1. Submitting any part of another student's work as one's own work.
2. Obtaining or accepting a copy of tests or scoring devices.
3. Giving or obtaining test questions or answers from another class.
4. Copying from another student's test, or allowing another student to copy during a test.
5. Plagiarizing or copying without adequate documentation.
 - A. Failure to use quotation marks when exact words or symbols are used.
 - B. Failure to note, in an acceptable fashion, the author or source of material used.
 - C. Failure to provide a works cited page for a written or an oral report for which one is required.
 - D. Failure to acknowledge in an oral or written report that another person's ideas were put into the student's own words.
 - E. Use of another person's work or ideas without acknowledgment in the creative or practical arts, such as essays, poems, musical compositions, art work, projects, or computer software.
6. Copying, or having someone other than the student prepare homework, paper, project, or other assignment for which credit is given.
7. Using unauthorized notes or other restricted materials during a test.
8. Permitting another student to copy homework, papers, projects, or other assignments for which credit is given.
9. Unauthorized use of any computer files or calculator memory without proper teacher authorization or in violation of the copyright law.

Penalties:

Academic Honesty: Those who violate the provisions of the Academic Honesty policy shall be subject to penalties including, but not limited to:

1. Grade reduction
2. Conference with parents
3. Suspension from class in question
4. Disciplinary Referral

Plagiarism:

1. If an assignment is plagiarized, the student will receive an "F" for the work and must redo the assignment. The teacher will determine the weight of the grade for the second effort on the assignment. If the student fails to do the work, the student will receive a second "F."
2. Repeat offenses of plagiarism will result in the lowering of the quarter grade.

Plagiarism Appeals:

If a student wishes to appeal any plagiarism penalty, the following procedure will be used. Copies of the alleged plagiarized work will be made and given to the department chair and the assistant principal. A conference will then be held with the student, the teacher, the department chair, and the assistant principal to discuss the case. The assistant principal will then rule on the appeal.

Final Exams:

Cheating on final exams will result in the student's receiving a score of "zero" for the exam.

Research Paper Defined

A research paper may explain, analyze, persuade, or do all three. It is the student's views on a subject s/he has read about in depth, after carefully weighing evidence and drawing reasonable conclusions. A research paper gives credit on a works cited page to all sources used within it and follows a standard format to do so. Parenthetical citations verify and credit these sources of information in the text of the paper.

Works Cited Cards

Works cited cards are a set of reference cards that list sources about your research subject. Index cards work well because they can be easily alphabetized for your final works cited page.

For each new reference, record information onto *individual* three-by-five inch index cards and assign the card a new letter.

Each Works cited card should contain the following information when available:

1. Author's name(s) or editor's name(s)
2. "Title of the Work"
3. *Title of the Complete Work*
4. Publication information (publishing company, city, year) or
Electronic source information (protocol, address, path, date of visit)
5. Other publication/source items (*eg.*, editor, edition, issue), library and call number (upper left)
6. Card identification letter (upper right)
7. Note about the contents of the source (brief)

Sample Works Cited Cards

The order of information on the works cited card exactly imitates the format for work cited entries on pages 10-12 of this handbook.

Work cited card for a book:

510.35

A

Ben

WLMC

Benbow, Charles. *Sex Differences in Mathematical Ability*. Los Angeles: Macmillan Publishing, 1980.

Studies conducted during the 1960s and 1970s.

Work cited card for internet access of a non-periodical:

RENL

B

"Charles Dickens, A Tale of Two Cities." *Contemporary Authors*. Gale Research. Richard E. Nardini Library, Franklin Park, IL. 12 May 2000
<<http://www.galenet.com>>.

Results of the Johns Hopkins Research Study about the ill effects of sugar in monkeys' diets.

Sample Entries for a Works Cited Page

On the following pages you will find samples of entries for a works cited page **in the exact same form that you should imitate in your final copy**. Remember, you alphabetize and list your sources by the first letter of the entry, ignoring “a,” “and,” and “the.” Use hanging indentation and end each entry with a period. When an author’s name is not given, begin the entry with and alphabetize by the next part of the entry.

The following works cited forms are shown on pages 7-8:

1. Book (with one author)
2. Book (with two editors)
3. CD-ROM (without author) (*Masterplots*, *Current Biography*, *Discovering Authors*)
4. CD-ROM (with author) (Twayne’s publications, *Scribner’s Writer Series*)
5. Internet access of source (without author) (*Contemporary Authors*, *Occupational Outlook Hndbk.*, *Oxford Dictionary*, *ECOS*)
6. Internet access of periodical (with author) (*Infotrac*, *eLibrary*)
7. Internet access of non-periodical (without author) (*Infotrac*)
8. Internet website (personal)
9. Internet website (professional organization or scholarly project)
10. Internet website (general format)
11. Article in single volume work
12. Article in multi-volume work (*Contemporary Literary Criticism*, *Nineteenth Century Literary Criticism*, *Contemporary Authors*, *Something About the Author*, *Encyclopedia of World Biography*)
13. Reprinted article in a multi-volume work (*CLC*, *NCLC*, *TCLC*, *Poetry C*, *Drama C*, *Short Story C*)
14. Work in an anthology (e.g., poem, short story, essay in a collection)
15. Magazine article (with author)
16. Magazine article (with two authors)
17. Government publication
18. Introduction, foreword, preface, afterword, epilogue
19. General encyclopedia article, almanac, dictionary (*World Book*, *Encyclopedia Americana*, *Oxford Dictionary*, *World Almanac and Book of Facts*)
20. Newspaper article (with author)
21. Pamphlet
22. Interview
23. Review
24. Motion picture
25. Television program
26. Art print

(Note: Do not number on your works cited page. Entries are alphabetized by the first word on the final works cited page.)

1. Benbow, Charles. *Sex Differences in Mathematical Ability*. Los Angeles: Macmillan Publishing, 1996.
2. Ciardi, John, and Steve Miller, eds. *How Does a Poem Mean?* Boston: Houghton Mifflin, 1998.
3. "A Tale of Two Cities." *Masterplots Complete CD-ROM*. CD-ROM. Hackensack: Salem Press, 2000.
["Title of Article." *Title of CD-ROM*. CD-ROM. Place of Publication: Publisher, year of publication.]
4. Amacher, Richard. "Edward Albee." *Twayne's United States Authors*. CD-ROM. New York: G. K. Hall & Co., 1997.
[Author. "Title of Article." *Title of CD-ROM*. CD-ROM. Place of Publication: Publisher, year of publication.]
5. "Toni Morrison." *Contemporary Authors Online*. 10 Apr. 2001. Gale Group. 5 Oct. 2001
<http://galenet.com/servlet/GLD/>.
["Title of Page or Article." *Title of Database*. Date of electronic publication or of the latest update. Name of publisher or sponsoring institution. Date accessed. <URL>.]
6. Gremillion, Kristen L. "Early Diet in Eastern North American Indians: Evidence from the Kentucky Rock Shelters." *American Antiquity* Mar. 1991: 520-27. Infotrac. Richard E. Nardini Library, Franklin Park, IL. 29 Sep. 1999 <<http://www.amerantqs.com>>.
[Author. "Title of Page or Article." *Title of Original Publication* Date of Periodical: page #. Title of Database. Access location, City, ST. Date accessed <URL>.]
7. "Anticancer Drugs." *Gale Encyclopedia of Medicine*. 1999: 212. Infotrac. West Leyden Media Center, Northlake, IL. 3 Dec. 1999 <<http://www.glencyclcnr.com>>.
["Title of Page or Article." *Title of Original Publication*. Year of publication: page #. Name of Computer Service. Access location, City, ST. Date accessed <URL>.]
8. Herrera, Claudia. Home page. 29 April 2001 <<http://www.prodigy.net/cldhera>>.
9. *Guidelines for Ballooning*. Ed. Weir Aflote. 5 Feb. 2000. National Balloonists' Association. 30 Dec. 2001 <<http://www.nballoona.org>>.
10. "Movie Information." *Titanic*. 1997. Paramount Pictures. 15 March 2001
<<http://www.titanicmovie.com>>.
["Title of Page or Article." Title of Database. Year of publication. Name of Organization/Sponsor. Date accessed <URL>.]
11. Schriber, Mary Suzanne. "Holden Caulfield, C'est Moi." *Critical Essays on Salinger's "The Catcher in the Rye"*. Baltimore: G.K. Hall, 1990. Rpt. In *Readings on "The Catcher in the Rye"*. Ed. Steven Engel. San Diego: Greenhaven Press, 1998. 95-99.
12. Bishop, Susan. "Hemingway, Ernest." *Contemporary Authors New Revision Series*. Vol. 4. Ed. Ann Evory. Detroit: Gale Research Co., 1981. 647-48.

13. Lisek, Peter. "Motif and Pattern in *Of Mice and Men* ." *Modern Fiction Studies* Winter 1956: 228-34. Reprinted in *Contemporary Literary Criticism*, Ed. Thomas Voettler. Vol. 75. Detroit: Gale Research, 1993. 342-45.
14. Poe, Edgar Allan. "The Cask of Amontillado." *Literature & Language: American Literature*. Ed. Barry Bernstein. Evanston: McDougal, Littell & Co., 1992. 211-16.
15. Meer, James. "Mathematical Gender Gap: The Debate Goes On." *Psychology Today* 15 Mar. 1989: 76-77.
16. Richards, Jennifer, and Christine Jacks. "Rock 'n Roll Alive and Well in Minneapolis." *Time* 30 Apr. 1998: 34-35.
17. United States. Dept. of Labor. *Occupational Outlook Handbook*. Scottsdale: Associated Book Publishers, Inc., 1997.
18. Fallen, Robert. Introduction. *Lord of the Flies*. By William Golding. Chapel Hill: U of North Carolina Press, 1987.
19. "Poland." *The Encyclopedia Americana*. 2000 ed.
20. Weiner, Jon. "Vendetta: The Government's Secret War Against John Lennon." *Chicago Tribune* 5 Aug. 1984, sec. 3:1.
(Note: "sec. 3:1" indicates section 3, page 1 of the newspaper.)
21. *Career as an Aerospace-Aircraft Engineer*. Chicago: Institute for Research, 1998.
22. Deau, Jeanne. Personal interview. 12 March 2000.
23. Bliven, Naomi. "What It Was Really Like." Rev. of *The Nightmare Years* by William L. Shirer. *The New Yorker* 2 July 1984: 99-101
24. Wyler, William, dir. *Wuthering Heights*. Perf. Merle Oberon and Laurence Olivier. Samuel Goldwyn, 1939.
25. "Cloning Humans." *60 Minutes*. Columbia Broadcast System. CBS, New York. 23 June 1997.
26. Rivera, Diego. *Nina Con Flores*, Museo Rufino Tamayo, Mexico City.

Note Cards

The following tips may prove helpful for attaining accuracy in handwritten notes.

1. **Use index cards.** In general, use either four-by-six or the smaller three-by-five-inch index cards for recording data or notes. Unlike large sheets of paper, cards are easily rearranged.
2. **Use ink.** Write notes legibly in ink because penciled notes become blurred after repeated shuffling of the cards.
3. **One item per card.** One item of information on each card facilitates rearranging information during all stages of organization.
4. **Write on one side of the card.** Material on the back of a card may be overlooked. Use the back side, if at all, for personal notes and observations and mark the front with “OVER.”
5. **List the source.** Indicate the source with the capital letter that matches the notecard with the appropriate works cited card, or indicate the source as you will in the paper (for example, “Benbow 139”) to serve as a quick reference. Remember: you will need the author and page number for each in-text parenthetical citation.
6. **Label each card.** Use a “slug” to indicate the topic covered in the card. The “slugs” often develop into major headings of your preliminary outline.
7. **Keep everything.**
8. **Label your personal notes.** Write notes to record your own thoughts, but mark them with “my idea,” “mine,” or “personal note.”

Sample Note Cards

Paraphrase:

Argument for Men

A
139

Educational researcher Charles Benbow conducted studies in the 60's and 90's that suggest men have greater mathematical ability than girls.

(Benbow 139)

Direct Quotation:

Socialization Differences

C
100

“In the socialization of 84 female and 84 male math majors, a number of differences occurred. Males were single-minded in their pursuit of math, whereas females were more sensitive to social obligations. This sensitivity prevented females from rigorous studying of higher mathematics, requiring hours of extreme isolation which males seem more able to endure. As a result, the female math majors studied less than the males.”

(Longrove 100)

Producing the Final Paper

Research papers must be typed or produced with a computer. Use a standard 12-point font.

Margins on all sides of the paper are one inch, and the computer is set to maintain this margin. The entire paper is DOUBLE-SPACED without exception. There are no extra spaces between the heading, title, or first paragraph.

Using MicroSoft Word 97 (West Campus), place the proper **HEADER** on each page, 1/2 inch down on the right margin by following these steps:

1. Choose **View** from the menu bar and select **Header and Footer**.
2. Choose the icon for right margin alignment () in the format toolbar.
3. In the **Header** box, type your last name only and space once. Click on the icon for page numbering () in the **Header and Footer** toolbar.
4. Click on **Close** on the right side of the **Header and Footer** toolbar.

Using MicroSoft Word 2000 (East Campus), place the proper **HEADER** on each page, 1/2 inch down on the right margin by following these steps:

1. Choose **View** from the menu bar and select **Header and Footer**.
2. Select right margin alignment () by clicking on the tab button at the left end of the ruler until the appears. Click on the ruler to place the tab icon there and then tab the icon over to the right margin of the **Header** box.
3. In the **Header** box, type your last name only and space once. Click on the icon for page numbering () in the **Header and Footer** toolbar.
4. Click on **Close** on the right side of the **Header and Footer** toolbar.

Periods and colons are followed by two spaces, and commas are followed by one space.

Write as words all whole numbers from one to nine and use numerals for all numbers 10 and over.

Use the abbreviations vol., no., chap., trans., ed., and *et al.* (meaning volume, number, chapter, translated by, editor, and "and others"). Use three-letter abbreviations for months followed by a period.

Use numbers alone to indicate pages. Use **no** abbreviations for *page* or *pages* or *line* or *lines*.

If you quote more than four typed lines, indent the quotation ten spaces and omit the quotation marks. See the second page of the sample research paper at the end of this booklet. Remember to cite the page number in parentheses two spaces after the period.

MLA Documentation Style

The simplified MLA documentation style allows you to credit the sources of your information, and the documentation also gives your readers knowledge of your sources if s/he would like to read more about your topic. This system of documentation works as follows:

- A. Cite your sources within the text of your paper using **parenthetical citations** like this:

According to an educational researcher, studies conducted during the 1960s and 1970s indicated that males seem to have greater mathematical ability than females (Benbow 139).

- B. Identify your sources of information more completely for your reader on the **works cited** page, which is the last page of your paper. The works cited page entry for the Benbow book in the example above would appear like this:

Benbow, Charles. *Sex Differences in Mathematical Ability*. Los Angeles:
Macmillan Publishing, 1980.

Consult the *MLA Handbook for Writers of Research Papers* or English teachers about specific citations not specified in this guide.

- C. The works cited page lists sources in **alphabetical order by the first word of the entry**. It also uses **hanging indentation**; that is, the first line of each entry is on the left margin as usual, but each subsequent line is indented five spaces (tab once). See the sample works cited page at the end of this booklet.
- D. Internet titles of magazine articles, *etc.*, are not properly capitalized. You must apply standard rules of capitalization to them on your works cited page.
- E. If you refer to more than one work by the same author, include a shortened title in the parenthetical citation. Thus, your reader will know which page 135 of the two works by Pawlyna, for example, contains the information:

... they respond well (Pawlyna, *Bias* 135).

- F. On your works cited page, do not repeat any author's name; instead, use three hyphens, followed by a period, followed by the usual information.

---. *Sexual Bias in Mathematics*. Chicago: University of Chicago Press, 1988.

Laura N. Josephson

Ms. Arnold

English IV Honors

8 May 2000

Why Mathematical Ability Varies

According to one educational researcher, studies conducted during the 1960's and 1970's indicated that males seem to have greater mathematical ability than females (Benbow 139). The experts agree with this finding, so the question arises, why do boys have greater mathematical ability? Are boys actually born with greater ability, or are there other reasons that cause girls not to do as well as boys? Although genetics may have some influence on math ability, recent researchers have discovered that special factors play a more important role.

Psychologists of Johns Hopkins University conducted a series of six talent searches in the 1970s to find exceptional math students under the age of thirteen to place in accelerated math classes. They gave the SAT college entrance exam to 10,000 seventh and eighth grade students who showed above average math ability. This age group was chosen because most seventh and eighth graders have basically the same type of mathematical background up to that age (Hashway and Warren 36). In each talent search, the researchers observed a large difference in mathematical ability in favor of boys. For example, twice as many boys as girls scored 500 out of a possible 800 (Hashway and Warren 37).

Other researchers, however, question Hashway and Warren's findings. Gina Kolata, a mathematician at American University in Washington D.C., observes, "Too little is known about the development of mathematical reasoning ability and how to test for it to jump to the conclusion that these sex differences are genetically based rather than solely a result of social factors" (Kolata 1235). According to *Encyclopedia Americana*, the study does not prove that all boys have greater math ability than girls because the test was only given to students who were already considered to be good at math ("Gender Differences" 48). The large difference seems to be the result of a group of

extremely intelligent boys who raised the boys' average. Furthermore, the conclusion is based on the assumption that students had received similar education up to this age, but the study failed to take into account the different ways boys and girls are treated socially as they grow up ("Gender Differences" 50).

Social factors, specialists now realize, are more likely the cause of mathematical differences.

Northwestern University sociologist Lawrence Longrove observed:

In the socialization of 84 female and 84 male math majors a number of differences occurred. Males were single-minded in their pursuit of math, whereas females were more sensitive to social obligations. This sensitivity prevented females from rigorous studying of higher mathematics, requiring hours of extreme isolation which males seem more able to endure. As a result, the female math majors studied less than the males. (100)

Male chauvinists and feminists, as well, find fertile fields of controversy in this study.

Another possible reason for girls not doing well in math is that most girls have never been encouraged to excel in the subject. A report in *Psychology Casebook* suggests that many girls are discouraged from taking math classes and are made to feel that the subject is too hard for them, an attitude which can lead to the development of math anxiety (Williams). In a 1980 study, three dozen girls who complained that they dreaded math were divided into three groups; two of the groups were given special lessons. Eight weeks later, both groups showed a greater interest in and understanding of math (Pawlyna, *Question* xvi). The third group, given no extra help, did not improve. Another study by Pawlyna suggests that when girls are encouraged in math they respond well (Pawlyna, *Bias* 135). Yet another study concluded that the difference in math ability has little to do with genetics. Hashway and Warren gave a mathematics exam to 4,899 freshmen to determine the students' potential. In five of eight categories, males and females scored about the same. Hashway conclude, "About 98% of the difference between individuals in mathematical achievement can apparently be attributed to some characteristic other than sex" (38).

The actual reasons boys presently have greater math ability than girls may never be proven, but there is no doubt that socialization has contributed to past differences in their math ability (Poupard). With encouragement and changes in social attitudes, girls may eventually close the gap.

Works Cited

Benbow, Charles. *Sex Differences in Mathematical Ability*. Los Angeles: Macmillan Publishing, 1980.

“Gender Differences in the Attitudes of Teenagers toward Mathematics.” *Mid-American Journal of Mathematics*.

1997: 47-57. Infotrac. Richard E. Nardini Library, Franklin Park, IL. 13 Oct. 1999

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Hashway, Robert M., and Linda Warren. “Mathematical Achievement: Gender Influence.” *Newsweek* 15 June 1986:

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Kolata, Gina, ed. *A Critical History of Mathematics*. Vol. 3. Chapel Hill: University of North Carolina Press,

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Park, IL. 6 January 2000 <<http://www.galenet.gale.com>>.

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of Teachers of Mathematics. 6 June 2000 <<http://www.nctm.org>>.