

Meaningful Composition 12: The Research Paper

First Semester Book

This book contains the following skills and projects:

- About the research paper
- Purpose of a Thesis Statement
- Narrowing a thesis statement
- Overview Source
- Bibliography cards
- Sample Works Cited
- Learning about the outline
- Read source, determine the major topics for sections
- Information card details
- Creating information cards
- Opening Sentence (topic sentence) or Transition Sentence?
- Format for rough draft of research paper
- Special circumstances for source citation
- Quote inclusion
- Formal outline
- Footnotes
- Checks and balances at various points
- Determine when to move to neat source in text citation
- Choosing the topic
- Thesis Statement as a whole sentence
- What are sources?
- MLA citation
- Major works and minor works—differences
- The Overview Source
- Looking ahead at the outlining method
- Information card overview
- More information card tips
- Opening Paragraph development
- Writing tips
- Source citation within the research paper
- Using multiple sources
- Cover sheet
- Final 14-20 page body
- Formatting Final Paper
- Quote inclusion

*Suggested prerequisite—MC 7: Research Reports (First Semester)

**This book provides the upper level (and especially college-bound) high school writers the opportunity to complete a full length (twenty to thirty pages) research paper using the MLA format of citation in a gentle, directed, step-by-step manner

Other Books Coming Soon in This Series:

MC 2 (I): Start Out Right

MC 2 (II): Keep It Up!

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MC 12 (I): The Research Paper*

MC 12 (II): Writing in the Real World

+Books May Be Used for Remediation for Older Students too

***Available Spring 2009**

I Designates First Semester; II Designates Second Semester—May Be Used In Order or Out of Order

Section I: Getting Started

Week 1: Learning About the Research Paper

Week 2: Choosing Your Topic/Writing the Thesis Statement

Week 1: Learning About the Research Paper

1. About the Research Paper

Glossary Box

Research Paper--an informative, factual, lengthy writing project that entails using and citing a number of sources

MLA Format--a format used when citing sources within the research paper in which the writing shows within the text where the student got the information in that paragraph

Information Cards--index cards in which the student records information about his subject from various sources; he gathers these cards and puts them in order when he writes the research paper

A research paper is a rewarding, challenging project that will allow you to learn many new skills and practice other skills that you have already learned. This book will teach you how to write a **research paper** in a step-by-step format. You will not just be told to get sources or make cards. You will be guided through the process, so you feel confident in what you are doing.

Final Goal—Completed Research Paper

The finished paper will be about twenty to thirty pages long and contain the following:

1. Fourteen to twenty page (double spaced) body of the research paper
2. A complete list of Works Cited (in **MLA format**)
3. A formal outline
4. A title page
5. Ten to sixteen sources used

Various programs and textbooks have differing ways of creating a research paper. Some programs use information that you type into the computer and manipulate file-by-file, point-by-point, and paragraph-by-paragraph. This is a newer, some would say “more progressive,” way of creating the research paper. However, this approach is difficult for young writers (those who have not written multiple research reports or various types of elaborate research-based writing and speaking projects). The reason it is difficult is because for a paper such as this one, **there is just too much information to keep track of in computer files**. You cannot see at a glance what all you have to work with, what has been plugged in already, and what has not. (More advanced writers and speakers, like book authors and professional speakers, often use the computer method, and we still sometimes resort to cards and outlines laid out in front of us (on cards and notebook paper) to write a massive project.)

Because of this, *MC 12: The Research Paper* will direct you to use what some would call the “antiquated” method of writing the research paper: preparing **information cards** (index cards containing facts from your sources). You will be glad later on that you did it this way when you are faced with literally hundreds of pieces of information to put together in an understandable format. (Another beauty of the older note card method is that you can work on your paper literally anywhere. If you have a few index cards and a source book, you may jot down notes and add to your expansive stock of material on break at work or while riding in a car.)

Since you are this far in your studies, you have probably already written many essays and reports. These may have been essays in which you tell your opinion and/or try to persuade others to believe as you do on a subject (i.e. everyone should vote; smoking in public places should be banned, etc.). Or they may have been research in nature—shorter reports that *Meaningful Composition* calls research reports (as opposed to a research paper, which is what we will call this lengthy research project you will do over this semester). These shorter “research reports” probably gave you opportunities to gather information from sources, organize your information into a useable format (i.e. various outlining techniques), and write.

However, the lengthy research paper you will write this semester will give you even more experiences, such as the following:

1. **Researching a topic in detail**
2. **Taking extensive notes** on note cards (information cards)
3. **Sorting** out what is important and unimportant information
4. **Choosing the major aspects** of your topic that you will include in your paper
5. **Narrowing or expanding** your topic as needed to complete the assigned number of pages
6. Creating a **formal outline**
7. **Writing a lengthy report** with reasonable paragraph and sub-topic breaks
8. **Quoting other authors** who have written about your topic
9. Giving **credit to sources that you consult** in your report
10. Creating a list of **Works Cited**
11. And more!

<>1 a. **Week One: Find research papers online or in a writing or grammar handbook and study them. (Also see ones provided in the book’s appendix.) Notice the differences between them and reports and essays you may have written in the past. You may or may not use the exact format of the papers you find (depending on the citation method used), but seeing finished research papers, regardless of the citation style, will help you realize what your final goals for this class should be.**

<>1 b. **Week One: Read the first half of this book (*Meaningful Composition 12: The Research Paper*), highlighting important parts, putting sticky notes on the edges of things that are unclear, etc. to get an overview of all of the steps you will take in writing this paper during this semester.**

2. Research Paper or Essay?

<>2. **Week One: Study the chart provided to understand the differences between an essay and a research paper. Review this with your teacher, if needed.**

The Differences Between a Research Paper and an Essay

A Research Paper

1. Is focused on reporting facts
2. Does not try to make an argument for or against something
3. Tends to be written less conversationally.
4. Reports opinion only if needed to show how they affect the development of the facts
5. Is non-controversial in how it is written

A **research paper** on baptism might do any of the following:

1. Explore how baptism developed in the church
2. Explain the different types of baptism but not necessarily say one is better
3. Report that the different types of baptism is a dividing point between many denominations
4. Explain the role baptism played in the Reformation

A research paper reports the facts.

An Essay

1. Is focused on making a point
2. Does argue for or against something
3. Tends to be somewhat conversational
4. Uses facts to support an opinion
5. May be controversial in tone

An **essay** on baptism might do any of the following:

1. Choose a form of baptism as the correct or at least better way to baptize
2. Use historical examples to support the main arguments
3. May report the different denominational views, but to either agree with them or debunk them
4. Takes a side about who was right during the Reformation

An essay makes an argument.

Week 2: Choosing Your Topic/Writing the Thesis Statement

1. Choosing Your Topic

The first thing you must do when writing a research paper is to decide on a topic. This is more challenging than you might think. Below is a list of things you should look for when choosing your research paper topic.

Topics to Consider

1. A topic that interests you
2. A topic that there is a lot of information about
3. A topic that you can easily add to or take away from (to make the report longer or shorter)
4. A topic that you know something about to start with
5. A topic that is fairly easy to outline
6. A topic that is “research oriented” as opposed to an opinion or essay type of subject

Some topics lend themselves better to research writing than others. **You want to choose a topic that is fairly easy to research and write about**, especially if this is your first experience in research paper writing.

Topics to Avoid

1. Topics that are too personal, like your family history---too hard to find information on from credible sources
2. Topics that are “unknown” like underground churches, secrets of the CIA---if they are secrets, it is hard to find true information!
3. Current events---when the facts are always changing, it is difficult to find solid evidence
4. Theological or political disputes---facts are hard to find, mostly just opinions are available
5. Something that is too technical or limited---the average person should be able to read and understand your report
6. Topics that are too limited or too broad (considering the assigned length of your paper)

There are some topics that are simply easier to write about than others. These especially include **topics that have chronology** (go in order year by year or month by month) and **topics that have many, many books** written about them.

1. A person----has a clear outline (chronological) and is easy to find information about
2. An organization, like the Red Cross--- fairly easy to outline; a lot of different angles to explore; easy to add things or take things away from the report; normally easy to find information
3. A historical event, like D-Day---normally easy to outline (chronological); easy to find information about; easy to add or take things away from the report
4. A kind of animal, like Labrador retrievers or big cats--- fairly easy to find information on; can get a lot of information from one source; can take several different angles
5. An instrument or musical style---fairly easy to find information on; can get a lot of information from one source; can take several different angles.

Specific Ideas Successful Students Have Used

- | | | |
|-----------------|-------------------|--------------------------------|
| 1. Rwanda | 2. Martin Luther | 3. D-Day |
| 4. Beethoven | 5. Harriet Tubman | 6. Disney World--Magic Kingdom |
| 7. Haiti | 8. Viola | 9. Recycling |
| 10. The Titanic | 11. Knitting | 12. Hamsters |

<>1 a. Week Two: Think about the types of things you are interested in learning more about or that you think might work for your paper. Look these topics up in books or online sources to find out how many books and articles contain your possible topics.

<>1 b. Week Two: Once you have completed assignment 1a, narrow your topic choices down to one or two and discuss them with your teacher. After discussing your topics with your teacher (and considering the information given in this chapter about choosing a topic), decide on one topic that you will write about. Get your teacher's approval of this topic before moving on.

2. Purpose of the Thesis Statement

Different textbooks call various elements of writing different things. For example, some programs call the first sentence of a report or essay a topic sentence, while others call it a thesis statement.

In order to help students understand that a report should have a specific purpose and should all be about the same thing, our programs call the first sentence of a report or essay (or in the case of a lengthy paper, a sentence contained in the first paragraph detailing the report's topic) a **thesis statement**. Historically, a report or essay was often called a thesis—hence the name thesis statement—a statement of what the entire paper (or thesis) is about.

On the other hand, as you will learn when you outline your research paper, we call the first sentence (or second sentence in the case of a lengthy paragraph) of a paragraph, the one that clarifies what that paragraph is about, an **opening sentence** (or topic sentence) of the paragraph. (You will also learn that if a specific aspect of your paper continues into another paragraph, you might not have a topic sentence in a paragraph, but rather may have a **transition sentence** (transitioning from one paragraph to another).

A thesis statement should contain the whole statement of the report in one or two sentences. Consider these guidelines for developing your thesis statement:

1. If you cannot **condense the purpose of your report to one or two sentences**, you do not have a clear idea of what you are writing.
2. The thesis statement needs to **explicitly state what the report is about**, not just the broad idea. (Broad ideas usually mean broad topics, which are difficult to narrow down to twelve to twenty pages of text.)
3. The thesis statement might change to be broader or narrower as you write, but it should **give you an idea of where you are heading with your report.**

Hopefully, when you chose your topic, you narrowed it enough to be able to write a thesis statement. However, if your topic and/or thesis statement is still broad (i.e. *The Civil War took place in the 1860s and was a fight between the northern and southern states of the United States*), then you may choose to skip the next assignment (designing your thesis statement) until you have surveyed some of your sources (in the next few assignments) and are more prepared to narrow enough to write a concise thesis statement.

<>2. Week Two: Read the second half of this book (*Meaningful Composition 12: The Research Paper*), highlighting important parts, putting sticky notes on the edges of things that are unclear, etc. to get an overview of all of the steps you will take in writing this paper during this semester. Review any unclear material with your teacher.

3. Thesis Statement as a Whole Sentence

Glossary Box

Thesis Statement--a sentence or two contained in the first paragraph of a report or essay that tells what the entire report or essay is about

Opening Sentence--also called topic sentence; a sentence or two (usually near the beginning of the paragraph) that tells what that paragraph is about

Transition Sentence--a sentence near the beginning of a new paragraph (or the end of the previous paragraph) that takes the reader from one paragraph to another (used in place of an opening sentence when a subject continues from one paragraph to another)

One of the difficulties many students have with writing a thesis statement is that of not **writing a real sentence for the thesis statement**, but instead writing a fragment or dependent clause. If you come up with a thesis statement that is not a real sentence, consider how you can create a real sentence from it. This usually involves adding a verb or verbs to your non-sentence.

William Primrose Example

Fragment--not correct for a thesis statement:

The life and career of one of the world's premier violists who ever lived: William Primrose.

Real Sentence (independent clause)--correct for a thesis statement:

One of the world's premiere violists was the famous William Primrose, whose prominent life and career impacted his generation and those to come in countless ways.

Auschwitz Example

Fragment--not correct for a thesis statement:

The Auschwitz-Birkenau Concentration Camp, one of the largest concentration camps established by Hitler during the Holocaust.

Real Sentence (independent clause)--correct for a thesis statement:

The Auschwitz-Birkenau Concentration Camp was one of the largest, filthiest, most murderous concentration camps that Hitler established during the Holocaust.

4. Narrowing a Thesis Statement

Besides not designing a complete sentence for the thesis statement, the other problem many students encounter is developing a thesis statement that is too long--often multiple sentences or an entire paragraph in length.

When this happens, you have to omit superfluous details and narrow, narrow, narrow. Remember, your thesis statement serves two major purposes: (1) **inform your reader what your entire paper is about**; (2) **keep you focused on your topic** as you gather sources, outline, and write.

Your thesis statement does not have to tell everything you plan to write in your paper--just your paper's main focus.

<> 4a. Week Two: Study the "thesis paragraph" and the narrowed thesis statement below to see how to narrow a paragraph (or a few sentences) down to one or two sentences.

Thesis Paragraph vs. Thesis Sentence

Thesis "Paragraph"--too long and detailed for a thesis statement:

According to *Webster's New Collegiate Dictionary*, to knit is "to form by interlacing yarn or thread in a series of connected loops with needles." This craft that sounds so simple used to be the only way for women to keep their families together. Women in sixteenth century England made knit items, especially stockings and men's caps, and sold them just to provide their families with money, however little. Now, hundreds of years later, knitting is a leisure art enjoyed by millions around the world.

Thesis Statement--correct length for a thesis statement:

This craft that sounds so simple used to be the only way for women to keep their families together. Now, hundreds of years later, knitting is a leisure art enjoyed by millions around the world.

<> 4b. Week Two: Design a thesis statement of one or two sentences that tells what your entire report will be about. Turn this in to your teacher for her approval.

My Working Thesis Statement _____

Section II: Source Work

Week 3: Choosing Sources and Creating Bibliography Cards

Week 4: More Source Work/Learning More About the Research Paper

Week 5: The Skeleton Outline

Week 3: Choosing Sources and Creating Bibliography Cards

1. What Are Sources?

A research paper is a paper that contains information from **sources**—thus, the name *research* paper. You will gather information (research) from various sources to write your paper. **Your paper will be a series of facts and information that you discovered in your research**—it will not be opinion or your thoughts. Thus, nearly everything your paper says will be from a source. That is the nature of a research paper. Because of this, you will be gathering hundreds of pieces of data and organizing them into one cohesive paper. There are many possible source materials, as shown in the list below.

Glossary Box

Sources--books, articles, online sites, encyclopedias, interviews, etc. that are used to gather information for a report

Bibliography--a list of sources that an author used in writing a book; found in the back of a book; a helpful lead for a report writer as he peruses it to find names of other books and materials about that book's topic

Potential Sources

1. Books
2. Online—be wary of websites you do not know anything about
3. Magazines
4. Personal interviews
5. Reference works—dictionary, encyclopedias, almanacs
6. TV/radio interview or program
7. Historical societies and city/county offices
8. Old newspapers (often available on microfilm)
9. Audio materials (cassettes, talking books, etc.)

Tips for Finding Sources

1. Check the **bibliography** of the work you are using to find other works that author may have used to write *his* book (encyclopedias often have lengthy bibliographies that might give you some good leads).
2. You will want to find one source that is an overview of your topic—longer than what your paper will be, but probably not an entire book (thorough encyclopedia entries are often good for this, providing the entry is at least thirty pages long).
3. Do a Google or Yahoo search on your topic.
4. Look in your library's computer search program to locate books in your library that might contain information about your topic--try searching with the "item containing these words" **and** "subject" or "topic." (Use "advanced search" menu.)
5. Look in an article database or microfiche program for articles from magazines or newspapers about your topic.
6. Look up books online and request that your library get them from an interlibrary loan situation.
7. Ask around for possible interview sources, such as interviewing someone who has visited or lived in the country of which you are writing.

2. Overview Source

It will help you gather information if you find a good, strong source that gives you an overview of your topic. This is called your **Overview Source**.

If you have used other MC books to write reports, you have probably learned about the "**Overview Source**" item. This source will do many things for you:

- (1) Give you an overview of your topic
- (2) Help you see the major aspects of your topic—which you may desire to include as the major topics of your report as well
- (3) Help you see what additional information you will need from your remaining sources (which will help you choose these sources)
- (4) Help give you a framework for your outline.

This Overview Source needs to be much longer than your paper will be (i.e. more than thirty pages in length); however, you probably do not want a four hundred page Overview Source.* You want an overview source that you can read through easily, comprehend thoroughly, and utilize quickly to outline your major sections and find additional sources. Lengthy encyclopedia articles, detailed juvenile non-fiction material, short adult non-fiction books, etc. are all good Overview Sources.

Be careful, however, that your Overview Source is truly about the topic you are writing about. For example, do not use a juvenile non-fiction book about all of the Disney World theme parks if you are writing a report about the Magic Kingdom only. The section about the Magic Kingdom will likely not be lengthy or detailed enough. You will either want a juvenile non-fiction book about the Magic Kingdom only or an adult non-fiction book about all of the parks with dozens of pages about the Magic Kingdom alone (your topic).

Another example of this is that of writing about a country. Suppose you wanted to write a research paper about the country of France, so you looked for an Overview Source that has a lot about France. In your search, if you found a juvenile book about countries of Europe, the France chapter might only be a dozen pages long—not long enough for you to use as your Overview Source as you can not develop a skeleton outline from a source that contains less pages than your report will contain! However, if you chose an Overview Source about Europe from the adult section of your library, it would likely work out okay since it could easily have thirty pages or so on France.

***Note: You may use a four hundred page (or longer) source later—to find pieces of detailed information that you need and cannot find in shorter sources. You will just not want to use that detailed of a source for your Overview Source.**

<> 2a. Week Three: Study the "Overview Source Method" box provided in order to understand the role of the Overview Source in the research paper process.

While your Overview Source will help you extensively in getting a handle on your topic, you will not

Glossary Box

Overview Source--a source that gives a good overview of the topic a student has chosen to write about; usually a lengthy encyclopedia article (at least thirty pages) or a short book, or an extensive chapter or section of a book (again, at least thirty pages)

Overview Source Method--a method of planning and writing a paper in which a student starts out using an overview source to get a good idea of his topic and to develop a working outline

Looking Ahead...at the "Overview Source" and "Overview Source Method"

In the "Overview Source Method" of writing, you will find one source (the "Overview Source") in the beginning **that helps you learn about your topic in a concise way**--and that will help you divide up information in your report more easily. Once you find this source, **you will use this source to decide what all you will put in your report, how you will break down the information, etc.** Then when you add other sources to the writing process, you will know where to plug in the information from that source(s) easily.

For example, you will do the following steps (in a nutshell--**details will follow during the outlining assignment**) with your "Overview Source":

- (1) **Find a source** based on the criteria given.
Example: *Lives of Great Missionaries (book)*
- (2) **Read that source** (or section about your topic) thoroughly.
- (3) **Mark that source** with sticky notes for possible **section breaks** for your report.
- (4) **Write out the section topics** that you will use in your report based on the information in this source.

Example Historical Figure:

- Section I: Birth and Childhood
- Section II: Youth and Education
- Section III: Early Adult (or Early Ministry Years)
- Section IV: Later Adult (or Later Ministry Years)
- Section V: Dying Years, Books, and Posthumous

Example Policemen & Women:

- Section I: History of Police Work
- Section II: Becoming a Policeman
- Section III: Jobs in the Police Force
- Section IV: Dangers and Benefits
- Section V: Policemen in this Century
- Section VI: Awards, Honors, and More

- (5) **Mark** directly on the source (if possible) or on sticky notes attached to pages for **different paragraphs you may put under each section.**
- (6) **Continue** through the Overview Source **determining what the sections and paragraphs** of your report **will be.**
- (7) **Record these sections and paragraphs** on sheets of notebook paper.

Section I: Mueller's Birth and Childhood

PoB A: Birth and Family

Opening/Transition Sentence: _____

Support Sentence (SS) 1: _____

SS 2: _____

PoB B: Childhood

Opening/Transition Sentence: _____

SS 1: _____

SS 2: _____

PoB C: Education

Opening/Transition Sentence: _____

SS 1: _____

SS 2: _____

be permitted to use much of its actual content in your paper. At this level, you need to learn how to figure out your major sections and even paragraph topics (using that Overview Source), then gather information from various sources and compile this information in a logical format, underneath your major section and paragraph points. You will not be permitted to get more than 25% of your report's **information** from your Overview Source (or from any one source, for that matter).

In a nutshell, your Overview Source will acquaint you with your topic and help you determine what major sections and even what paragraph information you may desire—then you will fill in these areas with your other sources, utilizing at least eight total sources. (Older students and more advanced writers should utilize at least ten to twelve sources in their research papers.)

<>2 b. Week Three: Find at least one source (but possibly a couple) that you think can become your Overview Source. (In the next chapter, you will be instructed on how to use that Overview Source to create a skeleton outline for your paper.)

3. MLA Citation

Many colleges require students to write reports in MLA (Modern Language Association) style (especially reports done in English and humanities classes). This provides an accepted, but complicated, format for the citation of sources for all styles of writing and places of learning. It is best to learn to write in this format while still in high school, so you don't have to learn to give citations in two or more different styles.

Basically, the MLA requires two things. The first is that the student **gives a small bit of information in the *actual text* about where he found the information he is stating.** He must cite at least **two things** about the source, **the last name(s) of the author(s) and the page number** where the information came from. The second thing the MLA style requires is that the student **provide a complete bibliography at the end** of the report (which will tell the reader more information about the sources cited within the text)--called **list of Works Cited**.

4. Bibliography Cards

Because you will be utilizing information from various sources and because that wording is not your own—it belongs to someone else—you will be keeping track of your sources as you gather data. This **information will be used in two ways: (1) to tell within your paper where each piece of information came from (the source) and (2) to be compiled at the end of your paper into a document entitled Works Cited.** This list of Works Cited must include all of the information that a reader might need to find the cited work (in a library or on the web) if he or she so chooses.

You will make a bibliography card for each source you use. **Each card will have the same for-**

Glossary Box

List of Works Cited--a document that is created and inserted at the end of a research paper that lists all of the sources used to write the paper

Source Number--a number that is placed in the upper right hand corner of each bibliography card as it is made (1, 2, 3, etc.); the student will use this number on his information cards to show which sources he used for the data on that information card; source number will keep the student from having to write all of the source information for each source out on each information card he creates

Bibliography Cards--index cards that each list a different source that a student consulted for information for the research paper (as he uses each source); information from the source is listed on the card in the same way it will be listed on the list of Works Cited

Glossary Box

Major Work--the title of a book, magazine, encyclopedia series, song book, CD, movie, magazine, newspaper, etc.; underline when writing by hand, italicize when keying on the computer

Minor Work--the title of a work within a major work, such as the title of a chapter within a book; the name of an article in a magazine, newspaper, or encyclopedia; a song within a CD or song book; indicated by placing quotation marks around the item

mat (order of publication information) **that you will use in your list of Works Cited later** on. This will make it a snap to create your list of Works Cited when ready to do so.

One way you will keep track of where you got each piece of information (on each bibliography card) is by indicating on the information card a **source number** that correlates with a number on your bibliography card. This sounds confusing, but it actually isn't at all.

So, as you **use** a source, make a **bibliography card** for it with the information listed the same way as it will be on your list of Works Cited (instructions will follow). Then in the upper right hand corner of the card, put a number. You want to have your cards numbered so that when you make information cards, you will be able to list the source number of the source from which you got the information for the information card (instead of writing all of the bibliographical information on each information card).

Some research paper programs are very particular about the making of the bibliography cards in terms of the source numbers. Some say that you must number them in alphabetical order according to the first word on the bibliography card (i.e. author's name, etc.). Then they recommend that if you do not use a source, you erase that source number and re-number. This is extremely confusing and totally unnecessary (and results in your also having to put a new source number on each information card you have made should you drop a source or add one later).

The bibliography cards are for you—so you do not have to repeat the author's name, book title, etc. on each information card you create. Thus, making bibliography cards as you use the sources is easier. If you do not use the information on that information card in your actual report (for some reason), it is no big deal. That bibliography card will simply not be used when you create your list of Works Cited (which will be in alphabetical order and will include the remaining cards that you did use), nor will it be used when citing authors or books within the text of your report. It will just be dropped, no problem.

The key to easily creating a list of Works Cited when you are finished writing your paper is to **have clear, correctly-punctuated bibliography cards right from the start.** For this reason, you will punctuate the source information on your bibliography cards in exactly the same way you will punctuate your Works Cited at the end of your paper.

Additionally, you will notice that there are abbreviations throughout the samples of bibliography cards. Although most MC books instruct you not to use abbreviations in your reports, in the research paper, abbreviations are used on the bibliography cards, list of Works Cited, and even in the parenthetical citation information following the various pieces of information within your report. Thus, you may use abbreviations as shown in the samples provided.

Works Cited

Davis, Kenneth C. *Don't Know Much About American History*. New York : Harper Collins Publisher, 2003. Print.

"How to Sew Buttons." *Youtube.com*. youtube. 20 May 2006. Web. 13 June 2006.

The Holy Bible: The Open Bible, KJV. Manford G. Gutzke, Roy A. Helton, Samuel J. Schultz, et al. New York : Tyndale House Publishers, Inc, 2004. Print.

"Mammals." *World Book Encyclopedia*. 3rd ed. Volume M. 2002. Print.

"Monkeys." *Wikipedia: The Free Encyclopedia*. Wikipedia. 29 April 2007. Web. 10 May 2007.

Reish, Donna M. "Creating a Love for Learning." *IAHE Informer* May 2005: 22-28. Print.

Smith, Ron. "MLA Formatting and Style Guide." *The OWL at Purdue*. Purdue University Writing Lab. 13 June 2006. Web. 14 June 2008.

***Note: If any aspect of your entry already contains a punctuation mark (i.e. dash, colon, period, comma, etc.), keep that punctuation mark in your entry as well.**

5. Major Works and Minor Works

Lastly, you need to understand the differences between major works and minor works in creating bibliography cards. **Major works** are the names of major works—the title of the book, encyclopedia series, song book, cd, movie, magazine, newspaper, etc. **Major works are underlined when writing by hand and italicized when typing on the computer or on a typewriter.**

Minor works are the names of the works within the major works—the title of a chapter within a book, the title of an essay in an encyclopedia, a song in a songbook or on a cd, article in a magazine or newspaper, etc. **Minor works are written with quotation marks around them.**

If you think of major works as the names of the large work—and minor works as the titles of the works within the major works, you will understand major and minor works better.

<> 5. Week Three: Study the major works and minor works chart given below.

Major Works/Minor Works

- **Major works** are names of any of the following and are italicized when keyed and underlined when written by hand:
 - Books:** *The Well-Trained Heart*
 - Magazines:** *Raising the Standard*
 - Encyclopedias:** *World Book*
 - Movie titles:** *Treasures in the Snow*
 - Music collection titles*:** *Hymns Triumphant*

* Music collection titles may be the names of CD's, cassettes, DVD's, song books, instrumental books, hymnals, etc.

- **Minor works** are names of any of the following and are written surrounded by quotation marks:
 - Chapters of books:** "Overcoming Anger"
 - Magazine articles:** "Speech and Debate in Indiana"
 - Encyclopedia entries:** "Mammals"
 - Song titles:** "Trust and Obey"

Major Works/Minor Works

- Major works are the names of big works, like books, magazines, movies, CD's, etc.
- Minor works are the sub-works within major works
- Words of three letters or less not at the beginning or end of the title and not a verb are not capitalized if they are not important to the title. Example:
"Safe in the Arms of Jesus" but "Climb, Climb **Up** Sunshine Mountain"
- Usually when a preposition is used as an adverb (up, down, etc.) in a title, it is capitalized even if is small ("Climb, Climb **Up** Sunshine Mountain").

Note: Minor works are found within major works. The article is the minor work; the magazine title is the major work. The chapter title is the minor work; the book title is the major work. The song title is the minor work; the cd title is the major work, etc.

6. Sample Bibliography Cards

There are five different things required for a bibliography card (and list of Works Cited): the author's name (with the last name first), the book's name, the place of publication, the publisher, and the date of publication. All of this information can be found in the front of the book. The problem usually isn't finding the information; the problem is the punctuation of the items in the Works Cited document. You will want to study the examples provided in this book thoroughly (and even cross check each of your items on each card with the same type of item in the samples) to be sure that you have punctuated them correctly.

Format--Book

Author Last Name, First Name, Middle Initial. *Book Title*. Publication City: Publisher, Year Published. Annotation.*

Example

Foster, Genevieve S. *The World of Columbus and Sons*. New York: Beautiful Feet Books, 1965. Print.*

*Note: The MLA 2009 changes include documenting what type of source (print, web, audio, etc.) each entry is. Those changes are reflected throughout all of these samples.

Format--No Author

Book Title. Publication City: Publisher, Year Published. Annotation.

Example

Columbus and the New World. New York: Smith Publishing, 1923. Print.

Format--Two or Three Authors

Author Last Name, First Name Middle Initial and First Name Last Name. *Book Title*. Publication City: Publisher, Year Published. Annotation.

Example

Marshal, Peter and David Manuel. *The Light and the Glory*. Boston: Revel, 1996. Print.

Format--Three or More Authors

Author Last Name*, First Name Middle Initial., et. al. *Book Title*. Publication City: Publisher, Year Published. Annotation.

Example

Reish, Cami N., et. al. *Ready to Give an Answer*. Fort Wayne: TFT Publishing, 2004. Print.

*List primary author (if given). If the primary author is not indicated, list author whose name is first alphabetically.

Format--Book Written By a Corporation

Corporation's Name. *Book Title*. Ed. Editor First Name Middle Initial. Last Name. Publication City: Publisher, Year Published. Annotation.**

Example

The College Entrance Examination Board. *The New SAT*. New York: College Examination Board, 2004. Print.**

**Note: If a piece of information is missing from your source (i.e. no editor listed), just omit this in your citation even if it is listed as needed in the format.

Format--Books that Have Been Translated

Author Last Name, First Name Middle Initial. *Book Title*. Trans. First Name Middle Initial. Last Name. Publication City: Publisher, Year Published. Annotation.

Example

Josephus. *Antiquities of the Jews*. Trans. Peter Morgan. London: Golden Books, 1965. Print.

Format --Books with Editors Instead of Authors

Editor Last Name, First Name Middle Initial. Ed. *Book Title*. Publication City: Publisher, Year Published. Annotation.

Example

Otte, F.B. Ed. *That Was the Dream*. Indianapolis: New Word Living, 1997. Print.

Format--Republished Book

Author Last Name, First Name, Middle Initial. *Book Title*. Original Publishing Year. Publication City: Publisher, Year Re-Published. Annotation.

Example

Foster, Genevieve S. *George Washington's World*. 1967. New York: Beautiful Feet Books, 1997. Print.

Format--Part of a Book

Part Author Last Name, First Name Middle Initial. Preface or Introduction or Afterward: Part Name. *Book Title*. by Book Author First Name Middle Initial. Last Name. Publication City: Publisher, Date. Book Cited Page Number. Annotation.

Example

Graham, Franklin. Introduction. *From This Verse*. by David Morgan. Nashville: Tyndale House, 1999. iv-ix. Print.

Format--One Volume of a Multivolume Work

Author Last Name, First Name, Middle Initial. *Book Title*. Vol. Volume Number. Publication City: Publisher, Year Published. Number Volumes. Annotation.*

Example

Poe, Edgar Allan. *The Complete Poems and Stories of Edgar Allan Poe*. Vol 1. New York: Knopf, 1982. 2 vols. Print.

Format--Scholarly Journal Article

Author Last Name, First Name Middle Initial. "Article Title." *Magazine (or Journal) Name* Volume. Issue Number Date Published Day Month Year: Page Number Starts -/+ Ends. Annotation

Example

O'Toole, John. "Racism on the College Campus." *Harvard Educational Review*, 60.3 1998: 654-658. Print.

Format--Magazine Article

Author Last Name, First Name Middle Initial. "Article Title." *Magazine (or Journal) Name* Volume. Issue Number Date Published Day Month Year: Page Number Starts -/+ Ends. Annotation

Example

Morgan, Sarah. "Inside Dyslexia." *Time* 12 July 2003: 40-48. Print.