

Palmyra Area Middle School Research Guide



2013

Palmyra Area Middle School Research Guide

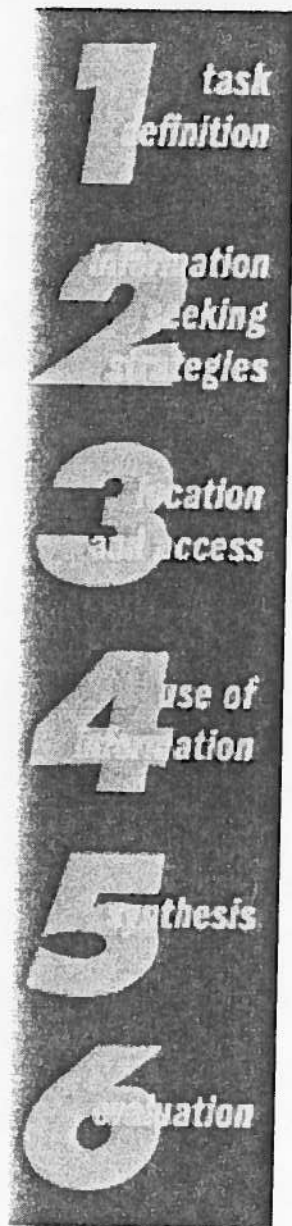
- 1. Big 6 Skills**
 - a. Big 6 Skills Overview
 - b. Big 6 Writing Organizer
 - c. Big 6 Organizer
- 2. Thesis Statements**
 - a. What is a Thesis?
 - b. Thesis Generator
 - c. Developing a Thesis Statement
- 3. Databases**
- 4. Evaluating Sources**
 - a. Ask questions as you evaluate information
 - b. URLs as Clues to Content
 - c. Web Page Evaluation Checklist
 - d. Web Site Check
- 5. Plagiarism**
 - a. What is Plagiarism? And Why You Should Care!
- 6. Citations**
 - a. In-Text Citations
 - b. Works Cited
 - c. MLA Citation Guide
 - d. Source Cards/Note Cards
- 7. Noodle Tools**
 - a. Creating a Personal Noodle Tools Account
 - b. Logging into Noodle Tools
 - c. Creating a New Project
 - d. Using Dashboard
- 8. Evaluations/Checklists**
 - a. Student Self-Evaluation Checklist
 - b. Checklist for a Writing Assignment – Grades 7-12
 - c. Evaluate your Research Skills Using the Big 6
- 9. Glossary of Terms**

Big 6 Skills

Big 6 Skills Overview
Big 6 Writing Organizer
Big 6 Organizer

The Big6™ Skills

The Big6 is a process model of how people of all ages solve an information problem.



1. Task Definition

- 1.1 Define the information problem
- 1.2 Identify information needed (to solve the information problem)
 - What is my current task?
 - What are some topics or questions I need to answer?
 - What information will I need?

2. Information Seeking Strategies

- 2.1 Determine all possible sources (brainstorm)
- 2.2 Select the best sources
 - What are all the possible sources to check?
 - What are the best sources of information for this task?

3. Location and Access

- 3.1 Locate sources (intellectually and physically)
- 3.2 Find information within sources
 - Where can I find these sources?
 - Where can I find the information in the source?

4. Use of Information

- 4.1 Engage (e.g., read, hear, view, touch)
- 4.2 Extract relevant information
 - What information do I expect to find in this source?
 - What information from the source is useful?

5. Synthesis

- 5.1 Organize from multiple sources
- 5.2 Present the information
 - How will I organize my information?
 - How should I present my information?

6. Evaluation

- 6.1 Judge the product (effectiveness)
- 6.2 Judge the process (efficiency)
 - Did I do what was required?
 - Did I complete each of the Big6 Stages efficiently?

The "Big6™" is copyright © (1987) Michael B. Eisenberg and Robert E. Berkowitz. For more information, visit: www.big6.com
Handout created by: Barbara J. Shoemaker, School Media Specialist, Mill Road Elementary, K-2
Red Hook Central School District, Red Hook, NY

The **Big 6** Writing Organizer

Name _____

Class _____

Big6 #1: Task Definition		What needs to be done?
What types of information do I need?	<ul style="list-style-type: none"> • • • 	
How much information do I need?		
What must I include to do a good job?		
I don't know what to do. Ask the teacher.		

Big6 #2: Information Seeking Strategies		What can I use?
List all possible sources of information.	Check near each item you are able to use. <ul style="list-style-type: none"> • • • • • 	
Books		
Web sites		
People		
Observation		
Other:		

Big6 #3: Location & Access		Where can I find what I need?
Find the information source.	<ul style="list-style-type: none"> • • • 	
Find information within the source.		
Ask for help if you need help.		

Big6 #4: Use of Information		
Read, view, or listen to the source.		Write only the words that answer your question.
Take notes.	digital paper	note cards PowerPoint copy, paste, sort
Give credit to all sources	People	Authors Title Pages URLs

Big6 #5 Synthesis		Big6 #6 Evaluation
What can I make to finish the job?		How will I know I did my job well?
Make a list of original ideas		Completes Task? Yes / No Neat? Yes / No
Write a draft.	Edit and revise.	I am proud of my work? Yes / No

Big6 Organizer

Directions: Use this sheet as a worksheet to organize your project. It is intended to aid you in your research; not all questions require a written response.

1. Task Definition

- What am I supposed to do?
- What is the problem I need to solve?
- What are the questions I should answer?
- What type of information do I need?
- How much information do I need?
- Should I narrow my topic?
- What will my finished product look like?

Notes:

2. Information-Seeking Strategies

- What are my possible sources? Books, websites (portals, search engines, subject directories, subscription databases), periodicals, e-mail, interviews, television, video?
- Which search tools and subscription databases should I use? Should I use the OPAC?
- Which are the best sources?

Notes:

3. Location and Access

- Where will I find my best resources?
- Who can help me find the materials I need?
- Can I mine the sources I have for alternate keywords?
- Within my sources, how will I locate information? (Print: tables of contents, indexes, headings, subheadings, bold print, scanning text. Electronic: database strategies, keyword vs. subject, keyword identification, find on page, search within a search)
- Should I investigate other libraries or use interlibrary loan?

Notes:

4. Use of Information—reading, hearing, viewing, interacting

Which information is relevant?

How will I record the information I find—note cards, organizers?

What is the most logical structure for organizing what I have collected?

Are there appropriate quotes? Paraphrases? Ideas to summarize?

How will I give credit to my sources? Do I need permissions for Web publishing or broadcasting?

Notes:

5. Synthesis

How will I organize information from multiple sources?

Can I eliminate information that does not answer my questions or help prove my thesis?

How will I present the results of my research? Format? Structure?

How will I make sure my own voice as a writer is heard?

What conclusions have I made?

Notes:

6. Evaluation

Have I completed the requirements of the assignment?

Is it logically organized, carefully proofread, ethically documented?

How could I have improved the project? What will I do differently next time?

Did I really answer the questions I posed?

Did I use quality evidence to support my argument?

How effective was my research process?

How effective is my product?

Is this my best work?

Notes:

Thesis Statements

What is a Thesis?

Thesis Generator

Developing a Thesis Statement

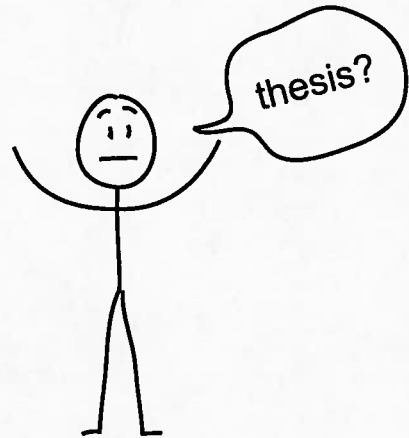
What Is a Thesis?

A thesis statement declares what you believe and what you intend to prove. A good thesis statement makes the difference between a thoughtful research project and a simple retelling of facts.

A good tentative thesis will help you focus your search for information. But don't rush! You must do a lot of background reading before you know enough about a subject to identify key or essential questions. You may not know how you stand on an issue until you have examined the evidence. You will likely begin your research with a working, preliminary, or tentative thesis which you will continue to refine until you are certain of where the evidence leads.

The thesis statement is typically located at the end of your opening paragraph. (The opening paragraph serves to set the context for the thesis.)

Remember, your reader will be looking for your thesis. Make it clear, strong, and easy to find.



Attributes of a good thesis

- It should be contestable, proposing an arguable point with which people could reasonably disagree. A strong thesis is provocative; it takes a stand and justifies the discussion you will present.
- It tackles a subject that could be adequately covered in the format of the project assigned.
- It is specific and focused. A strong thesis proves a point without discussing "everything about . . ." Instead of music, think "American jazz in the 1930s" and your argument about it.
- It clearly asserts your own conclusion based on evidence. Note: Be flexible. The evidence may lead you to a conclusion you didn't think you'd reach. **It is perfectly okay to change your thesis!**
- It provides the reader with a map to guide him/her through your work.
- It anticipates and refutes the counter-arguments.
- It **avoids** vague language (like "it seems").
- It **avoids** the first person ("I believe," "In my opinion").
- It should pass the So what? or Who cares? Test. (Would your most honest friend ask why he should care or respond with "but everyone knows that"?). For instance, "people should avoid driving under the influence of alcohol," would be unlikely to evoke any opposition.

How do you know if you've got a solid tentative thesis?

Try these five tests:

1. Does the thesis inspire a reasonable reader to ask, "How?" or "Why?"
2. Would a reasonable reader NOT respond with "Duh!" or "So what?" or "Gee, no kidding!" or "Who cares?"
3. Does the thesis avoid general phrasing and/or sweeping words such as "all" or "none" or "every"?
4. Does the thesis lead the reader toward the topic sentences (the subtopics needed to prove the thesis)?
5. Can the thesis be adequately developed in the required length of the paper or project?

If you cannot answer "YES" to these questions, what changes must you make in order for your thesis to pass these tests?

Examine and evaluate these sample thesis statements, using the Five Tests.

- E-coli contamination should not happen.
- The causes of the Civil War were economic, social, and political.
- *The Simpsons* represents the greatest animated show in the history of television.
- *The Simpsons* treats the issues of ethnicity, family dynamics, and social issues effectively.
- Often dismissed because it is animated, *The Simpsons* treats the issue of ethnicity more powerfully than did the critically praised *All In The Family*.

Proficient vs. advanced

Proficient: Inspires the reasonable reader to ask "How?" or "Why?"

Advanced: Inspires the reasonable reader to ask "How?" or "Why?" and to exclaim "Wow!" This thesis engages the student in challenging or provocative research and displays a level of thought that breaks new ground.

Remember: Reading and coaching can significantly improve the tentative thesis.

Thesis brainstorming

As you read, ask yourself these questions:

- Are interesting contrasts or comparisons or patterns emerging in the information?
- Is there something about the topic that surprises you?
- Do you encounter ideas that make you wonder why?
- Does something an "expert" says make you respond, "No way! That can be right!" or "Yes, absolutely. I agree!"?

Thesis Generator

IDEAS FOR HELPING STUDENTS DEVELOP BETTER THESIS STATEMENTS

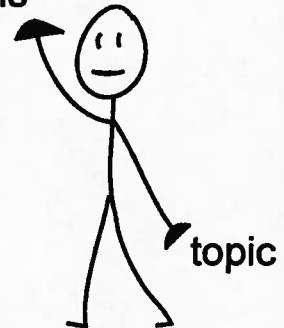
1. **Equations:** Think about the thesis equations as you ask questions and move toward a tentative thesis.

A tentative thesis should look something like this:

Specific topic + Attitude/Angle/Argument = Thesis

What you plan to argue + How you plan to argue it = Thesis

thesis



2. **Thesis Stems:** Consider using these stems to help students move from statements.

Rank with Justification

Most important to least important

Least important to most important

Contrasts (of Perspectives of Sources)

Although newspapers at the time claimed X, the most significant cause/explanation/reason, etc., is . . .

While So and So maintains that . . . , more accurately/importantly, etc., #2's position is the stronger one. (Substitute "most historians" for So and So and the appropriate person or view or source for #2.)

Perception versus Reality

Although Turner himself may have believed X, the real causes were Y and Z.

Good versus Bad Reasons

Historians generally list six reasons as the cause for X, but among these are four that are valid and two that are not.

Cause and Effect

Certainly, X was the cause and Y was its effect, but between the two are two other factors of equal importance.

Separately the causes would have not necessarily led to a rampage; however, together their effect was inevitably murderous.

Although the effects of the rampage were . . . , the causes were understandable/justifiable/inevitable.

The more important effects of Nat Turner's rebellion went beyond those of the local rampage.

Challenge

Nat Turner's rebellion was not a righteous response to the injustice of slavery; it was motivated purely by disturbing psychological issues.

3. **Question Stems:** Good questions help students brainstorm their possibilities and focus a thesis. These question stems should lead students toward developing thesis statements that would generate a variety of different structures for essays, papers, presentations.

- What should the audience/reader do/feel/believe?
- Who are the major players on both/each side and how did they contribute to?

- Which are the most important?
- What was the impact of?
- Can I compare? How is X like or unlike Y?
- What if? Can I predict?
- How could we solve/improve/design/deal with?
- Is there a better solution to?
- How can you defend?
- What changes would you recommend to?
- Was it effective, justified, defensible, warranted?
- Why did this happen? Why did it succeed? Why did it fail?
- What should be? What are/would be the possible outcomes of?
- What are the problems related to?
- What were the motives behind?
- Why are the opponents protesting?
- What is my personal response to?
- What case can I make for?
- What is the significance of?
- Where will the next move(s) occur?
- How is this debate likely to affect?
- What is the value or, what is/are the potential benefit(s) of?
- What are three/four/five reasons for us to believe?



DEVELOPING A THESIS STATEMENT

A thesis statement can also be called a purpose statement. A thesis statement is a one sentence summary stating the **purpose** of the paper. Keep in mind that the focus of this thesis statement may change as you progress through your research paper. For example:

The purpose of this paper is to:

- show the development of a (an)
- summarize the information about
- to discuss
- to analyze
- to prove
- to make comparisons between
- to explain why _____ happened
- etc.

MY THESIS STATEMENT

Write the purpose of your research paper below. Be sure to make it one, strong sentence.

Attachment: Thesis Handout

Thesis Statements

Name _____

1. _____ had a huge/small effect on the outcome of _____.
2. _____ was/was not an important cause of _____.
3. _____ was/was not a good leader before/during/after _____.
4. Without _____, we would not have _____.
5. _____ was a difficult point during _____.
6. _____ was a hero of _____.
7. _____ changed between _____ and _____.
8. _____ is an important idea in _____.
9. _____ needed _____ in order to _____.
10. _____ has an interesting history.
11. There were several stages in the _____ of _____.
12. _____ caused many problems for _____.
13. A huge challenge for _____ was _____.

Databases

**Palmyra Middle School Library Media Center
Resources**

DESTINY: Our web based circulation/cataloging system.
Access at: <http://destiny.pasd.us>

DATABASES:

Discovery Streaming - Provides digital content, interactive lessons, assessments, interactive media, visuals and videos.

Access at: <http://www.discoveryeducation.com>

*Faculty & Staff: Username - your six digit Medianet code
Password - iu13ims

*Students: Username - Moodle/Weblocker username
Password - Moodle/Weblocker password
(some students may have to add pasd to their username -
for example: 12345pasd)

Culture Grams - Provides information on daily life, culture, history, customs and lifestyles of the world's people. Videos, maps, pictures, interviews, tables, charts and more are included.

Access at: <http://online.culturegrams.com>

* See Mrs. Leach for username/password *

World Book Online - An online encyclopedia with research tools, biography center, quizzes and activities.

Access at: <http://www.worldbookonline.com>

* See Mrs. Leach for username/password *

NoodleTools - Includes integrated tools for note-taking, outlining, citations, and annotations. Works cited pages can be exported into Word or GoogleDocs.

Access at: <http://www.noodletools.com>

To set up an account please contact Mrs. Leach

*It is highly recommended that students use their Moodle/
Weblocker information for their Personal ID and password.

PowerLibrary - Provides thousands of full text periodical articles, newspapers, encyclopedias, pictures and reference materials.

At school - PowerLibrary can be accessed from the computers in the library.

At home - Go to your public library website and enter your library card number.

e-Library - An online tool that gives access to current newspapers and magazines, images, books, maps, audio and video files and flash multi-media files. It aligns with teaching and learning standards.

Access at: <http://www.proquestk12.com>

* See Mrs. Leach for username/password *

BrainPOP - An educational website with over 1,000 short animated movies, interactive quizzes, activity pages and games. Topics include math, science, social studies, English, technology, arts & music and health. Content is aligned to state standards including Common Core.

Access at: www.brainpop.com

* See Mrs. Leach for username/password *

Evaluating Sources

Ask questions as you evaluate information
URLs as Clues to Content
Web Page Evaluation Checklist
Web Site Check

**Ask yourself questions as you evaluate
the information you find on the Web and
consider it for use in your projects:**

Affiliation/Bias/Purpose

Is the page associated with an institution, company, university, government agency or other organization?
Have you ever heard of the organization? Is it well respected?
Does the author's affiliation with the organization appear to bias the information?
Who is the intended audience?
What is the purpose of this Web page? Can you defend this source to your teacher?

Source

Who is the author?
What are his or her credentials?
Do you feel he or she is qualified to write on this topic?
Is he or she the creator of the information?
(If not, what are his or her sources?)
Can you defend this source to your teacher?

Content

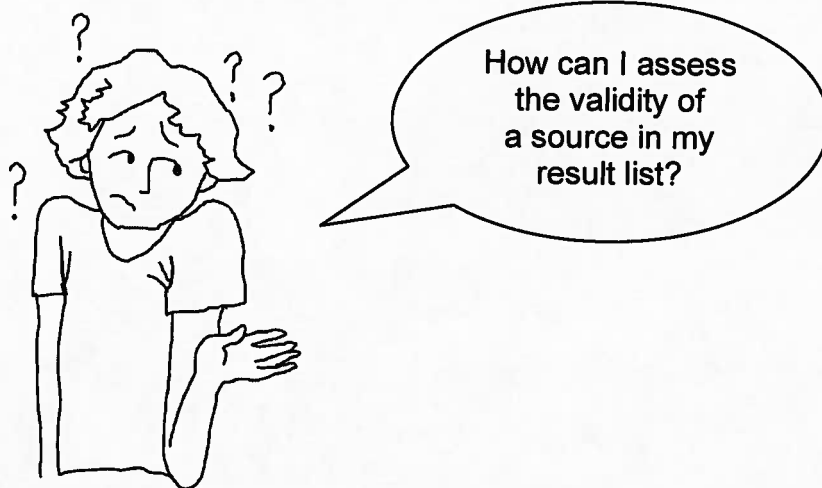
Does the information appear to be accurate?
Are there spelling or grammatical errors?
Is it verifiable?
Is it truly relevant to your needs?
Can you defend this source to your teacher?

Currency

When was this information on this page created?
When was it last updated?
Are your information needs time-sensitive?
Can you defend this source to your teacher?



URLs as Clues to Content



You can use the end, or suffix of a domain name, to help you judge the validity of the information and the potential bias of a website.

Remember, this strategy is only a guideline. People can easily purchase domains that do not reflect their actual purpose

- .com=commercial sites (vary in their credibility)
- .gov=U.S. government site
- .org=organization, often nonprofit. (Some .orgs have strong bias and agendas)
- .edu=school or university site (Was it created by a K-12 class? By a college student? By a university department? By a scholar?)
- .store=retail business
- .int=international institution
- .ac=educational institution, usually higher education (like .edu)
- .mil=U.S. military site
- .net=networked service provider, Internet administrative site
- .museum=museum
- .name=individual Internet user
- .biz=a business
- .pro=professional's site
- ~=personal site (Be a little suspicious of personal sites. They are not endorsed by the institution on whose server they reside. For example, many college students have personal websites posted on their college's site.)

If the page you are on gives few clues about its value, truncate (or cut back) the URL to each of the next slash marks to see where the site originates.

Also be on the lookout for sponsored, or paid results. The creators of these sites pay to have their sites listed more prominently in search engine results.

Be wary of documents from free hosting sites: Geocities, AOL Members, and Tripod. Recognized institutions generally host reliable sites and professionals tend to pay for their Web hosting services. Your teacher will likely question such sites in your works-cited pages.

Web Page Evaluation Checklist

1. Go to Google and perform the search: _____
2. Use this Checklist to try to evaluate systematically some of the search results.

	Title of page you are evaluating:	Title of page you are evaluating:
1. Look at the URL:		
Personal page or site?	<input type="checkbox"/> ~ or %, or users, members, or people	<input type="checkbox"/> ~ or %, or users, members, or people
What type of domain is it? Appropriate for the content?	<input type="checkbox"/> com <input type="checkbox"/> org/net <input type="checkbox"/> edu <input type="checkbox"/> gov/mil/us <input type="checkbox"/> non-US _____ <input type="checkbox"/> other:	<input type="checkbox"/> com <input type="checkbox"/> org/net <input type="checkbox"/> edu <input type="checkbox"/> gov/mil/us <input type="checkbox"/> non-US _____ <input type="checkbox"/> other:
Published by entity that makes sense? Does it correspond to the name of the site?	Publisher or Domain Name entity:	Publisher or Domain Name entity:
2. Scan the perimeter of page, looking for answers to these questions:		
Who wrote the page?	<input type="checkbox"/> E-mail <input type="checkbox"/> Name:	<input type="checkbox"/> E-mail <input type="checkbox"/> Name:
Dated?	Date _____ Current enough?	Date _____ Current enough?
Credentials on this subject? <small>(Truncate back the URL if no useful links.)</small>	Evidence?	Evidence?
3. Look for these indicators of quality		
Sources well documented?		
Complete? If 2nd-hand information, is it not altered or forged?		
Links to more resources? Do they work?		
Other viewpoints? Bias?		
4. What do others say?		
Who links to it? <small>Hint: In Google search: <i>link:all.or.part.of.url</i></small>	Many or few? Opinions of it?	Many or few? Opinions of it?
Is the page rated well in a directory? <small>http://lil.org or http://infomine.ucr.edu or http://about.com</small>		
Look up the author in Google		
Does it all add up?		
Why was the page put on the Web?	<input type="checkbox"/> Inform, facts, data <input type="checkbox"/> Explain <input type="checkbox"/> Persuade <input type="checkbox"/> Sell <input type="checkbox"/> Entice <input type="checkbox"/> Share/disclose Other:	<input type="checkbox"/> Inform, facts, data <input type="checkbox"/> Explain <input type="checkbox"/> Persuade <input type="checkbox"/> Sell/entice <input type="checkbox"/> Share/disclose Other:
Possibly ironic? Satire or parody?		

BOTTOM LINE: Is the web page as good as (or better than) what you could find in journal articles or other published literature that is not on the free, general web?

Web Site Check

For each site you use, evaluate it by recording the address, and then using a check +, check, or check -, rate the Web sites.

Web Site Address	Author Is it signed? Is there a way to contact the author?	Authority Is the author qualified to write the site?	Current When was the site created & last updated?	Source* What is the domain? Is it .com, .net, .gov, .k12, .edu, .org?	Overall Does the site have facts, opinion, mistakes or good info? Is it easy to use?	Rating Great! Okay Not

*What are the "domains"? The domain tells us the source of the Internet site, and it can be an indicator of the reliability of information.

.com is a **commercial** site (Commercial sites can have an agenda that may possibly influence the quality of information.)

.net is an **Internet source** (Like .com, .net sites can be excellent resources, but they may be very unreliable depending on the author.)

.gov is a **government** site (Since these are published to the Web by the government, they are usually reliable.)

.k12 is a **school** site (Information here may be the work of students or teachers. Check to see who's responsible for the content.)

.edu is a **school or university** site (Determine who wrote the site and what qualifications or research is involved in creating the site.)

.org is an **organization** (Some organizations are excellent resources and others are very opinionated.)

From Information Skills Toolkit: Collaborative Integrated Instruction for the Middle Grades. c2000 Linworth Publishing, Inc.

Plagiarism

What is Plagiarism? Any Why You Should Care!

WHAT IS PLAGIARISM?

AND WHY YOU SHOULD CARE!

A guide to academic
integrity!



What is plagiarism?

Plagiarism is the act of presenting the words, ideas, images, sounds, or other creative expression of others as your own.

IF: you have included, copied or downloaded the words and ideas of others in your work and neglected to cite,

IF: you have turned in someone else's work,

IF: you have had help you wouldn't want your teacher to know about,

You have probably plagiarized!

Remember, your teachers expect honesty! They know your work; they consult with each other; they check suspicious work in Web search tools.

Two types of plagiarism:

Intentional

- Copying a friend's work
- Buying or borrowing papers
- Cutting and pasting blocks of text from electronic sources without documenting
- Media "borrowing"

Unintentional

- Careless paraphrasing
- Poor documentation
- Quoting excessively
- Failure to use your own "voice"—your work should be original!

Academic Integrity Counts!

- Education is not an "us vs. them" game!
- When you copy, you are cheating yourself; you limit your own learning!
- The consequences are not worth the risk! Your academic reputation follows you.
- Giving credit to authors whose ideas you use is the right thing to do!
- Citing gives the information you present authority.
- Citing makes it possible for your readers to locate your source.
- Cheating is unethical behavior.

About In-Text/In-Project Documentation

What it is: The brief information in in-text documentation should match full source information in the Works Cited page

Purpose: to give immediate source information without interrupting the flow of a paper or project.

Why bother? The academic world takes in-text documentation seriously. Readers look for *authority* in your writing.

Inaccurate documentation is as serious as having no documentation at all.

How to do it: Parenthetical citations are usually placed at the end of a sentence.

- Cite the author's last name and the page number in parentheses. (Smith 72)
- In the absence of an author, cite the title and the page number. (*Citing Sources* 72)
- If you are using more than one book by the same author, list the last name, comma, the title, and the page. (Smith, *Citing Sources* 72)
- If you identify the author and title in the text, just list the page number: *According to Smith in Citing Sources, citing is critical when you refer to statistics* (72).
- When citing a Web source in-text, you are not likely to have page numbers, just include the first part of the entry. (Smith)

Confused? Check our school style sheet or consult your teacher-librarian for more information!

You can borrow from the works of others!

As long as you document when you:

Quote: Quotes are the exact words of an author copied directly from a source, word for word. Quotations must be cited!

Paraphrase: When you rephrase the words of an author, putting his/her thoughts in your own words. When you paraphrase, you rework the source's ideas, words, phrases, and sentence structures with your own. Paraphrased material must be cited!

Summarize: When you put the main idea(s) of one or several writers into your own words, including only the main point(s). Summaries are significantly shorter than the original and take a broad overview of the source material. Summarized material must be cited!

Remember to keep careful records of your sources and quotes as you research. It may be very hard to retrace your research steps!

It's not worth the possible consequences:

- "0" on the assignment
- Parent notification
- Referral to administrators
- Suspension or dismissal from school activities—sports and extracurricular
- Note on student record
- Loss of reputation in our school community

But do I have to cite everything?

NO! Facts that are widely known and information and judgments that are considered "common knowledge" do NOT have to be documented!

If you see a fact in more than five sources, it is likely to be "common knowledge."

You don't need to cite when you are writing about your own experiences, observations, conclusions, and reactions.

When in doubt, cite!

Citations

In-Text Citations

Works Cited

Source Cards/Note Cards

IN-TEXT CITATIONS

(also called parenthetical citations or parenthetical documentation)

What are in-text citations?

In-text citations are a way to give credit to authors when you use their words directly in the text. All items that include an in-text citation should have a corresponding citation on the works cited page.

Why is important to provide in-text citations in your writing?

1. You need to give credit to the person who published the work: It is important to identify and acknowledge the person/persons who created/authored the work.
2. The writing is more believable or credible: This helps the writer gain the reader's trust or believe what the author is saying as true.
3. Citing is a courtesy to the reader: By telling the reader where the information came from, the reader can easily find the information or do additional research.
4. Citations are expected in academic writing.

"Why Cite?" UCLA Library. Web. 18 May 2011.

<http://unitproj.library.ucla.edu/col/b Bruinsuccess/03/02.cfm>.

What are sample sentence starts for citing sources?

- * According to (author of source), ...
- * Research from Smith and Jones (insert authors' last names) supports that...
- * In her article entitled "How to Cite Sources," (article title) Johnson (author) defines (content-area term) as "insert quote here."
- * In his speech, President Obama argues that...
- * In "Cheetahs; How fast are they?" (article title) National Geographic (periodical title) writer, Paul Jones, explains...
- * To illustrate this point, Sheila Jackson (author/researcher) uses the following example in her article...
- * Biologists (content-area) Marks and Watson (authors/experts) discovered that...

From IU 13 LDC Webinar – Barb Smith & Kelly Gailbraith

Where are in-text citations placed?

Generally, in-text citations should be used at the end of the sentence where the paraphrase or quotation is used.

How do you format in-text citations?

Information on how to format in-text citations can be found in the works cited section of this guide.

WORKS CITED

- A works cited page is found at the end of a paper.
- It alphabetically lists all sources that are actually cited in the paper.
- There should be an in-text citation for any source listed on a works cited page.

A works cited page is different than a bibliography. A bibliography is a list of all works used (cited) in addition to other sources that you read but may not have used directly in your paper.

Works Cited

Canfield, Jack, Mark Victor Hansen, and Kimberly Kirberger. *Chicken Soup for the Teenage Soul*. Deerfield Beach, FL: Health Communications, 1997.

Print

D'Amico, Joan, and Karen Eich Drummo. *The United States Cookbook: Fabulous Foods and Fascinating Facts from All 50 States*. New York: John Wiley and Sons, 2000. Print.

Davis, Jean Blake. "Girls Can't Fly? Wrong!". *The Patriot News* 19 Mar. 2013: E1.

Print.

Lynch, Tim. "DSN Trials and Tribble-ation Review." *Psi Phi: Bradley's Fiction Club*.

Bradley University, 1996. Web. 8 Oct. 1997.

Muller, Edward K. "Pennsylvania." *World Book*. 2007 ed. Vol. 15. Chicago: World Book, 2006. 244-68. Print.

Slavicek, Louise Chipley. "Growing Up on a Whaleship." *Cricket* Mar. 2013: 17-20.

Print.

Shipps, Erin. "Interest in Features of Ipod Nano's FM Tuner." *Radio: The Radio*

Technology Leader. 10 Feb. 2010: n. page. *eLibrary*. Web. 27 Oct. 2010.

Sullivan, Margaret, et al. *Outer Space and Beyond*. New York: Free Press, 1988.

Print.

Book: One Author

Author #1:

Last Name	First Name	Middle Name
-----------	------------	-------------

Title of Book (italics): _____

City of Publication: _____

Publisher: _____

Year of Publication:

Medium of Publication:

Works Cited	In-Text Citation
<p>Last Name, First Name. <i>Title of Book</i>. City of Publication:</p> <p>Publisher, Year of Publication. Medium of Publication.</p>	(Last Name Page)
<p>Collins, Suzanne. <i>Hunger Games</i>. New York: Scholastic,</p> <p>2008. Print.</p>	(Collins 58)

_____	_____	_____	_____
Last Name	First Name	Middle Name	Title of Book
_____	_____	_____	_____
			City of Publication

Publisher	Year of Publication.	Medium of Publication.
-----------	----------------------	------------------------

Book: Two Authors

Author #1:

Last Name	First Name	Middle Name
-----------	------------	-------------

Author #2:

Last Name	First Name	Middle Name
-----------	------------	-------------

Title of Book (Italics):

City of Publication: _____

Publisher: _____

Year of Publication:

Medium of Publication:

Works Cited	In-Text Citation
<p>Last Name, First Name and First Name Last Name. <i>Title of Book</i>. City of Publication: Publisher, Year of Publication. Medium of Publication.</p>	<p>(Last Name and Last Name Page)</p>
<p>D'Amico, Joan, and Karen Eich Drummo. <i>The United States Cookbook: Fabulous Foods and Fascinating Facts from All 50 States</i>. New York: John Wiley and Sons, 2000. Print.</p>	<p>(D'Amico and Drummo 36)</p>

<u>Last Name</u>	,	<u>First Name</u>	<u>Middle Name</u>	<u>First Name</u>	<u>Last Name</u>	.	<u>Title of Book</u>
						and	

City of Publication _____ Publisher _____ Year of Publication _____

Medium of Publication

Book: Three Authors

Author #1:

_____, _____, _____
 Last Name First Name Middle Name

Author #2:

_____, _____, _____
 Last Name First Name Middle Name

Author #3:

_____, _____, _____
 Last Name First Name Middle Name

Title of Book (italics):

City of Publication:

Publisher:

Year of Publication:

Medium of Publication:

Works Cited	In-Text Citation
Last Name, First Name, First Name Last Name, and First Name Last Name. <i>Title of Book</i> . City of Publication: Publisher, Year of Publication. Medium of Publication. Canfield, Jack, Mark Victor Hansen, and Kimberly Kirberger. <i>Chicken Soup for the Teenage Soul</i> . Deerfield Beach, FL: Health Communications, 1997. Print	(Last Name, Last Name, and Last Name Page) (Canfield, Hansen, and Kirberger 22)

_____, _____, _____, and _____
 Last Name First Name Middle Name First Name Last Name First Name Last Name

_____, _____, _____
Title of Book City of Publication Publisher

_____, _____, _____
 Year of Publication Medium of Publication

Book: More Than Three Authors

Author #1:

Last Name First Name Middle Name

Title of Book (italics):

City of Publication:

Publisher:

Year of Publication:

Medium of Publication:

Works Cited		In-Text Citation
Last Name, First Name, et al. <i>Title of Book.</i> City of Publication: Publisher, Year of Publication. Medium of Publication.		(Last Name et al. Page)
Sullivan, Margaret, et al. <i>Outer Space and Beyond.</i> New York: Free Press, 1988. Print.		(Sullivan et al. 140)

Last Name First Name Middle Name et al. Title of Book City of Publication

Publisher Year of Publication. Medium of Publication.

Book - No Author

Title of Book (italics):

City of Publication:

Publisher:

Year of Publication:

Medium of Publication:

Works Cited		In-Text Citation
Title. Edition (if given). Place: Publisher; Date. Medium of Publication.		(First word of title page)
Chicago Manual of Style. 15 th ed. Chicago: U of Chicago P, 2006. Print.		(Chicago 207)

Title of Book _____; *City of Publication* _____; *Publisher* _____

Year of Publication. _____ *Medium of Publication.*

Encyclopedia

Author:

Last Name First Name Middle Name

"Title of Article" (quotes):

Title of Encyclopedia (italics):

Edition:

Volume Number:

City of Publication:

Publisher:

Year of Publication:

Pages:

Medium of Publication:

Works Cited		In-Text Citation
Last Name, First Name Middle. "Title of Article". Title of Encyclopedia. Edition Volume #. City of Publication: Publisher, Year of Publication. Medium of Publication.		(Last Name page)
Muller, Edward K. "Pennsylvania." <i>World Book</i> . 2007 ed. Vol. 15. Chicago: World Book, 2006. 244-68. Print.		(Muller 244)

_____, First Name Middle Name "Title of Article" Title of Encyclopedia

Edition Volume City of Publication Publisher

Year of Publication Medium of Publication

Magazine Article

Author:

Last Name	First Name	Middle Name
-----------	------------	-------------

"Title of Article" (quotes):

Title of Magazine (italics):

Date (Day Month Year):

Page Numbers:

Medium of Publication:

Works Cited	In-Text Citation
Last Name, First Name. "Title of Article." Title of Magazine Date: Page #s. Medium of Publication.	(Last Name Page)
Slavicek, Louise Chipley. "Growing Up on a Whaleship."	(Slavicek 17)
Cricket Mar. 2013: 17-20. Print.	

Last Name / First Name Middle Name Title of Article Title of Magazine
 : Page Numbers Medium of Publication
 Date

Newspaper Article

Author:

Last Name First Name Middle Name

"Title of Article" (quotes):

Title of Newspaper (italics):

Date (Day Month Year):

Edition:

Section and Page Number:

Medium of Publication:

Works Cited		In-Text Citation
Last Name, First Name Middle Name. "Title of Article." Title of Newspaper Day Month Year: edition (if given): Section and Page Number (ex: D1). Medium of Publication. Davis, Jean Blake. "Girls Can't Fly? Wrong!". <i>The Patriot</i> News 19 Mar. 2013: E1. Print.		(Last Name Section and Page Number) (Davis E1)

Last Name First Name Middle Name "Title of Article" Title of Newspaper

Day Month Year : Edition Section and Page Number Medium of Publication

“Title of Article” (quotes):	Last Name		First Name
<i>Title of Journal</i> (italics):			
Volume:		Issue:	
Date (Day Month Year):			
Page Numbers:			
Database:			
Medium of Publication:			
Date of Access (Day Month Year):			

Works Cited		In-Text Citation
Last Name, First Name. "Title of Article." <i>Journal Volume</i> .		(Last Name page)
Issue (year): Page. Database. Publisher.		
Medium of publication. Date of access.		
Shipps, Erin. "Interest in Features of Ipod Nano's FM Tuner."		(Shipps np)
Radio: The Radio Technology Leader. 10 Feb. 2010:		
n. page. eLibrary. Web. 27 Oct. 2010.		

Last Name _____, First Name _____ "Title of Article" _____ " _____
 _____: _____ Page _____ Database _____ Publisher _____
 _____ Medium of Publication _____ Date of Access (day month year) _____
 _____ Volume _____

Website

Editor, author, or compiler name: _____

Name of Site (*italics*): _____

Version Number: _____

Name of institution/organization:
(publisher/sponsor)
Date of Creation: _____

Medium of Publication: _____

Date of Access: _____

* no publisher available: use n.p.

* no publishing date given: use n.d.

Works Cited		In-Text Citation
Editor, author, or compiler name (if available). Name of Site. Version number. Name of institution/organization (sponsor/publisher), date of creation (if available). Medium of publication. Date of access.	(Last Name)	
Lynch, Tim. "DSN Trials and Tribble-ation Review." <i>Psi Phi: Bradley's Fiction Club</i> . Bradley University, 1996. Web. 8 Oct. 1997.	(Lynch)	

Editor/author, or compiler name _____ Name of Site _____ Version number _____

Name of institution/organization _____ Date of creation _____ Medium of Publication _____
Publisher

Date of Access (day month year) _____

Source Cards

Name _____

Source #

Magazine Article in an Online Database (Source Card)

Author(s) _____

Title of Article _____

Magazine _____

Date _____ Page nos. _____

Database Name _____ Publisher _____

Name of Providing Library, Consortium, or Library System _____

Date of Access _____

URL (shortened form) _____

Notes/Quotes _____

Author. "Article Title." Periodical Title Date of print publication (if available): pages. Database Name (if any).
Publisher (if appropriate). Name of Providing Library, Consortium, or Library System. Date of Access.
<http://addressofdatabase>.

Name _____

Source #

Reference Article in an Online Database (Source Card)

Author(s) _____

Title of Article _____

Book Title/Original Source _____

City of Publication _____ Publisher _____ Date of Publication _____

Page nos. _____

Database Name _____

Publisher _____

Name of Providing Library, Consortium, or Library System _____

Date of Access _____

URL (shortened form) _____

Notes/Quotes _____

Author (if provided). "Article Title." Specific Database/Reference Work on Larger Database. Date. Title of Database or Online Service. Publisher (if appropriate). Name of Providing Library, Consortium, or Library System. Date of Access. <http://addressofdatabase>.

Source Cards 2

Name _____



Source #

General Web Site (Source Card)

Author(s) if noted _____

Title of Page or Document _____

Title of Larger Site _____

Date of Electronic Publication/Last update/Posting _____

Name of Any Associated Institution _____

Date of Access _____

URL _____

Notes/Quotes _____

Author. "Title of Page." Title of Larger Site. Date of Publication. Name of Associated Institution. Date of Access.
<http://addressofsite>.

Name _____



Source #

Online Image/Sound/Video Clip (Source Card)

Artist/Creator (if noted) _____

Description or Title of Media _____

Date image/sound/clip was created _____

(Online image/Online sound/Online videoclip) _____

Date of Electronic Publication/Last update/Posting _____

Title of Larger Site _____

Date of Access _____

URL _____

Notes _____

Author. "Description or Title of Media." Date created. Online image/sound/videoclip. Title of Larger Site. Name of Providing Library, Consortium, or Library System (if from a database). Date of Access.
<http://addressofsite>.

Source Cards 3

Name _____

Source #

Book (Source Card)

Author(s) _____

Title _____

City of Publication _____ Publisher _____

Publication Date _____

Notes/Quotes _____

Author(s). "Title." City of Publication: Publisher, Date.

Name _____

Source #

CD-ROM, Diskette, DVD (Source Card)

Author(s) _____

Title of Article/Document/Part of Work _____

Title of Product _____

Editor/Compiler/Translator (if appropriate) _____


Publication Medium (CD-ROM, diskette, DVD) Edition or Release _____


City of Publication _____ Publisher _____ Date of Publication _____

Notes _____

Author (if provided). "Article/Document Title." Title of Product. Ed. John Smith. CD-ROM. 2004 ed. Date. Title of Database or Online Service. Publisher. Date of Access. <addressofdatabase>.

Note Cards

Subtopic:	 Source #	Page(s) #
Notes/Quotes:		
Name: _____ Class: _____		

Subtopic:	 Source #	Page(s) #
Notes/Quotes:		
Name: _____ Class: _____		

Noodle Tools

Creating a Personal NoodleTools Account
Logging into NoodleTools
Creating a New Project
Using Dashboard

Name: _____

Username: _____

NoodleTools

Creating a Personal NoodleTools Account

Password: _____

1. In the web browser, type noodletools.com
2. In the upper right hand corner, click on Current Users: Sign In
3. Click the Create a Personal ID button
4. On the Registration Page, just click the Register button.
5. On the second New User Registration Page, type the username: pasdnoodle and the password: checkout and click the Sign In button.

School/Library Username: pasdnoodle pasdnoodle

School/Library Password: checkout

Sign In

6. Fill in the New User Registration form to create your personal NoodleTools Account and click the Register button. **Use your Moodle/WebLocker username and password for this account.**
7. Remember this account information. You can use NoodleTools anywhere you have Internet access.

Logging into NoodleTools

1. To log into NoodleTools, go to noodletools.com and click on Current Users: Sign In

2. Go to the Already Have a Personal ID section and enter your personal ID and Password. Remember, it should be your Moodle/Weblocker Information.

Already Have a Personal ID?

If you are a returning user, enter your Personal ID and password to sign in to your NoodleTools account. If you are a new user, you should choose a Personal ID now.

Personal ID: _____

Password: _____

[I forgot my password](#)

☐ Remember me (this is my personal computer)

Sign In

NoodleTools

Creating a New Project

1. After logging in to NoodleTools, you will be directed to the My Projects page
2. On that page, click on the Create a New Project button

 Create a New Project

3. On the Create New Project Page, Type in a Description and click the Create Project button

Description: _____

For example, "History 101 report on George Washington"

Cancel

Create Project

Using Dashboard

1. In Dashboard, go to the components section and click Bibliography

Components



Bibliography
MLA Advanced
0 entries

Notecards
0 notecards

Paper
Start in Google Docs

2. You will now be on the Works Cited page and you can cite your sources. Select your sources from the drop down menu.

Works Cited

Cite as:

Create Citation

3. Remember to check for errors.

Evaluations/Checklists

Student Self-Evaluation Checklist

Checklist for a Writing Assignment – Grades 7-12

Evaluate your Research Skills Using the Big 6

Student Self-Evaluation Checklist

Name _____ Teacher _____ Course _____ Date _____

Please attach this sheet to your finished project.

1. Clearly state the hypothesis, question, or problem your research attempts to address or answer.

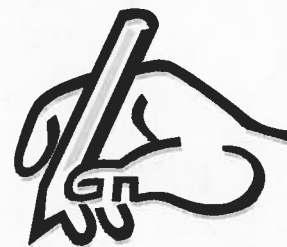
2. Write a three- to five-sentence abstract summarizing your research.

3. I have fulfilled all the requirements listed on the assignment sheet. ☐ Yes ☐ No
4. My thesis or question is adequately answered and supported by evidence ☐ Yes ☐ No
5. My evidence is logically organized. ☐ Yes ☐ No
6. My introduction and conclusion clearly explain my question/thesis. ☐ Yes ☐ No
7. I have carefully checked spelling, grammar, and punctuation. ☐ Yes ☐ No
8. My verb tense is consistent throughout. ☐ Yes ☐ No
9. I have varied sentence structure to make the text more readable. ☐ Yes ☐ No
10. My paragraphs have topic sentences. ☐ Yes ☐ No
11. Transitional sentences link my paragraphs. ☐ Yes ☐ No
12. I have effectively and responsibly quoted, paraphrased, and summarized
(All facts not commonly known are documented.) ☐ Yes ☐ No
13. My documentation is correctly formatted. ☐ Yes ☐ No
14. I have used a *balanced* and adequate number of relevant resources. ☐ Yes ☐ No
15. My project is neatly published and appealing to the reader. ☐ Yes ☐ No
16. I have chosen an effective method of presentation. ☐ Yes ☐ No
17. My own voice, as a writer, is clearly heard. ☐ Yes ☐ No
18. I have not plagiarized any of the material in this project.

Signature _____

Please list your comments about the research process on the back of this form.
What would you do differently next time?

Check List For a Writing Assignment Grades 7-12



You should be able to answer “yes” to these questions before you turn in your paper:

Is your final paper a thoughtful response to the assignment? ____ yes ____ no

Does your final paper represent your ideas and conclusions? ____ yes ____ no

Is your paper more than just a summary of other people’s ideas? ____ yes ____ no

If you paraphrased or summarized information found in books or magazines, on the Internet, or from other people, did you cite the source at point of use in your paper (using a footnote or parenthetical reference)? ____ yes ____ no

Did you give credit to all of your sources in a bibliography? ____ yes ____ no

Did you do everything in the assignment? ____ yes ____ no

Does your bibliography follow the MLA format? Find out if your teacher requires a format other than MLA. ____ yes ____ no

Is your paper word processed (or very neatly typed or hand-written if you do not have access to a computer)? ____ yes ____ no

Is your paper complete and does it include a title page with heading information (title, your name, your teacher’s name, date, etc.) ____ yes ____ no

If your teacher requests these, did you include your notes, copies of each draft, and an annotated bibliography? ____ yes ____ no

Would you be proud for anyone to read this paper? ____ yes ____ no

Evaluate Your Research Skills Using the Big6™

By Barbara A. Jansen and Robert E. Berkowitz



Before you turn in your assignment or project, think about and respond to the items below.

Big6 #1: Task Definition	<ul style="list-style-type: none"><input type="checkbox"/> Does the information in your final product meet (or exceed) the requirements of the assignment?<input type="checkbox"/> Does your final product meet your teacher's expectations?
Big6 #2: Information Seeking Strategies	<ul style="list-style-type: none"><input type="checkbox"/> Did the books, web sites, and other resources you used meet the needs of the assignment?<input type="checkbox"/> Did you select the best sources available to you? How do you know?
Big6 #3: Location & Access	<ul style="list-style-type: none"><input type="checkbox"/> Did you locate the sources you needed?<input type="checkbox"/> Did you find the information you needed in each source?
Big6 #4: Use of Information	<ul style="list-style-type: none"><input type="checkbox"/> Were you able to effectively identify the information you needed?<input type="checkbox"/> Were you able to effectively take notes or gather information?
Big6 #5: Synthesis	<ul style="list-style-type: none"><input type="checkbox"/> Did you effectively organize information?<input type="checkbox"/> Does your product present the information clearly?
Big6 #6: Evaluation	<ul style="list-style-type: none"><input type="checkbox"/> Does your product meet (or exceed) the assignment requirements?<input type="checkbox"/> Did you use your time well?

Glossary of Terms

Glossary of Terms

Bibliography:	List of sources consulted for research
Call Number:	Group of numbers and letters that are used to locate a book in a library.
Citation:	Also called parenthetical citation or in-text citation. A note that includes the author and page number of the source. Citations are used after a quotations or paraphrases. Any in-text citation should have corresponding information on the works cited page.
Conclusion:	Last paragraph or paragraphs in writing that wraps up, reviews, or summarizes the ideas included in the paper.
Direct Quote:	Using the exact words of an author in your paper. Quotation marks should be placed around the direct quote. Credit should be given to the author by using an in-text citation.
Editing:	Making corrections to mechanical errors in writing (grammar, usage, capitalization, punctuation, spelling, and typing errors)
Evidence:	Statistics, evidence, facts, or expert testimony used to support claims.
Introduction:	Paragraph or group of papers used to begin a research paper. An introduction presents background, purpose, and focus of the paper as well as the thesis statement.
Paraphrase:	Rewording or restating the author's information in your own words while maintaining the same meaning. Remember to cite the source of material that is paraphrased.
Plagiarism:	Taking someone else's ideas, opinion, or words and using them as your own. This happens when another's words are used in a paper with out giving the author credit by citing the source.
Primary Source:	Original documents or firsthand accounts created at the time of the event. This includes autobiographies, diaries or journals, photographs, and actual observations. Primary sources are in original form.

Revision:	Making changes to improve writing, including rearranging ideas, taking out or adding information, refining word choice.
Secondary Source:	Description of an event or document through someone else's eyes or the interpretation of another person. Examples include biography, critical evaluation, edited video or audio footage, models, dioramas, and news reports.
Subscription Database:	Specialized databases that are subscribed to and are not available through common search engines. Palmyra Area Middle School has several subscription databases. Please see the database section of this guide for more specific information.
Summary:	Rewriting the basic points or highlights of information read as briefly as possible.
Thesis Statement:	Single sentence that identifies the topic of a paper as well as the writer's opinion or the idea that the writer will prove through the paper. A thesis statement should explain the purpose of the paper to the reader.
Transitions:	Words or phrases used to help the writing flow from section to section or idea to idea.
URL:	Uniform resource locator or the web address of an article. When citing a website, the URL should be included at the end of the citation.
Wiki:	Database that can be created and edited by anyone.
Works Cited:	Alphabetical listing of all sources cited in the paper. Works cited can be found at the end of a paper.

