



Huntley Project High School

Virtual Research Handbook

Table of Contents

Guidelines of the Research Process.....	3
Locating Resources.....	5
Evaluating Resources.....	6
Annotated Bibliography.....	7
Avoiding Plagiarism and Citing APA Style.....	8
Direct quote.....	8
In-text citation.....	8
Paraphrase.....	9
Print Resources.....	10
Non-Print/Digital Resources.....	11
APA Formatting.....	12
Avoiding Plagiarism and Citing MLA Style.....	15
Direct quote.....	15
In-text Citation.....	15
Paraphrase.....	16
Print Resources.....	17
Non-Print/Digital Resources.....	18
MLA Formatting.....	19

Copyright © Tichelle Ickes, 2020

Guidelines of the Research Process

The research process is an action of discovery. When you are researching, you are answering a question you have by combining information that you may already know with information that you discover through research.

Step 1 - Choosing a topic

Deciding what you want to research is important! You should choose a topic that you are interested in. If you are unsure of where to start, consider using a webbing or listing concept to organize your ideas. Once you have determined a topic of interest, you should decide what you want to know about the topic.



Step 2 – Narrowing the topic

Decide what you really want to know about your topic! You can do this by analyzing what you already know about the topic and determining what you want to know: Why is it important? What changes has it brought about? What effects has it had on the world, society, etc.? Have those effects been positive or negative? Once you develop questions about your topic, you are ready to move on to the next step.



Step 3 – Answering the questions

That's what research is all about! It is answering the questions you have about a topic. You can find the answers to your questions from a variety of information sources. You can use the library to find answers in books, magazines, and newspapers. You can also use the Internet to access a variety of sources, like online encyclopedias and news sites, article databases, YouTube videos, blogs, podcasts, websites, and government documents. You might also want to consider using the people around you as sources of information; you can survey your classmates or interview a knowledgeable person by phone or email. You can find information in almost any format. The next step involves what to do with all the information you find.

Step Four – Analyzing the information

It is important to slow down at this point in the research process and evaluate the information you've found. You should ask yourself a few questions about your findings:



Source: Who created or sponsored the information? Why did they do this? How recent is the information? Is this information credible?

Usefulness: Can I understand this information? Can I access this information again? Does this source seem likely to answer any of my questions? How old is the source? Is it outdated?

Scope: What perspective is this information coming from? Is there another side? Have I found any other sources that support this information? Is information missing?

Adapted from Harper, 2011, p. 175

Step Five – Presenting your findings

Finally, you need to decide how you will present your research to the world! Possibilities include posters or glogsters; formal papers; visual presentations like PowerPoint or Prezi; podcasts or videos. You can even present research through live-action skits or speeches!

~ Remember to consider your **audience** when choosing a presentation format. Sometimes your teacher will require a specific format.

~ Another important thing to include when you present your findings is to cite your information sources. To **cite** means that you are giving the original creator of the information you used credit for his or her work or ideas.

~Citing your sources will help you avoid plagiarism! There are two main formats for research. See page 8 for American Psychological Association (APA) style and page 15 for Modern Language Association (MLA) style.



Additional considerations

- When is the project due?
- Are there any mini-due dates to meet?
- What types of sources and how many resources are required?
- Which type of research format (APA or MLA) is required?
- Is a specific presentation format (formal paper, speech, Prezi) required?

Locating Resources

Finding resources can be like searching for a needle in a haystack, but there are a few tips and tricks that you can use to make your search more successful.

Know the source type requirements

You can save a lot of time if you know how many sources are required and which types of sources are acceptable. For instance, your teacher might require a print resource along with a non-print resource. Some teachers will require a specific number of primary or secondary sources (see p. 6). Below are some resources available in the HP Library or at home.

Print	
Books – Fiction and non-fiction Journals and magazines Newspapers Encyclopedias Dictionary and Thesaurus Almanacs Maps and atlases	<ul style="list-style-type: none">✓ These sources can be accessed through the library card catalog on campus or by browsing through the periodical racks and reference section.✓ After selecting a print source, glance through the table of contents and/or index to determine its usefulness.
Non-Print	
EBSCOhost database World Book Online (audio available) Google Scholar Google or any online search engine/directory Government websites Online newspapers Online journals and magazines Podcasts YouTube Blogs Twitter Facebook Email Personal interviews Maps Photographs Statistics	<ul style="list-style-type: none">✓ EBSCOhost and World Book Online require log-on information but can be accessed both on campus and off campus...if you've got Internet service, you can use these sources!✓ When searching a database or website, double check your spelling!✓ Look at the similar terms suggestions to better develop your search.✓ Use AND to return results including multiple terms✓ Use NOT to exclude specific results✓ Use OR to find results including one or another term (not necessarily both)✓ Use quotation marks to group words in a specific order in the return results✓ Use the advanced search option



😊If you're having trouble, ask a librarian for help😊

Evaluating Resources

Not all sources are created equal. To evaluate a source means to judge its usefulness. Other criteria to consider when evaluating a source are bias and sponsorship.

Primary vs. Secondary Sources

Primary – written by an eye-witness at the time, data, research, interviews, photos, video, maps

Secondary – an analysis of an event, second-hand account, news report

Bias

Bias means favoring one perspective or opinion. When you judge your source, you should be aware that the author might be biased. That doesn't mean that you can't use the source, but you should be aware that there may be differing opinions.

For instance, if we played Shepherd and lost, we might think that the refing was bad if we had had four players foul out, but no Shepherd players had fouled out.

The Shepherd fans, however, might think the refs did a great job.

That's an example of a different perspective—or bias—in reporting on a topic. Sources do the same thing, so be sure to consider the perspective from which the author reports on a topic.

Sponsors

The sponsor of a source is the motivation and money behind it. Sometimes it is a single person, but other times it could be the government, a company, a group. When you evaluate a Web resource, you should think about the sponsor of the source and why it was created.

Sponsors of some internet sources can be identified by the URL:

.gov – U.S. federal government

.com – commercial or for-profit organizations (anyone can get a .com domain)

.edu – American colleges and universities

.net – Internet-related companies

.org – not-for-profit organization

Sometimes you have to go to the homepage, contact, or about us information to determine the sponsor of a website. Put in the effort!



Be sure your teacher accepts all types of Internet sources. Some may require you to avoid .com sources or to back them up with a source from the EBSCOhost database that agrees with them.



See Step Four on p. 4 for more information on judging sources.

Annotated Bibliography

An annotated bibliography is a list of complete resource citations that includes a brief summary or evaluation of the source. It is created DURING research and BEFORE writing the paper.

-A bibliography is an alphabetical list of resource citations.

-An annotation is a 4-7 sentence summary or evaluation.

- Summarize the source in your own words; describe the source
- Assess the usefulness of the source (bias, credibility, sponsor, goal)
- Reflect on how the source supports your research



The annotated bibliography can be used later to create your references (APA) or works cited (MLA) page, so SAVE it! All you'll need to do is delete the sources you do not use in-text.

Questions an annotation might answer:

- What info is available based on the table of contents, index, drop-down tabs?
- Who wrote this source? For which audience? For what purpose?
- Is the language emotional, opinionated, or propaganda?
- Is the source current and accurate? Can the info be supported by other sources?
- Does the author use a mix of secondary and primary sources if it's not a primary?
- Is it a vague generalization, one-sided argument, or a balanced discussion?
- Look at the references for your source...maybe they can help you find more info!

Sample APA Resource Citation:

Harper, M. (2011). *Reference sources and services for youth*. New York, NY: Neal-Schuman Publishers, Inc.

Sample MLA Resource Citation:

Harper, Megan. *Reference Sources and Services for Youth*. New York: Neal-Schuman Publishers, Inc., 2011. Print.



Harper will be a useful secondary source because it was written by a librarian for librarians. It is relatively current...written in 2011. My research paper is about how to provide reference services to junior high students. In the table of contents, I see chapters written specifically about middle school students. There is also a chapter about different types of sources that I can use while describing the source types in my paper. It doesn't seem to be biased...very objective.

Annotation

Avoiding Plagiarism and Citing APA Style

Plagiarism means using someone else's words or ideas without giving credit. Plagiarism can be intentional or unintentional...unfortunately, the consequences are the same, so don't be caught unaware! There are easy ways to avoid plagiarism—one is to direct quote and the other is to paraphrase—and then include a references page at the end of the research.



Direct Quote

A direct quote means that you are using the original words exactly as they are used in the original source. Direct quotes should be cited in-text or on the presentation slide.

➔ A brief direct quote is indicated by placing it in quotation marks. You can place the in-text citation after the quote or use the author's last name to introduce the quote. APA requires author last name, year of publication, and page number (p.) for in-text citations. Use parentheses and place the period after the citation rather than within the quotation marks.

➔ If the original quote is incorrect, you must still cite it exactly as it is written in the original. Use [brackets] to add or clarify information or ellipses. If a word is misspelled, [sic] will be placed after it to indicate that the error was the original author's error and not your own.

APA Example 1:

There are differences in the way boys and girls approach learning. "Requiring boys to sit down and listen passively is not likely to engage or hold their interest" (Harper, 2011, p. 45).

APA Example 2:

There are differences in the way boys and girls approach learning. According to Harper (2011), "Requiring boys to sit down and listen passively is not likely to engage or hold their interest" (p. 45).

➔ A block quote is a direct quote that is 40 words or more. It does not require quotation marks. Place the period at the end of the block quote instead of after the parenthetical in-text citation.

APA Block Quote Example:

It is important for teachers and daycare providers to consider the learning preferences of boys. Allowing boys the opportunity to move and make active choices will benefit everyone.

Boys are also attracted to activities that require action. Requiring boys to sit down and listen passively is not likely to engage or hold their interest. Enabling boys to kinesthetically participate by directing the mouse, making choices, or challenging themselves as they do with video games will most likely garner and hold their interest and attention. (Harper, 2011, p. 45)

Indent the block quote ½ inch (1 tab) for APA

Therefore, it is essential to plan activities into the day that will allow boys choice and freedom of movement. By restraining them to their desks, they are being set up for failure.

Paraphrase

Paraphrasing means that you summarize the original idea—or put it into your own words—without changing the meaning or intent of the original source. Paraphrases should be cited in-text or on the presentation slide.

You can place the in-text citation after the paraphrase or use the author's last name to introduce the borrowed information. For paraphrases APA requires author last name, year of publication, and suggests that you include a page number (p.) for in-text citations. Use parentheses and place the period after the citation.



Using too many of the original author's words or phrases can result in plagiarism—even if you include a citation. Look closely at the difference between example 1 and example 2 below.

Original text:

“Requiring boys to sit down and listen passively is not likely to engage or hold their interest” (Harper, 2011, p. 45).

Example 1 APA ACCEPTABLE Paraphrase:

There are differences in the way boys and girls approach learning. It is difficult for boys to focus on a task if they are forced to listen and remain seated for long periods of time. They will quickly become bored and lose interest (Harper, 2011, p. 45).

Example 2 APA UNACCEPTABLE Paraphrase:

There are differences in the way boys and girls approach learning. According to Harper (2011), making boys sit and listen is not likely to engage them or hold their interest (p. 45).

Example 2 is unacceptable because it includes too much of the original author's style:

- Changing requiring to making
- Removing the words down and passively
- Using the phrase “is not likely to engage”
- Adding them
- Using the phrase “or hold their interest”



Example 1 does a much better job of rewording the original text into the researcher's style.

Direct quote or paraphrase?

- ✓ Use a direct quote if the author has said it in the best way possible or if a paraphrase would make the meaning of the original text unclear.
- ✓ Use direct quotes that clearly support your thesis. Choose powerful text to direct quote. Do not overuse direct quotes...they should be used to pack a punch.
- ✓ Regardless of whether you choose to use a direct quote or a paraphrase, you must always cite the source and include a references page at the end of the research.

References

The final requirement to avoid plagiarism is to include a references page at the end of the research. A references page is a roadmap which allows your reader to access your sources. This is useful in case they want to learn more from one of the sources or verify the information.

An APA reference citation includes more complete information about your source than the in-text citation does. Include the basic format information that is available, i.e. if the author is unknown, move the title of the work before the date; if the date is unavailable, use n.d. in parentheses instead of the year.

The following APA citation examples are adapted from the Purdue OWL website: <https://owl.english.purdue.edu/owl/section/2/10/>

Print Resources



Basic Format for a Book

Author, F. M. (Year of publication). *Title in italics: Capitalize first word of subtitle*. Publication City, ST: Publisher.

Harper, M. (2011). *Reference sources and services for youth*. New York, NY: Neal-Schuman Publishers, Inc.

This author does not use a middle initial.

Not all titles include a subtitle.

Basic format for an article in a periodical (magazine/journal)

Author, F. M. (Publication date). Title of article in lower case. *Title of Periodical in Title Case, Volume Number(Issue Number), pages.*

List in alphabetical order } McCann, T. M., & Johannessen, L. R. (2005, November). The role and responsibility of the experienced teacher. *English Journal*, 95(2), 52-57.

Tauber, M. (2007, January 15). Idol no more. *People*, 67(2), 63-64.

Always list the year first, followed by the month and day (if available). Some journals are published seasonally, so the citation would be (2014, Summer).

This article has two authors. McCann is before Johannessen because McCann is listed first in the article.

Non-Print/Digital Resources

Basic format for a webpage

Author, F. M. (Date). *Title of webpage*. Retrieved from URL

Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M., Soderlund, L., & Brizee, A. (2013, March 1). *General format*. Retrieved from <http://owl.english.purdue.edu/owl/resource/560/01/>

This article had several authors.

The Ayn Rand Institute. (n.d.). *A biography of Ayn Rand*. Retrieved from http://aynrand.org/site/PageServer?pagename=about_ayn_rand_aynrand_biography&printer_friendly=1

The author of this article was an institute. If there is no date on the webpage, use (n.d.).

A periodical is published periodically (journal, magazine, newspaper).

Basic format for an article in an online periodical or database

Author, F. M. (Publication date). Title of article in lower case. *Title of Periodical in Title Case*, VolumeNumber(Issue Number), pages. Retrieved from URL

Riedling, A. M. (2000, Nov./Dec.). Great ideas for improving reference interviews. *Book Report*, 19(3), 28-29. Retrieved from <http://0-web.a.ebscohost.com.rosi.unk.edu/ehost/detail/detail?sid=175ea12c-3374-4b80-9686-6c8abc44e4b7%40sessionmgr4003&vid=6&hid=4212&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZS5zY29wZT1zaXRI#db=aph&AN=3720568>

Break URLs after punctuation. Some teachers may not require a database URL—ASK FIRST TO BE SURE.

Basic format for an article in an online encyclopedia

Author, F. M. (Date). Title of entry. In *Title of online encyclopedia*. Retrieved from URL

Feminism. (n.d.). In *Encyclopædia Britannica online*. Retrieved from <http://www.britannica.com/EBchecked/topic/724633/feminism>

Often encyclopedias are missing authors and dates. If the author is not listed, move the title of the entry before the date.

World Book Online

For more information on APA style and formatting visit <https://owl.english.purdue.edu/owl/section/2/10/>

APA Formatting



Title Page

The title page includes a page number in the header in 12 point Arial font.

Then tab down 2 double spaces from the top line of text and double space the rest of the document in 12 point Arial font.

Full Version of the Title in Title Case: Including a Subtitle If You Use One

Space down 4 lines. Title is centered, bold, and title case. A subtitle is optional.

Space down 4 lines and type Author, Institution, Course, Instructor, Due Date using double space.

First M. Last
Huntley Project High School
Honors English 11-2
Miss Ickes
Aug. 9, 2020

The running header must be in the header. Insert page number to paginate all pages. CHECK font/size.

1

Abstract

An abstract is a 150-250 word summary of your paper. It is the second page and is not indented. Some instructors may not require an abstract. Sometimes it depends on the length of the paper. The abstract will introduce any frequently used acronyms, the research topic, important support, and the conclusion. (Remember that everything is double-spaced.)

It will have a different running header that will be used for the rest of the paper.

You will center the word Abstract on the top line of text.

Sample:

Remember that page headings are bold and centered on the top line of text.

Abstract

Remember not to indent this paragraph☺

The page number must be in the header. If you inserted the page number correctly on page 1 it will automatically be here.

2

Body of Paper

Center and bold the full title of your paper in title case, including the subtitle if one is used, on the top line of text. Indent the paragraphs and double-space. It will be page 3 of the document.

The style of a research paper is formal academic. You will avoid personal pronouns (I, you, we, etc.) and contractions (can't, doesn't, etc.). Utilize academic vocabulary, a variety of sentence structures, and sophisticated punctuation. Avoid bias in your writing—remain objective. APA uses past or present perfect tense to signal earlier research [ie: Ickes (2014) discovered or has discovered, “direct quote” (p. 24).]

The introduction paragraph will orient the reader to the topic. Sometimes an anecdote or hypothetical situation will be used...though it is not always necessary. Start broad and introduce your audience to the topic. Narrow the focus to the thesis statement. Your introduction should not be overly short or long—it should be in proportion to the length of the paper. It generally does not include quoted information or citations.

The thesis is what your research has proven. It can sometimes be more than one sentence and is generally placed at the end of the introduction paragraph. The thesis should be the focus of the rest of the paper. The direct quotes and paraphrased information that you cite in-text should be chosen because they specifically support, advance, or prove your thesis.

The body paragraphs should have focused topic sentences. They should use appropriate transitional words or phrases to help the reader move through the information smoothly. You will use a variety of direct quotes and paraphrases to support your topic sentences and in turn your thesis. Remember to lead in and/or lead out of your quotes. They should flow fluently with the rest of the writing and not appear to be random or disconnected. Sometimes it is appropriate to begin the transition to your next topic at the end of a body paragraph. Body paragraphs should be proportionate to one another and develop the topic sentence adequately. See the OWL if your paper requires headings. It is explained well there.

Conclusion

APA requires that you center and bold the word **Conclusion** before typing the conclusion. Remember that everything in this document must be double-spaced, 12 point, Times font! This paragraph will be indented and should remind the reader of the research topic and summarize your conclusions. It generally does NOT include citations because you should have developed and explained your support in the body of the paper. (It will contain information similar to, but not identical to, the abstract.) Like the introduction, the conclusion should not be overly short or long—it should be in proportion to the length of the paper.

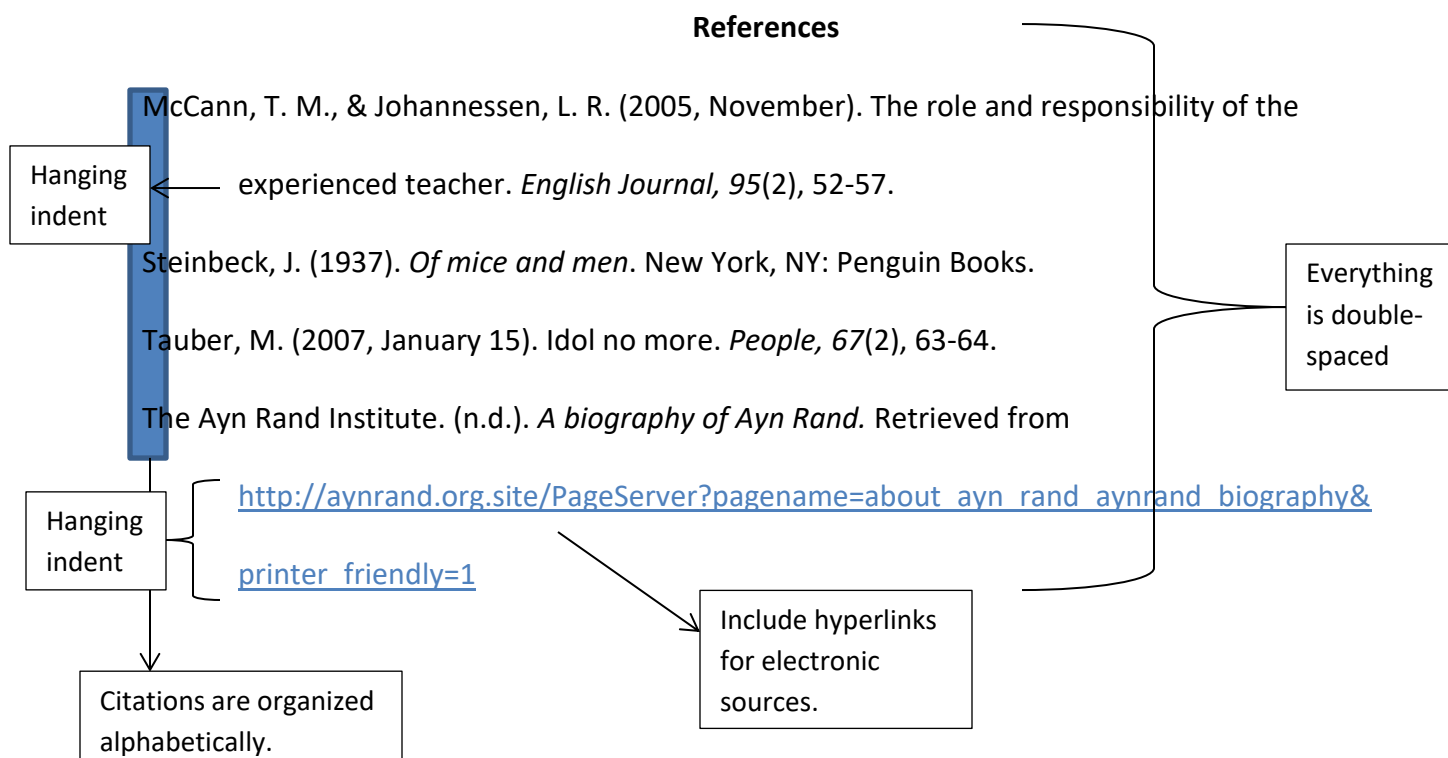
References Page

Center and bold the word **References** on the top line of text. Use **Reference** if you have a single source. The running header will be the same as the abstract and body of your paper with the appropriate page number, of course. This page will be double-spaced and (unless you have an appendix) is usually the last page of the document! Congratulations!

The references must include a citation for every resource (other than an interview) you use in the text of your paper.

Organize the citations in alphabetical order.

Use hanging indents. (HINT: type the entire citation, set the cursor at the beginning of the second line of the citation, hit enter, then hit tab)



Word can be tricky to double-space, so be sure to highlight the entire paper from the title page clear to the end of the references page and set after spacing at 0 pt or click on remove space after paragraph.



Google Docs/the blog can also be difficult to format for headers, hanging indents, or hyperlinks. Please, do the best that you can. Ask for help, but if we can't figure it out, sometimes we just have to accept it. If you indicate to me that you know there is an issue, it is fine.

Avoiding Plagiarism and Citing MLA Style

Plagiarism means using someone else's words or ideas without giving credit. Plagiarism can be intentional or unintentional...unfortunately, the consequences are the same, so don't be caught unaware! There are easy ways to avoid plagiarism—one is to direct quote and the other is to paraphrase—and then include a works cited page at the end of the research.

Direct Quote

A direct quote means that you are using the original words exactly as they are used in the original source. Direct quotes should be cited in-text or on the presentation slide.



➡ A [brief direct quote](#) is indicated by placing it in quotation marks. You can place the in-text citation after the quote or use the author's last name to introduce the quote. MLA requires author last name and page number (no commas) for [in-text citations](#). Use parentheses and place the period after the citation rather than within the quotation marks.

➡ If the original quote is incorrect, you must still cite it exactly as it is written in the original. Use [\[brackets\]](#) to add or clarify information. If a word is [misspelled](#), [\[sic\]](#) will be placed after it to indicate the error was the original author's error. Use ellipses to indicate omitted information.

MLA Example 1:

There are differences in the way boys and girls approach learning. "Requiring boys to sit down and listen passively is not likely to engage or hold their interest" (Harper 45).

MLA Example 2:

There are differences in the way boys and girls approach learning. According to Harper, "Requiring boys to sit down and listen passively is not likely to engage or hold their interest" (45).

➡ A [block quote](#) is a direct quote more than four typed lines. It does not require quotation marks. Place the period after the block quote rather than after the parenthetical in-text citation.

MLA Block Quote Example:

It is important for teachers and daycare providers to consider the learning preferences of boys. Allowing them the opportunity to move and make active choices will benefit everyone.

Indent the block quote 1 inch (2 tabs) for MLA

Boys are also attracted to activities that require action. Requiring boys to sit down and listen passively is not likely to engage or hold their interest. Enabling boys to kinesthetically participate by directing the mouse, making choices, or challenging themselves as they do with video games will most likely garner and hold their interest and attention. (Harper 45)

Therefore, it is essential to plan activities into the day that will allow boys choice and freedom of movement. By restraining them to their desks, they are being set up for failure.

Paraphrase

Paraphrasing means that you summarize the original idea—or put it into your own words—without changing the meaning or intent of the original source. Paraphrases should be cited in-text or on the presentation slide.

You can place the [in-text citation](#) after the paraphrase or use the author's last name to introduce the borrowed information. For paraphrases MLA requires author last name and page number for in-text citations. Use parentheses and place the period after the citation.



Using too many of the original author's words or phrases can result in plagiarism even if you include a citation. Look closely at the difference between example 1 and example 2 below.

Original text:

"Requiring boys to sit down and listen passively is not likely to engage or hold their interest" (Harper 45).

Example 1 MLA ACCEPTABLE Paraphrase:

There are differences in the way boys and girls approach learning. It is difficult for boys to focus on a task if they are forced to listen and remain seated for long periods of time. They will quickly become bored and lose interest (Harper 45).

Example 2 MLA UNACCEPTABLE Paraphrase:

There are differences in the way boys and girls approach learning. According to Harper, making boys sit and listen is not likely to engage them or hold their interest (45).

Example 2 is unacceptable because it includes too much of the original author's style:

- Changing requiring to making
- Removing the words down and passively
- Using the phrase "is not likely to engage"
- Adding them
- Using the phrase "or hold their interest"



Example 1 does a much better job of rewording the original text into the researcher's style.

Direct quote or paraphrase?

- ✓ Use a direct quote if the author has said it in the best way possible or if a paraphrase would make the meaning of the original text unclear.
- ✓ Use direct quotes that clearly support your thesis. Choose powerful text to direct quote. Do not overuse direct quotes...they should be used to pack a punch.
- ✓ Regardless of whether you choose to use a direct quote or a paraphrase, you must always cite the source and include a works cited page at the end of the research.

Works Cited

The final requirement to avoid plagiarism is to include a works cited page at the end of the research. A works cited page is a roadmap which allows your reader to access your sources. This is useful in case they want to learn more from one of the sources you used.

An MLA works cited citation includes more complete information about your source than the in-text citation does. Include the basic format information that is available, i.e. if the author is unknown, move the title of the work first.

The following MLA citation examples are adapted from the Purdue OWL website: <https://owl.english.purdue.edu/owl/section/2/11/>



Print Resources

Basic Format for a Book

Author, First. Title in Italics: Capitalize All Keywords. Publisher, Year.

Jacobs, Alan. *The Pleasures of Reading in an Age of Distraction*. Oxford UP, 2011.

←
This author does not use a middle initial.

←
Not all titles include a subtitle.

Basic format for an article in a journal

Author, First and Second Author. "Title of Article in Title Case." Title of Periodical in Title Case, volume #, issue #, date, pages #-#.

Kincaid, Jamaica and John Smith. "In History." *Callaloo*, vol. 24, no. 2, Spring 2001, pp. 620-26.

←
This article has two authors. Kincaid is before Smith because Kincaid is listed first in the article. Note: "and" is spelled out and the second author is in different order. For 3+ authors: McCann, John, et al.

Basic format for an article in a magazine

Author(s). "Title of Article." Title of Periodical, Day Mo. Year, pages.

Poniewozik, James. "TV Makes a Too-Close Call." *Time*, 20 Nov. 2000, pp. 70-71.

Non-Print/Digital Resources

MLA requires a URL or DOI if one is available. Check with your instructor for his or her preference! Start URL at www.

Basic format for a page on a website

Editor, author, or compiler name (if available). "Title of Webpage." *Name of Site*. Version number, Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available), URL, DOI or permalink. Date of access (if no pub. date is available).

"Athlete's Foot - Topic Overview." *WebMD*, 25 Sept. 2014, www.webmd.com/skin-problems-and-treatments/tc/athletes-foot-topic-overview.

Lundman, Susan. "How to Make Vegetarian Chili." *eHow*, www.ehow.com/how_10727_make-vegetarian-chili.html. Accessed 6 July 2015.

The author of this article was not stated. If there is no date on the webpage, leave it out. On a website with no date, always include an Accessed date.
**MLA breaks URLs at a slash or after punctuation.

Basic format for a journal article in an online database

Author, First. "Title of Article in Title Case." *Title of Periodical in Title Case*, vol. #, issue #, year, page #-#. *Database*, DOI or URL. Accessed day Mo. year is optional.

Langhamer, Claire. "Love and Courtship in Mid-Twentieth-Century England." *Historical Journal*, vol. 50, no. 1, 2007, pp. 173-96. *ProQuest*, doi:10.1017/S0018246X06005966. Accessed 27 May 2009.

Include URL if you don't have a DOI.

Basic format for an article in an online encyclopedia

Author, First. "Title of entry." *Title of Online Encyclopedia*. Date, DOI or URL. Date of Access.

"Feminism." *Encyclopædia Britannica Online*. www.britannica.org/feminism. Accessed 10 Aug. 2014.

World
Book
Online

- Often web resources are missing authors and dates. If the author is not listed, move the title of the entry before the date.

For more information on MLA style and formatting visit
<https://owl.english.purdue.edu/owl/section/2/11/>

MLA Formatting



Title Page

MLA does not require a separate title page, but some instructors do.

The entire document will be double-spaced in 12 point Times font.

On the first page of text, open the header and in the upper right corner type your last name and insert the page number.

Starting on the top line of text left-align and type your name, the instructor, the course, and the date.

Center the title of the document.



If the instructor requires a separate title page, select different first page header and leave an empty header. In the middle of the page, center and double-space The Title in Title Case, followed by your name, instructor, course, date. On the second page of the document insert a right-aligned header with your last name and page number (which in this case will be page 1). On the top line of text, center the full title of your paper, including the subtitle if one is used.

Sample MLA Title Page:

First M. Last

Miss Tichelle Ickes

Honors English 12

12 August 2014

This info begins on the top line of text and is double-spaced. Center the title.

Title of the Paper in Title Case

Remember that this is in the header. Insert page number starting at 1

Ickes 1

Indent one tab and begin typing the document! Remember that it's all double-spaced.

Abstract

MLA does not use an abstract page☺

Body of Paper

You will start your paper right on the first page of text unless the instructor has required a separate title page. You will indent the paragraphs and double-space, using 12 pt Times font.

The [style](#) of a research paper is formal academic. Depending on the requirements, you will avoid personal pronouns (I, you, we, etc.) and contractions (can't, doesn't, etc.). Utilize academic vocabulary, a variety of sentence structures, and sophisticated punctuation. Avoid bias in your writing—remain objective. MLA uses consistent tense to signal research [ie: use —s endings or —ed endings consistently...do not switch back and forth].

The [introduction](#) paragraph will orient the reader to the topic. Sometimes an anecdote or hypothetical situation will be used...though it is not always necessary. Start broad and introduce your audience to the topic. Narrow the focus to the thesis statement. Your introduction should not be overly short or long—it should be in proportion to the length of the paper. It generally does not include quoted information or citations.

The [thesis](#) is what your research has proven. It can sometimes be more than one sentence and is generally placed at the end of the introduction paragraph. The thesis should be the focus of the rest of the paper. The direct quotes and paraphrased information that you cite in-text should be chosen because they specifically support or prove your thesis.

The [body](#) paragraphs should have focused topic sentences. They should use appropriate [transitional words or phrases](#) to help the reader move through the information smoothly. You will use a variety of direct quotes and paraphrases to support your topic sentences and in turn your thesis. Remember to lead in and/or lead out of your quotes. They should flow fluently with the rest of the writing and not appear to be random or disconnected. Sometimes it is appropriate to begin the transition to your next topic at the end of a body paragraph. Body paragraphs should be proportionate to one another and develop the topic sentence adequately.

Conclusion

This paragraph will be indented and should remind the reader of the research topic and summarize your conclusions. MLA does not require a heading before the conclusion. It generally does NOT include citations because you should have developed and explained your support in the body of the paper. Like the introduction, the conclusion should not be overly short or long—it should be in proportion to the length of the paper.

Works Cited Page

You will center the word Works Cited on the top line of text. The running header will be the same as the body of your paper with the appropriate page number, of course. This page will be double-spaced and (unless you have an appendix) is usually the last page of the document! Congratulations!

The works cited page must include a citation for every resource that you use in the text of your paper. (If you only use one resource, title the page Work Cited. Some instructors may require you to indicate all the sources you used throughout your research regardless of whether they were cited in-text; in that case title the page Works Consulted.)

Organize the citations in alphabetical order.

Use hanging indents. (HINT: type the entire citation, set the cursor at the beginning of the second line of the citation, hit enter, then hit tab)

Works Cited

"Athlete's Foot - Topic Overview." *WebMD*, 25 Sept. 2014, www.webmd.com/skin-problems-and-treatments/tc/athletes-foot-topic-overview.

"Feminism." *Encyclopædia Britannica Online*. www.britannica.org/feminism. Accessed 10 Aug. 2014.

Kincaid, Jamaica and John Smith. "In History." *Callaloo*, vol. 24, no. 2, Spring 2001, pp. 620-26.

Lundman, Susan. "How to Make Vegetarian Chili." *eHow*, www.ehow.com/how_10727_make-vegetarian-chili.html. Accessed 6 July 2015.

Hanging
indent

Everything
is double-
spaced

Remember to
remove hyperlinks

Citations are organized alphabetically. You will use the first part of the works cited citation to create your in-text citations.



Word can be tricky to double-space, so be sure to highlight the entire paper from the title page clear to the end of the references page and [set after spacing at 0 pt](#) or [click on remove space after paragraph](#).



Google Docs/the blog can also be difficult to format for headers, hanging indents, or hyperlinks. Please, do the best that you can. Ask for help, but if we can't figure it out, sometimes we just have to accept it. If you indicate to me that you know there is an issue, it is fine.