**RESEARCH!**

**WORKS CITED!!**

**ANNOTATED BIBLIOGRAPHY!!!**

**A Practical Guide to**

**Successful Research**

**And**

**Impeccable Works Cited**

**(And, a NO Plagiarism Zone…)**

**Created for Swope GT Magnet Students**

**INTRODUCTION**

The purpose of this packet is to give you some guidelines as to the “whys and hows” of citation in academic work. We are using MLA styles as this is typically what high schools ask of their freshman and sophomore students. Please be advised that different teachers and subjects as you move further into your academic careers may request that you use a different citation style. It is important to remember that this packet is just a guideline, please consult mlaformat.org or use the MLA reference books in the library for further information.

**MLA STYLE GUIDE BASICS**

**What is MLA Style?**

MLA (the initials stand for **M**odern **L**anguage **A**ssociation) created a comprehensive style guide for academic writing to create common expectations in how a paper should look and standardized citation methods. MLA provides specific guidelines for the creation a works cited page and the corresponding parenthetical citations. “Works Cited” used to be called a bibliography and the parenthetical citations have done away with the need for footnotes.

It is expected that anytime you use academic or researched information in any piece of writing that you turn in you will cite the source of your information. The more you do this, the more comfortable you will become with this process.

**Why is it Important to Cite Sources?**

It is the responsibility of any writer to give proper credit to his/her sources. It is also important to use the expected citation in the appropriate style (in this program, we are using the MLA format). **If you fail to properly cite any source, you will have committed plagiarism!** Plagiarism is academic dishonesty and will not be tolerated. If you have any doubts, please ask a teacher for some guidance.

**Welcome to OWL: On-Line Writing Lab—a great place to get help with your project!**

Research Papers

<https://owl.english.purdue.edu/owl/resource/658/01/>

Conducting Research

<https://owl.english.purdue.edu/owl/section/2/8/>

Conducting Primary Research

<https://owl.english.purdue.edu/owl/resource/559/01/>

Annotated Bibliography

<https://owl.english.purdue.edu/owl/resource/614/1/>

Research and Citation

<https://owl.english.purdue.edu/owl/section/2/>

**What is a ‘Works Cited’ Page?**

Works Cited is what used to be called a bibliography. The reason for the change in name is that bibliography traditionally called for book, periodicals, and other traditional research tools. Works Cited is open to more non-traditional methodologies used in current day research such as videos, interviews, events, etc. The term ‘Works Cited’ has become more encompassing in its spectrum.

A Works Cited page(s) is an organized listing of all sources used in your academic research and is part of your end product regardless of format.

Here are some things to know about a Works Cited page:

* It will always be the last part of your product.
* It should be typed with the words “Works Cited” centered on the page.
* Each entry needs to be accurate and complete.
	+ You can use the reference section of Microsoft Word to create a citation or you can use a citation-generator such as <http://easybib.com/> to create an appropriate citation
* Each entry should read like one long sentence. If your citation goes to a second line, you need to indent 5 spaces for the second and any subsequent lines for that entry.
* Sources are listed alphabetically by the first word or name of the entry. This is the word that you use in your parenthetical citation to make it easy for your reader to know where your information came from.

**What is a ‘Parenthetical Citation?’**

A ‘Parenthetical Citation’ is when a writer puts the source directly into the text he/she is writing. For instance, when you write a direct quote or are paraphrasing from a specific source, instead of creating a footnote, you put the first word of the Works Cited entry between two parentheses. Doing this allows your reader to know exactly where specific information came from.

This is what it might look like:

*“Many writers look for a potent dose of immediacy to begin their writing.” (Fletcher 83).*

In this example, notice the author’s last name and the page number on which this fact was found are set off from the text in parenthesis. Notice the punctuation. The parenthetical citation is treated as its own sentence when used to cite a direct quote.

Notice the difference in the following paraphrase of the same thought:

*Writers oftentimes want their writing to start off with something dramatic (Fletcher 83).*

Here the parenthetical citation is within the paraphrase sentence.

**Examples of Works Cited Formats**

In a Works Cited page, you should alphabetize all entries by the author’s last name. If you have more than one source by the same author, list those entries in order of publication date. If the author’s name is unknown, alphabetize by the title, ignoring articles such as “The”, “A”, or “An.”

BOOK

Last name, first name. Title. Place of publication: Publisher, Copyright Date.

Example:

Fletcher, Ralph. What a Writer Needs. Portsmouth: Heinemann, 1993.

# PARTS WITHIN A BOOK

Last name, first name. “Title of article, chapter, etc.” Title of Book. Edition.

 Volume number. Page number(s). City of publication: Publisher, date of

 publication. *(Please note that an encyclopedia’s date of publication is listed with the*

 *edition)*

Example:

Templeton, Shane. “Constructing Meaning Through Writing.” Teaching the Integrated

 Language Arts. 2nd Edition. Pages 229-269. Boston: Houghton Mifflin

 Company, 1997.

# INTERNET

Last name, first name. Title of Website. Date last updated. Name of organization that sponsors the site. Date Accessed <URL Link>.

Example:

Fletcher, Ralph. Ralph Fletcher. 2010. Ralph Fletcher. March 13, 2012

 < http://www.ralphfletcher.com/teacher.html>.

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**Annotated Bibliography**

An annotated bibliography is required for all categories. The annotations for each source must explain how the source was used and how it helped you understand your topic. You should also use the annotation to explain why you categorized a particular source as primary or secondary. Sources of visual materials and oral interviews, if used, must also be included.

List only those sources that you used to develop your entry. An annotation normally should be only 1-3 sentences long.

**Source** (example):
Bates, Daisy. *The Long Shadow of Little Rock*. 1st ed. New York: David McKay Co. Inc., 1962.

**Annotation** (example):
Daisy Bates was the president of the Arkansas NAACP and the one who met and listened to the students each day. ***This first-hand account*** was very important to my paper ***because it made me more aware of the feelings of the people involved.***

**Classification of primary or secondary source.** You should use the annotation to explain why you categorized a particular source as primary or secondary, If that is likely to be at all controversial. Historians do sometimes disagree and there's not always one right answer, so justify your choice to the judges.

**Secondary sources which include primary materials.** You also may use the annotation to explain that a book or other secondary source included several primary sources used for the paper. Examples: "This book included three letters between person X on the frontier and person Y back in New England, which provided insight into the struggles and experiences of the settlers." "This book provided four photos of settlers on the Great Plains and their homes, which were used on the exhibit." Please note that the materials included in secondary sources, like your text book, are not primary in this instance because they have been taken out if their original context. For example, an image of a painting may have been cropped, or a letter may be missing sentences.

**Fuller explanation of credits for documentaries.** You are supposed to give credit in the documentary itself for photos or other primary sources, but you can do this in a general way, such as by writing, "Photos from: National Archives, Ohio Historical Society, A Photographic History of the Civil War" rather than listing each photo individually in the documentary credits, which would take up too much of your allotted 10 minutes. You then must use the annotation in the bibliography to provide more detailed information.

PLAGIARISM

A Practical Guide To Avoiding This Trap

# ACTIONS THAT MIGHT BE SEEN AS PLAGIARISM

* Buying, stealing, or borrowing any printed, written, or previously distributed documents without proper citation
* Taking credit for a paper written (wholly or partially) by someone else
* Copying from another source without citing, either on purpose or by accident
* Using the source too closely when paraphrasing without proper citation
* Building on someone’s ideas without citation

**REASONS WHY SOME STUDENTS MIGHT PLAGIARIZE**

* Poor time management and planning skills
	+ A research paper/project requires time to properly develop and if put off for too long, you might make poor choices.
	+ When faced with many activities and choices, the research paper/project gets put off.
* Fear of your own ideas “not being good enough.”
	+ You did the research, but your initial drafts are below your expectations.
	+ What you find published is better than what you think you can write.
* You think you just need to “get through” a class, rather than learn what is being taught.
	+ Many students often times put themselves under tremendous pressure to get “perfect” grades in all classes and then in a time crunch, see various methods of plagiarism as a shortcut to writing something that will get a good grade with minimal effort.
	+ You might think that a teacher wants a “given,” and that some of your original ideas might be marked down for being wrong.
* It is easier, faster, and more fun. This is also known as the “I won’t get caught” clause.
	+ Yes, you will get caught.
	+ The price you pay is not worth it. The price can include: a bad grade, embarrassment, expulsion from a university, loss of credentials and/or degrees, loss of job, etc. You might also have to pay the original author a lot of money for using his/her writing without giving them credit.

Common Forms of Plagiarism

([www.virtualsalt.com/antiplag.htm](http://www.virtualsalt.com/antiplag.htm))

* **Cutting and pasting to create a paper from several sources.  These "assembly-kit" papers are often betrayed by wide variations in tone, diction, and citation style.  The introduction and conclusion are often student-written and therefore noticeably different from and weaker than the often-glowing middle.**
* Downloading a free research paper.  Many of these papers have been written and shared by other students.  Since “paper swappers” are often not among the best students, free papers are often of poor quality, in both mechanics and content.  Some of the papers are surprisingly old (with citations being no more recent than the seventies).
* Buying a paper from a commercial paper mill.  These papers can be good--and sometimes they are “too good.”  Teachers can, and will, compare papers to a student’s in-class writing assignment to see if it is realistically possible for a student to do the level of work that is presented. Teachers are NOT looking for perfection; they are looking for signs of a valuable learning experience and intellectual growth.
* Copying an article from the Web or an online or electronic database.  Only some of these articles will have the quantity and type of citations that academic research papers are expected to have.
* Copying a paper from a local source. This includes turning in a paper that a student completed in a previous year.
* Quoting less than all the words copied.  This practice includes premature end quotation marks or missing quotation marks.  A common type of plagiarism occurs when a student quotes a sentence or two, places the end quotation mark and the citation, and then continues copying from the source.  Or, the student may copy from the source verbatim without any quotation marks at all, but adding a citation, implying that the information is the student's summary of the source.  Teachers will often times check citations to confirm information.
* Faking a citation.  In lieu of real research, some students will make up quotations and supply fake citations.  As stated above, part of grading a research project, teachers will check references and they should be able to find any and all citations. Another form of this type of plagiarism is when a student cites a legitimate source, but has not used any information from this source. This is known as “citation padding.”

This handout was compiled from the following sources:

[www.virtualsalt.com](http://www.virtualsalt.com)

<http://owl.english.purdue.edu/handouts/print/research/r_plagiary.html>)

MLA Handbook for Writers of Research Papers, Tenth Edition by Joseph Gibaldi