

THE HACKETTSTOWN MIDDLE SCHOOL RESEARCH PAPER HANDBOOK AND STUDENT STYLE BOOK

Updated June 1, 2017

TABLE OF CONTENTS

	Page
Outlining/Note Taking	2-3
Avoiding Plagiarism	4
Parenthetical Documentation	5-6
Citing with MLA 8	7-8
Sample Title Page	9
Sample First Page	10
Sample Works Cited	11
Revising and Editing Checklist	12
Style Matters! (Using Titles and Numbers, Hyphenating)	13
Transitional Words and Phrases	14

Sources: Elements of Writing,
Hunterdon Central Regional High School,
Chegg Inc. ©2016,
New Jersey Department of Education,
North Hunterdon-Voorhees Regional High School District,
Randolph Township Public Schools,
2015-16 Hackettstown Middle School — Research Paper Handbook and Style Book

Essential Parts of a Research Paper

DATE

1. Title page (if required by your teacher)
2. Outline (if required by your teacher)
3. The paper (paragraphs of introduction, body, conclusion — with parenthetical citations)
4. Works Cited page

2015-16 Hackettstown Middle School — Research Paper Handbook and Style Book

Writing an OUTLINE

FORMAT

- I. Main topic
 - A. Subtopic
 - B. Subtopic
 - C. Subtopic
 - 1. Detail
 - 2. Detail
- II. Main topic
 - A. Subtopic
 - 1. Detail
 - 2. Detail
 - B. Subtopic
 - C. Subtopic
 - 1. Detail
 - 2. Detail

EXAMPLE

- I. Causes of overweight
 - A. Slow metabolism
 - B. Lack of exercise
 - C. Poor eating habits
 - 1. Overeating
 - 2. Poor nutrition
- II. Results of being overweight
 - A. Medical problems
 - 1. High blood pressure
 - 2. Increased risk of heart attack
 - B. Lethargy
 - C. Poor self-concept
 - 1. Appearance
 - 2. Other perceptions

2015-16 Hackettstown Middle School — Research Paper Handbook and Style Book

Cheating and Plagiarism

- Cheating and plagiarism are not tolerated in the Hackettstown School District.
- Any student guilty of such activity will receive a **ZERO** for work on which cheating or plagiarism occurred.

Here is what plagiarism looks like —

THE SOURCE:

While researching in the library or on the World Wide Web, you find the following passage in the “Afterword” of Lois Lowery’s novel Number the Stars. Since you have read the entire book, you realize that the statement is logical and interesting and decide to use the idea in your report.

“I had always been fascinated and moved by Annelise’s descriptions not only of the personal deprivation that her family and their neighbors suffered during those years, and the sacrifices they made, but even more by the greater picture she drew for me of the courage and integrity of the Danish people under the leadership of the king they loved so much, Christian X.”

(This paragraph is located on p. 133 of Number the Stars.)

THE PLAGIARISM —

1. Plagiarism through undocumented, verbatim use of the writer’s words:

The main character’s behavior shows that the people suffered and made sacrifices during those war years. The young girl gives an even greater picture of the courage and integrity of the Danish people under the leadership of the king they loved so much, Christian X.

2. Plagiarism through undocumented paraphrasing of the writer’s words:

Number the Stars tells about the suffering and sacrifices the Danish people endured and also shows their courage and integrity as they followed the leadership of Christian X, the king they loved so much.

3. Plagiarism through undocumented use of the writer’s main idea:

In Number the Stars the bravery and self-sacrificing of the Danish citizens proves that human beings, even in the worst circumstances, can still behave in an admirable, decent, and patriotic way.

THE CORRECT WAY —

1. Correct (indented) documentation of a long quotation:

In the “Afterword” of Number the Stars, Lois Lowery states,
I had always been fascinated and moved by Annelise’s descriptions not only of the personal deprivation that her family and their neighbors suffered during those years [WW II], and the sacrifices they made, but even more by the greater picture she drew for me of the courage and integrity of the Danish people under the leadership of the king they loved so much, Christian X. (133)

2. Correct documentation of a paraphrase:

As Lois Lowery herself suggests, the bravery and self-sacrificing of the Danish citizens, children as well as adults, proves that human beings, even in the worst circumstances, can still behave in admirable, decent, and patriotic ways (133).

Source: Randolph Township Public Schools

2015-16 Hackettstown Middle School — Research Paper Handbook and Style Book

Parenthetical Documentation

QUOTED MATERIAL

All quotations, whether a single word or an entire paragraph, must be attributed to the author or source in the text of your paper. Choose quotations carefully, keep them brief, and use them only when they are interesting, revealing, or necessary to support your ideas. A paper that is overloaded with quotations often means that a writer has not done much independent thinking. When quoting material, use exact capitalization, punctuation, and spelling. Any changes you make should be clearly marked:

PUNCTUATION NOTE

- Use an **ellipsis** (. . .) and brackets ([]) when you omit words from a quotation: “Pairs of falcons may hunt as a team [. . .]. The lower falcon scares up prey and the other [. . .] dives and attacks” (Smith 19).
- Use **brackets** ([]) around words you add to a quotation: Smith says, “Falconry [hunting with falcons] declined after the invention of guns” (35).

SHORT QUOTATIONS

Prose quotations of **four lines or fewer** and **verse** quotations of **three lines or fewer** are included in the body of the paper, with quotation marks. Document your source with a **parenthetical citation**:

Ernest Rose says, “The highly spiritual view of the world presented in Siddhartha exercised its appeal on West and East alike” (74).

LONG QUOTATIONS

For **prose** quotations of **more than four** lines and **verse** quotations of **more than three** lines, indent each line **1"**. Continue **double spacing** between lines. Do **not** use quotation marks. Do **not** right-justify. Example:

John K. Mahon offers this insight on the War of 1812:

Financing the war was very difficult [. . .]. Baring Brothers, a banking firm of the enemy country, handled routine accounts for the United States overseas, but the firm would take on no loans. The loans were in the end absorbed by wealthy Americans at great hazard — also, as it turned out, at great profit to them (385).

Mahon clearly understands the difference between patriotism and . . .

PARAPHRASING

If you use another person's words, facts, or ideas without using exact quotations, be sure to cite the source of your information:

Normally, a falcon lives for only four or five years, although some have been known to live twelve years or even longer (Wilson 68).

2004-05 Hackettstown Middle School — Research Paper Handbook and Style Book

Sample Parenthetical Citations

Use **parenthetical citations** to indicate exactly which one of the sources listed on the Works Cited page is the source of any quoted passage.

If the author is named within the sentence:

In his Autobiography, Benjamin Franklin states that he prepared a list of thirteen virtues (135). This did not . . . — **OR** —

Franklin said, "I am pleased with the list of thirteen virtues I produced, but I am embarrassed that I could not master them all" (135). — **OR** —

Although Franklin admitted, "I am very embarrassed that I could not master them [thirteen virtues] all" (135), that is no reason to criticize him.

If the author is not named within the sentence:

At least thirteen virtues have been credited to his name (Franklin 135). — **OR** —

"I included under thirteen names of virtues all that at the time occurred to me as necessary or desirable" (Franklin 135).

Please Remember:

If your source is not a print source, it will contain only the first major word of the Works Cited entry and will **NOT** have a page number ex: (Franklin).

Source: Randolph Township Public Schools

HOW TO CREATE CITATIONS:

Basic Format

Author's Last Name, First Name. "Title of Source." *Title of Container*, Other

Contributors, Version, Number, Publisher, Publication Date, Location.

Chegg Inc. ©2016

SAMPLE ENTRIES FOR THE WORKS CITED/WORKS CONSULTED PAGE

1. Author

(The Author's Name should be listed with the last name first followed by a comma, and then the first name should come next followed by a period.)

2. Title of Source

(Your piece may have several titles associated with it, but this title is the most specific title and closest to the information you are borrowing. For example, a book has a title, but if you are working with a specific chapter in that book, the chapter is the most specific title associated with your information.)

3. Title of Container

(This is the major work that your piece is found within. You may have more than one. For example, if your information is coming from a book you found online, you may have a chapter as your source, followed by the book title, and then the web site title.)

4. Other Contributors

(This is the spot where you put other people's names who may be important to this source. For example, you might have an editor, a compiler, a consultant, a translator, an actor, a director or other person who you feel should be recognized. On the other hand, there may not be anyone but the author.)

5. Version and Number

(Sometimes, your source may be a later edition. It may be part of a series. It may be part of a collection. If it has a special designation other than just a reprint that you can identify, this is where you will put it. For example, it may be an "Abridged Edition," or "Volume 7.")

6. Publisher

(This is the organization who is responsible for publishing the source/container. It is not necessary to list all of the Publishers if the source has been republished on the internet. Give the information for the final container in your citation.)

7. Publication Date

(It is not necessary to list all of the Publication Dates if the source has been republished on the internet. Give the information for the final container in your citation and the most recent date unless you feel it is important to include a date for historical purposes.)

8. Location

(The location will depend upon the type of source you are using. A print source or other type of physical source will have an actual city of publication. An internet source will have a URL.)

What does a correctly formatted citation look like?

A Print Source:

Grant, Andrew.¹ "Homemade Lava."² *Scholastic Math*,³ Ed. Jack Silbert,⁴ Vol. 33,⁵ No. 10,⁵ Scholastic,⁶ 25 March 2013,⁷ New York.⁸

An Internet Source:

Sachar, Louis.¹ "A Package for Mrs. Jewls."² *Wayside School Is Falling Down*,³ *Anndrea Dyer's Site*,³ Anndrea Dyer,⁴ Teacher's Website,⁵ 2017,⁶ <http://gcssd.org/webpages/adyer/journeys.cfm?subpage=1075659>.⁷

WHEN DO YOU USE A WORKS CITED OR WORKS CONSULTED PAGE?

When working on a paper/project, you need to give credit or appreciation to the people who have influenced your own work. Most of the time in middle school, you will be doing this by citing or quoting an author's words or ideas, and you give them credit with your parenthetical citations and Work(s) Cited. However, there are times when a person's work has influenced yours in a way that you cannot cite. For example, you may have gotten a great idea for how to organize your paper/project from a source, or maybe you finally figured out how to put your thesis together after reading someone's work or viewing a video. These are perfect examples of times where you might want to give credit for how an author or work has influenced your own work. This is done with a Works Consulted page. In our case, we would just do one or the other. As you move through education, you might have both pages at some point for a large piece of writing like a thesis paper. We also use this kind of page for our Found Poems. Both pages are formatted the same way; they only differ in the content. For now, if you feel like there are things you would like to give credit for in one of your papers or projects that were not directly cited, you will just put all of your credited works in a Works Consulted Page.

SAMPLE TITLE PAGE

- Leave **1" margins** on all sides
- **Double-space** throughout
- Suppress page number on this page

skip 10 lines
double space
12 point font

The Return of The Rolling Stones *boldface*

skip 2 lines,
double space

Mike Jogger *Student's name*

double space

Mrs. Stone *Teacher's name*

ELA B *Subject and Section*

25 June 2017 *Date*

SAMPLE FIRST PAGE

Steve Jones *(Student's Name)*

Mrs. Smith *(Teacher's Name)*

ELA B *(Subject &Section)*

10 April 2017 *(Date)*

Leave 1" margins on all sides

Left-align all body sections

Indent paragraphs ½"

double-space throughout

Use 8 ½" x 11" white paper

Use only one side of the paper

Use a standard, 12-point font: Times- Roman

Jones 1

*Author's Last
Name
and page #*

Myth, Time, and Legend in The Waste Land

(The title is centered)(Do not underline your own words)

Many early twentieth-century writers used myths, legends, and folklore to explore and clarify contemporary issues. T. S. Eliot, in particular, searched for inspiration in ancient texts, beliefs, and practices. In The Waste Land, Eliot uses time-honored writings from various cultures to explore decadence, despair, and spiritual death in contemporary London.

The characters in The Waste Land have been deluded into believing that they are real people; actually, they are spiritually dead and merely imitate the living:

Unreal city,

Under the brown fog of a winter dawn

A crowd flowed over London Bridge, so many,

I had not thought death had undone so many. (60-63)

Surrounded by “brown fog,” the people of London wander aimlessly over London Bridge. This passage relates to a Brahman rite of securing fertility in the land and serenity for the people by never crossing a stream without touching water (Weston 201).

London’s people are dead in Eliot’s poem because they cross the life-giving stream daily without touching it (202).

The corpse in Eliot’s garden (71) suggests a buried god, as Sir James Frazer explains in The Golden Bough: “Under the names of Osiris, Tammus, Adonis, and Attis, the peoples of Egypt and western Asia represented the yearly decay and revival of life [. . .] which they personified as a god who annually died and rose again from the dead” (Morris). Unfortunately, modern London does not provide

- **1st lines** are flush left
- **Left-align** throughout
- **2nd lines** are indented ½"
- Leave **1" margins** on all sides
- **Double-space** throughout
- Use **alphabetical order**

SAMPLE WORKS CITED PAGE

Jones 6

Works Cited

Asimov, Isaac. "Endlessness." Prentice Hall Literature: Bronze. Englewood Cliffs, Prentice Hall, 1989, 386-393.

---. Foundation & Earth St. Doubleday, 1986.

Nim's Island. Directed by Jennifer Flackett, performance by Jodie Foster, 20th Century Fox, 4 April. 2008. IMDb. <http://www.imdb.com/title/tt0410377/>.

Orr, Wendy. Nim's Island. New York, A Yearling Book, 1999. 44-5.

vycska. "Isaac Asimov Interview 1985." YouTube, 12 June 2015, 2015, <https://www.youtube.com/watch?v=OvMZxNmWoko>.

EDITING CHECKLIST

Edit to correct common capitalization, punctuation, and spelling errors.

Capitalization

- a title used with a person's last name (Mayor Lynch)
- appropriate words in a title (A Tale of Two Cities)
- proper nouns (Spain, Industrial Revolution, Kennedy High School)
- proper adjectives (English tea, German shepherd, Persian carpet)
- the first word in a direct quotation (She said, "They will know.")

Punctuation

periods

- at the end of declarative and imperative sentences
- at the end of an abbreviation

question marks (at the end of direct questions)

commas

- in compound sentences (I didn't make the team this year, but I plan to try again next year.)
- to separate a series of adjectives (The elephant is a large, powerful animal.)
- to set off appositives (Seattle, the largest city, borders the Pacific Ocean.)
- between city and state (Trenton, New Jersey)
- before a direct quotation (Howard said, "Let's go to my favorite restaurant.")
- to set off a name in direct address (Joel, will you help me?)
- after an introductory word or group of words (Well, I'm not sure what to say.)
- after introductory phrases (Frightened by the big dog, the child began to cry.)
- after introductory clauses
- (Before Lucy began to write her report, she went to the Media Center to do research.)
 - in a series of words, phrases, or clauses
- (My chores include walking the dog, cleaning my room, and washing the dishes.)
- semicolons (to separate independent clauses) (The distance is long; the roads are poor.)

apostrophes

- in possessives (the baby's toys, the babies' toys, Charles Dickens's novels, the Dickens's woes)
- in contractions (she's, aren't, could've)

colons (before a list of words or phrases)

- (Passengers may order the following beverages: coffee, tea, juice, or milk.)
- (My parents asked me to do the following: walk the dog, wash the dishes, and clean my room.)

quotation marks

- at the beginning and end of a direct quotation (He said, "We must work together to win.")
- enclosing the titles of articles, essays, short stories, and poems ("The Raven")

Style Matters!

USING NUMBERS

1. If you are writing about literature or a subject that involves *infrequent* use of numbers, **spell out** numbers written in **one or two words** and represent other numbers by **numerals** (one, thirty-six, ninety-nine, one hundred, fifteen hundred, two thousand, three million, one-half — *but* 2½, 101, 137, 1,275).

If your project calls for frequent use of numbers — for example, a scientific or statistical paper — use numerals for all numbers that precede units of measurement (**16 amperes, 5 milliliters**). Also use numerals for numbers that are presented together and that refer to similar things, such as in comparisons or reports of experimental data. Spell out other numbers if they can be written in one or two words.

In the **ten** years covered by the study, the number of participating institutions in the United States doubled, reaching **90**, and membership in the **six**-state region rose from **4** to **15**.

2. For **very large numbers**, use a combination of numbers and words: **17million 1.5 billion**

3. For **sentence beginnings** use words, not numerals: **Nineteen** students in the class had brown hair.

4. Use **numerals** for numbers in the following forms:

money	\$1.50	decimal	98.6
percentage	50%	page	pages 12-21
chapter	chapter 5	address	701 Hill Street
date	June 6	time	3:30 p.m.
statistic	a score of 5 to 2	abbreviation	6 lbs.

5. Express **related numbers** in the **same style**: Only **5** of the **250** delegates attended.

USING TITLES

1. *Italicize* when typing the titles of large works. **Underline** when handwriting the titles of large works.

- Book — *The Pearl* The Pearl • Magazine — Merlyn's Pen • Painting — Mona Lisa
- Newspaper — The New York Times • TV show — General Hospital • Play — Hamlet
- Long poem — The Iliad • Movie — Jurassic Park • Ship — Titanic
- Software — Word 6.0 • Opera — The Marriage of Figaro

2. Enclose in **"quotation marks"** the titles of short stories, articles, essays, short poems, and songs.

- Short story — "The Lottery" • Essay — "Common Sense"
- Short poem — "The Road Not Taken" • Song — "America, the Beautiful"

3. **Capitalize the first and last words** of the title and all important words. Do not capitalize prepositions and conjunctions of fewer than four letters.

Alice in Wonderland "I Know Why the Caged Bird Sings" "I Have a Dream"

Source: MLA

2015-16 Hackettstown Middle School — Research Paper Handbook and Style Book

Transitions- Changing Between Ideas and Introducing Quotes

Ask yourself—what am I trying to do in my writing? What information am I trying to share?

Are you—

<p>Adding Information: additionally again along with also another as well as and as besides equally important for example for instance further furthermore in addition like likewise moreover namely next together with finally</p>	<p>Contrasting Ideas/ Defining & Classifying: although in spite of but instead still after all although <i>as opposed to</i> however in contrast conversely counter to even so even though <i>in the meantime</i> instead instead of nonetheless nevertheless yet <i>on the contrary</i> otherwise rather though <i>on the other hand</i> unless unlike</p>	<p>therefore <i>consequently</i> <i>so</i> accordingly because <i>for this reason</i> hence thus</p>	<p>Showing Place or Location: above across against along amid among around beyond behind below beneath in front of into/ onto down farther on top of here near/ nearby over before beside behind inside opposite to throughout under/neath</p>	<p>in particular to emphasize to begin with to repeat truly <i>with this in mind</i> again to repeat</p>
<p>Comparing Ideas or Defining: also another similarly and moreover equally like likewise <i>in the same manner/way</i> too <i>in the same way</i> similarly than</p>	<p>Showing Cause & Effect or Result: as a result for so that because since</p>	<p>Showing Time / Narration: after eventually next at last finally afterwards all this time about during formerly immediately <i>in the meantime</i> later now once first second third shortly soon next _____ while then at once thereafter before meanwhile when as soon as next week until</p>	<p>Showing Importance or Emphasis: first mainly then last <i>more important</i> indeed again especially <i>for this reason</i> in fact</p>	<p>Concluding/ Clarifying: <i>as an example</i> for example <i>as an illustration</i> for instance <i>in other words</i> in particular thus mainly <i>put it in another way</i> stated differently that is to clarify to illustrate accordingly all in all as a result consequently due to finally hence indeed on the whole therefore because in conclusion to sum up in summary</p>