

**Social Studies Department
Research Paper Manual**

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What is a research paper?

“A research paper is a written [document] that presents the results of a purposeful, focused, in-depth study of a specific topic. Its writer chooses a topic, gathers information about the topic from several different sources, and then presents that information in an organized way.”¹ The way that the student presents his/her information is through a well thought out, clearly stated argument that is focused on a thesis statement. This argument should address the student’s point of view as well as address the counterpoint of that argument which is all supported by historical evidence.

Why am I writing a research paper?

- Writing research papers is a way to engage in the authentic work of historians.²
- Writing research papers is a proven and effective way to develop the following skills:
 - Read critically
 - Think analytically
 - Argue persuasively
 - Write clearly³
 - Make judgments
 - Interpret information
- All of these skills are necessary for real world success in all life paths

How will I be graded on my research paper?

- All papers will be graded on the following criteria, which are derived from the school wide Writing Rubric and common Social Studies department expectations:
 - Must have an original and arguable thesis statement
 - Thesis is fully developed with specific analysis of evidence
 - Must be organized in a logical manner
 - Consistently employs proper grammar and mechanics, polished and varied sentence structure, and demonstrates effective word choice
 - Conclusion clearly links all main points back to the thesis statement and explains the significance of the topic
 - Paper should be properly formatted (including citations and bibliography) according to the Research Paper Writing Guide
- Individual teachers will specify additional criteria and assign their own point value to the different criteria.

Expectations

Listed below are the general expectations of research assignments in each of your three history courses. Notice the expectations increase each year as you further develop and refine your writing and thinking skills.

Your teacher will provide an assignment guide with more specific expectations including a rubric.

Skills	World History 9th Grade	U.S. History 1 10th Grade	U.S. History 2 11th Grade
<i>Clearly stated thesis statement</i>	√	√	√
<i>Thesis development with logical arguments</i>	√	√	√
<i>Analysis of sources that support thesis</i>	√	√	√
<i>Format followed from manual</i>	√	√	√
<i>Length</i>	2-3 pages (Approx. 500-750 words)	3-5 pages (Approx. 750-1250 words)	5-7 pages (Approx. 1250-1750 words)
<i>Title of Assignment</i>	“Structured Research Essay”	“Structured Research Paper”	“Research Paper”
<i>Source Generation</i>	75% of sources provided 25% independent research	50% of sources provided 50% independent research	100% independent research

Part I: Choosing the Topic and Writing the Thesis Statement

What topic should I write about?

- Choose a broad historical subject that interests you or examine closely the subject you have been assigned by your teacher to research.
- Narrow your focus to a topic that you will be able to properly address within the requirements of the paper.
- Ask yourself “What do I want to know?” In other words, determine an aspect of the topic you want to research more closely.
- Create a research question that you will answer in your paper.⁴

Example:

- Subject: Slavery and the Civil War
- Narrow focus: Freed slaves’ involvement in the war.
- What I want to know: The role and treatment of freed slaves during the war.
- Research Question: What role did freed slaves play in Union regiments, and how were black soldiers treated by their white commanders?

What is a thesis statement?

- Your history paper will take the form of an argument in support of a *thesis statement*.
- A thesis statement:
 - proposes an answer to a question you have created as a result of your research and
 - is a conclusion that a reader might disagree with but can be supported by evidence from historical sources.
- A thesis statement is NOT:
 - a description of your paper topic
 - a question
 - a statement of fact or
 - a statement of opinion that cannot be proven.

Examples of thesis statements:

- Question: In what ways was Franklin D. Roosevelt’s presidency unique?
- Thesis: Franklin D. Roosevelt exercised brilliant leadership in dealing with a number of crises that faced the United States.⁵

- Question: What role did women play in the development of the textile industry in early American industrialization?
- Thesis: Women workers were not just laborers exploited by the mill owners but were actively engaged in expanding the opportunities for women in the workforce.⁶

- Question: What role did nonviolence resistance play in the Indian independence movement?
- Thesis: From the moment Mohandas Gandhi decided to respond to force with acts of civil disobedience, British rule of India was doomed; his indictment of British colonial policy in the court of public opinion did far more damage to the British military than any weapon could.⁷

How do I write a thesis statement?

- Before you can write an effective thesis statement you need to do some basic research. Begin by looking through your textbook and other relevant sources. See page 9 for more information on finding sources for your research paper.
- Write a 1-2 sentence statement in which you answer your research question.
- From this point on, your research should center on this statement.
- All of the sources you plan to include in your paper should provide evidence to support your thesis statement.

What if I am wrong?

- Keep in mind that the thesis at this stage in the process is a *working* thesis.
- As you gather, read, and evaluate sources, it is important to remain flexible and be willing to modify your thesis in response to your research.

Formulating an Effective Thesis Statement⁸

<i>If...</i>	<i>Then...</i>
Your “thesis” statement simply repeats the topic you are writing about	It is <i>not</i> a thesis!
Your “thesis” statement poses a question without proposing an answer	It is <i>not</i> a thesis!
Your “thesis” statement is a fact or a series of facts	It is <i>not</i> a thesis!
Your “thesis” statement simply reflects a personal belief or preference	It is <i>not</i> a thesis!
Your “thesis” statement answers a question, is a conclusion that a reader might disagree with, and can be supported by evidence from sources	It <i>is</i> a thesis!

Evaluating a Thesis Statement Worksheet

1. Does this thesis statement address the assignment and is it clear?
yes no

(What clarifications does it need?)

2. Does this thesis take a position that others might challenge or oppose?
yes no

(If the thesis simply states facts that no one would, or even could, disagree with, it's possible that you are simply providing a summary, rather than making an argument.)

3. Is this thesis statement specific enough?
yes no

(Thesis statements that are too vague often do not have a strong argument. If your thesis contains words like "good" or "successful," see if you could be more specific: why is something "good"; what specifically makes something "successful"?)

4. Does this thesis pass the "So what?" test?
yes no

(If a reader's first response is, "So what?" then you need to clarify, to forge a relationship, or to connect to a larger issue.)

5. Does my thesis pass the "how and why?" test?
yes no

(If a reader's first response is "how?" or "why?" your thesis may be too open-ended and lack guidance for the reader. See what you can add to give the reader a better take on your position right from the beginning.)

Sample: Choosing the Topic and Writing the Thesis Statement

What topic should I write about?

- Subject: Industrialization
- Narrow focus: Industrialization and railroads during the 1800s in Great Britain
- What I want to know: The types of changes and impacts railroads made.
- Research Question: What type of impact did railroads have socially and economically on Great Britain during the 1800s?

What will my thesis statement be?

- After I read my textbook and a couple of other sources I can write my thesis statement.
- Thesis statement: Of all the technological developments during the Industrial Revolution, the invention and expansion of the railroads had the greatest impact. The growth of the railroad industry led to improved commerce and travel, the creation of jobs, and increased urbanization.

How do I know if my thesis statement is effective and appropriate?

- Check your thesis statement with the “*Formulating an Effective Thesis Statement*” and “*Evaluating a Thesis Statement*” worksheets.
- If your thesis passed the “tests,” including earning your teacher’s approval, then you are ready to move on to the next stage in the research paper process!

Note: This research paper guide will utilize the above thesis statement and topic throughout the rest of the guide as an example.

Part II: Finding Sources for your Research Paper

It is important to recognize the type of source that you are utilizing, as well as the types of sources that your teacher expects. The two main types of sources are listed below, along with where/how to find these sources.

Secondary Sources are written by people (most often historians) not present at the original event who research, examine, and interpret primary sources. They are written after the event happened. They often combine information from a number of different accounts. Secondary sources include history books, historical essays, and bibliographies (to name a few).⁹ Secondary sources are the easiest type of sources to access.

Where can I find secondary sources?

- The school and local town libraries have reference sections
- Books about history can be found in the 900s section
- Other sources may be found in the 300s and 100s
- *Do not be afraid to ask a librarian for help!*
- Sources can also be found on the internet. Carefully read the Online Source Guide found on page 10.

Primary Sources are written or created by people who lived during a historical event. The writers may have been either participants or observers. Primary sources include letters, diaries, journals, speeches, newspaper articles, magazine articles, eyewitness accounts, and autobiographies.¹⁰ Primary sources also include visual images created at the time, such as paintings, photographs, and video. Talk with your teacher about these sources for further guidance.

Where can I find primary sources?

- Special collections sections of libraries, local historical societies, old newspapers and periodicals can all be found in print in your community.
- *The easiest way to find primary sources, though, is online. Make sure you use the Online Source Guide to help you.*

Things to consider when evaluating ANY source

What type of source is it?

- Is it primary or secondary?
- Are there other sources that are similar?
- Does the source show evidence of exaggeration?

What is the point of view of the author?

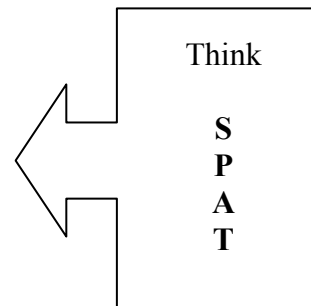
- Who is the author/creator?
- What is the creator's purpose in writing/making this?
- Is the author reliable or does he/she have a reason to lie?

Who is the audience of this document?

- Was it intended to be public or private?
- Who was the intended audience, was there a secondary audience?
- How did the audience react?

When was this document created?

What are the social, political, and economic conditions at the time this was written?



Online Source Guide

Although the internet is full of many useful websites, there are also websites that contain inaccurate or misleading information. Some websites contain information with the INTENTION of misleading the audience.

You want your research to be based on *factual information*; therefore, it is important that you evaluate each website you intend on using before beginning research.

Use the acronym **CARS** to determine if a website is reliable and can be used in your research paper.¹¹

Credibility

A source is credible if it trustworthy, the author's credentials are available, and it is a known authority.

Some questions to ask yourself are:

- Can a group or individual responsible for the content of the website be identified?
- Is the website maintained by a person or organization that is known to be reliable?
- Is there sufficient evidence presented to make the argument persuasive, or does the author rely on one source?

Accuracy

An accurate source is current, factual, detailed, and complete. You want a source that provides the whole truth.

Some questions to ask yourself are:

- Has this website been updated in the past 3 to 6 months?
- Is there a date on the website that shows when the information was created AND when it was posted?
- Are there a lot of generalizations? (Does the author make statements using the terms always, never, every, completely, because these terms show bias)
- Are both sides of the argument presented?

Reasonableness

A reasonable source is fair, objective, has no conflict of interest, and no fallacies. The source looks to portray the truth.

Some questions to ask yourself are:

- What is the suffix of the website? (.gov or .edu websites are the most reliable, .org websites require caution, and .com sites should always be second guessed. Anyone can create a .com website without having any of the facts that they put on it checked.)
- Is there a conflict of interest present?
- Is the purpose of the website to provide facts or opinion? (Blogs are not reliable sources of information because they provide one person's opinion.)

Support

A valid source will have listed sources, contact information, and a way to double check the information that was provided, either with documents or links to other sites.

Some questions to ask yourself are:

- Does this website have external links to other credible websites?
- Do reliable websites have links to this website?
- Does the site contain a phone number or mailing address that I could use to contact the person or organization if I wanted more information?
- Do I know where the author obtained his/her information through a source list or bibliography?
- Can I double check this information off line if I had to?

C.A.R.S. Checklist:

Credibility

- Trustworthy source
- Author credentials
- Quality of evidence

Accuracy

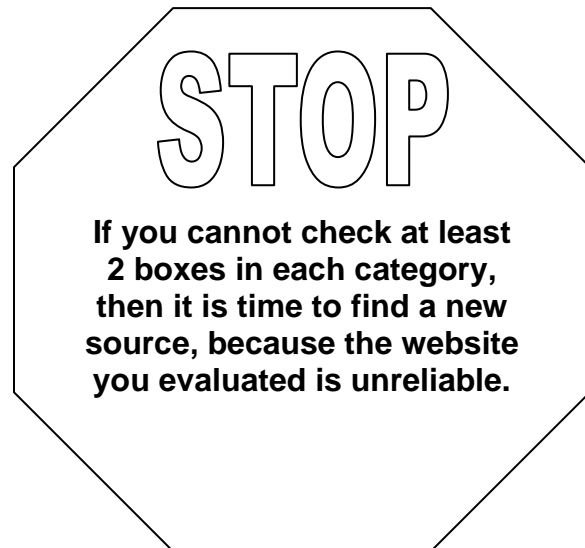
- Timeliness
- Comprehensive
- Clear purpose

Reasonableness

- Fairness
- Objectivity
- Moderateness

Support

- Listed sources
- Documentation
- Corroboration
- Consistency



Internet Myths

1. Wiki

Any website that contains the term “WIKI” is not a reliable source. The term wiki means “a collaborative website whose content can be edited by anyone who has access to it.”¹² Due to the fact that anyone can enter information into a wiki, it is impossible to know if the information is reliable.

Although Wikipedia.org has fact checkers, Wikipedia encourages all readers to add information to the pages at all times; if it is wrong, it can be changed later. You do not want to be the person who has the wrong information because it had not yet been changed!

2. Google

Google is not a source! Google is a search engine, the purpose of Google is to connect you with the information that you need. You would not cite a librarian who directed you to a bookshelf in the library, so please do not cite Google because *Google* did not provide you with information about your topic, the websites that you clicked on connected you to that information.

Another thing to remember about Google is that it is a .com website. This means that Google is a company that makes a profit. Other websites pay Google to come up as one of the first few links. These are called Sponsored Links, and are set apart.¹³

3. Ask.com

Like Google, Ask.com is a commercial search engine.

4. About.com

According to the About.com website, it is an “online neighborhood of hundreds of helpful experts, eager to share their wealth of knowledge of visitors...and one of the largest producers of original content on the Web.”¹⁴ About.com is edited by guides, yet none of the articles explicitly states who the guide on that article was. Therefore, you must be skeptical. Most entries contain bibliographies and outside sources. Go to those sources, and evaluate the information.

5. Blogs

Anybody can write a blog about anything. Blogs are personal accounts and opinions of anything in the world. Because there is no “quality” control, blogs cannot be reliable sources of information, the sources do not have to be correct.

6. Images

There are lots of websites on the internet that contain visual depictions of historical events. Some sites are reliable, and some are not. Be aware of sites like Flickr.com and Picassa.com that allow users to post their own pictures. If you are looking for historical images, go to a reliable website and use their images. Even images must be cited!

Reliable Sources

Halsall, Paul. "Internet History Sourcebooks Project." *Fordham University*.
<http://www.fordham.edu/halsall/pgc.asp?page=mod/modsbook.html> (accessed June 19, 2009).

This website contains primary sources separated by time period. The sources on this website cover both World History and United States History.

Lillian Goldman Law Library. "The Avalon Project: Documents in Law, History and Diplomacy." *Yale Law School*. <http://avalon.law.yale.edu/> (accessed June 19, 2009).

This website contains primary source documents separated by time period. The documents cover both World History and United States History. The collection is also organized into collections by topic.

Mintz, Steven. "Digital History: Using new technologies to enhance teaching and research." *University of Houston*. <http://www.digitalhistory.uh.edu/> (accessed June 19, 2009).

This website contains both primary and secondary sources for United States History. The online Textbook offers secondary sources and is categorized by the different time periods in American History. There is also a lot of primary source information

Library of Congress. "American Memory." *Library of Congress*.
<http://memory.loc.gov/ammem/index.html> (accessed June 19, 2009).

This website has a lot of primary source documents for United States History. Photographs, supreme court decisions, presidential letters, etc. can all be found here. This is both a good and a bad thing. It can take a long time to sort through the information here. When you enter your search terms, be as specific as possible.

"Social Studies Databases" *ABC-CLIO*.
<http://www.socialstudies.abc-clio.com/MultiHome/Default.aspx> (accessed June 19, 2009).

This is a website that the school pays for, to help you with your research. This website has both World History and United States history topics. You can search the website for information, or you can "Explore an Era" to find different primary and secondary sources. You need a password to use this website, but that can be obtained by asking Ms. Redding in the library.

Part III: Note Cards

The most important part of writing a research paper is keeping your information and thoughts organized. Using a note card system as you research will help you write a better paper. You will need to categorize your information by topic on a number of index cards from all of your sources. Later, when you begin to write your paper, each card topic becomes a body paragraph or supporting idea in your paper. As you come across facts, quotes, data and other relevant information that supports your thesis, you should write them down. Each sentence or idea that you find should be paraphrased (summarized in your own words), and written on a card unless you are using a direct quote. In order to keep your ideas in order, and to remember where you found the ideas, follow these guidelines for taking notes:

1. A source card is made for each document used; when you start examining a new source, you must complete a new source card. The source card must include the author(s) name, title of book, publishing location, publishing company and year of publication. For other types of sources (electronic, periodicals, etc) refer to the Citation Guide on page 24 to determine what information to write down on your source card. The information from your source cards will be used later for your endnotes and bibliography.
2. Use a separate note card for each piece of information you collect in your research. Write on only one side of each card and write about only one main idea. This allows you to rearrange your note cards easily according to their main ideas when you begin your outline and first draft.
3. Write the author of the source in the upper-right hand corner of the card.
4. Write a heading (key phrase or word) at the top of the note card and underline it. The heading tells you the main idea discussed on the note card. Usually the heading becomes one of the topics or subtopics in your outline. Writing the heading on each note card, although it seems time consuming, serves two purposes: It keeps you focused in your research preventing you from writing down unnecessary information and serves as a guide later on when you begin to write your paper.
5. Make a conscious effort to use your own words when taking notes. It may help to close the book and explain to yourself what the author has written, then transfer that “explanation” to your note card. You do not need to write in complete sentences.
6. Enclose direct quotations in quotation marks. If you are writing a direct quotation, be sure you have quoted word for word, exactly as the author wrote it. If you wish to leave out material from the quoted passage—a sentence or phrase or even a single word—you must show that you have done so by inserting ellipses (...) at the appropriate point.
7. At the bottom of each note card, write the page number(s) where you found the information or direct quote.

Part IV: Writing an Outline

Once your note cards are complete you can use them to create an outline. An outline serves as a guide to the writing process and provides an overview of the content of your paper. Once all of your research is completed you may begin to arrange your note cards according to topic. This is when you can either omit or add topics. Sometimes it is helpful to spread all of your note cards out on a desk and lay in columns to organize your writing.¹⁵

To create a formal outline, you must follow a standard format. Use Roman numerals for main ideas. Use capital letters for outlining supporting ideas under each main idea. Use numbers for supporting details and lower case letters for examples. Each level should have at least two entries and be indented from the level above.¹⁶ See the example below.

- I. Introduction
 - A. Time Period
 - 1. Supporting Detail
 - 2. Supporting Detail
 - B. Background Information / Major Points
 - 1. Supporting Detail
 - 2. Supporting Detail
 - C. Thesis
 - 1. Supporting Detail
 - 2. Supporting Detail

- II. Body Paragraph / Main Idea #1
 - A. Secondary Idea
 - 1. Supporting Detail
 - a. Example
 - b. Example
 - 2. Supporting Detail
 - a. Example
 - b. Example
 - B. Secondary Idea
 - 1. Supporting Detail

- III. Body Paragraph / Main Idea #2...

- X. Conclusion
 - A. Relevance
 - B. Historical Significance
 - C. The "So What?"

Even after you have completed your outline, do not throw away any note cards that now seem unnecessary. You are still in the planning stages of your research paper. As you continue to develop your work, you may wish to add a piece of information you originally eliminated. You may also acquire more information to include in your outline to make your paper better. Remember, you will also need to refer to your source cards for your endnotes and bibliography.

Sample: Outline

I. Introduction

- A. 1800s
 - 1. Industrial Revolution began
 - 2. Great Britain
- B. Change in way people lived and worked
 - 1. technology
 - 2. improved living conditions
- C. Of all the inventions and innovations in transportation during the Industrial Revolution, the expansion of the railroads had the greatest impact

II. Before and After Railroads

- A. Before
 - 1. long distances
 - 2. limited trade
 - a. long distance travel to ports was impractical
 - b. trade was restricted to local areas
- B. After
 - 1. wider markets
 - a. fresh products sold in growing cities
 - 2. fresh products
 - a. milk
 - b. vegetables
 - c. meat
 - 3. subsistence farming to cash crops
 - 4. farmer's make more money
 - 5. improved economy

III. Railroad Expansion

- A. Growth
 - 1. 2,036 miles in 1843
 - 2. 8,280 miles in 1855
- B. Economic Benefits
 - 1. Employment
 - a. Digging tunnels
 - b. Laying the track
 - c. Engine driver
 - d. Signaller
 - e. Station manager
 - f. Porter

IV. Industrial Expansion

A. New Businesses

1. Iron
2. engineering
3. coal

a. Between 1840 and 1882 coal and iron production increased

V. Conclusion

A. Relevance

1. changed the way people lived, work, and traveled

B. Historical Significance

1. contributed to the success of the Industrial Revolution
 - a. new goods
 - b. new markets

C. So What?

1. the expansion of railroads created world wide markets

Part V: Plagiarism

What is plagiarism?

- Plagiarize: To use and pass off (the ideas or writings of another) as one's own.¹⁷
- Sometimes plagiarism is done intentionally and other times it can be done accidentally. Regardless, it is something that you need to pay close attention to because there can be serious penalties involved, such as loss of credit for the assignment and discipline. See the student handbook for the school wide policy.
- See the sections on sources and endnotes for information on how to properly cite your sources in your paper and create a bibliography.

You Need To Cite	You Don't Need To Cite
<ul style="list-style-type: none"> • Direct quotations • Opinions and ideas of others - Even if paraphrased (stated in your own words) • Unique words or phrases from a source • Statistics not commonly known • Charts, maps, other visuals 	<ul style="list-style-type: none"> • Your own original ideas or opinions • General information and common knowledge such as: <ul style="list-style-type: none"> ○ George Washington was the first president of the United States ○ The United States fought against Germany, Italy, and Japan during WWII.

When in doubt- CITE IT!

Ignorance about what constitutes plagiarism is not an acceptable excuse!

Scenarios: Read the following scenarios and determine if they are considered plagiarism.¹⁸

- A student borrows a friend's essay to get some ideas for his own paper. With his friend's permission, he copies portions of it, taking care, however, to cite all the sources his friend included in the original.
- A student finds useful information on a website that is not under copyright. She downloads and incorporates sections of this website into her paper, but does not cite it since it is in the public domain.
- A student derives some key ideas for his paper from a book. Since he does not quote anything directly from this book, he does not provide any footnotes. He does, however, include the book in his bibliography.
- A student modifies the original text by changing some words, leaving out an example, and rearranging the order of the material. Since she is not using the exact words of the original, she does not include a footnote.

The answer is that all four of these scenarios are examples of plagiarism!

The Art of Paraphrasing¹⁹

A paraphrase directly reflects the ideas of an author. When you write your paper, you may use paraphrases as long as you footnote them. Even so, paraphrasing must be done carefully. Take care that your paraphrase does not come too close to being a loose quotation. If it does come that close and is not in quotation marks, you are guilty of plagiarism.

To avoid this form of plagiarism, compare the following passage from J. Joseph Hutchmaker and Warren I. Sussman, eds., *Wilson's Diplomacy: An International Symposium* (Cambridge, MA: Schenckman, 1973), 13, with the two examples of paraphrasing that follow it. Paraphrase A constitutes plagiarism; paraphrase B does not. The subject is the diplomacy of Woodrow Wilson. Here is the original text:

Wilson took personal responsibility for the conduct of the important diplomacy of the United States chiefly because he believed that it was wise, right, and necessary for him to do so. Believing as he did that the people had temporarily vested their sovereignty in foreign affairs in him, he could not delegate responsibility in this field to any individual. His scholarly training and self-disciplined habits of work made him so much more efficient than his advisors that he must have thought that the most economical way of doing important diplomatic business was for him to do it himself. Experience in dealing with subordinates who sometimes tried to defeat his purposes also led him to conclude that it was the safest method, for he, and not his subordinates, bore the responsibility to the American people and to history for the consequences of his policies.

PARAPHRASE A: Wilson took personal responsibility for conducting diplomacy because he believed it was right for him to do so. Believing that the people had vested their sovereignty in foreign affairs in him, he couldn't delegate this responsibility. His scholarly training and self-discipline made him more efficient than his advisors. He thought that the most economical way of doing important business was to do it himself. Experience in dealing with the subordinates who sometimes tried to defeat his purposes led him to conclude that it was the safest method because he bore responsibility to the American people for the consequences.

PARAPHRASE B: Wilson felt personally responsible for major diplomacy because he believed that the voters had entrusted him with such matters. He felt he was more capable than his advisors in this area. He, and not his advisors, was responsible to the people.

Paraphrase A is too close to the original. The underlined phrases are almost the same as those of the source. If they were used in a paper without quotation marks, they would constitute plagiarism. Rather than recording the main points of the passage, this paraphrase repeats much of the text word for word. The unacknowledged use of the author's wording constitutes plagiarism.

Paraphrase B records only the principal point of the passage. It does not copy phrases from the original text. This avoids plagiarism but conveys the central idea of the passage. **Remember, that paraphrase B still needs to be endnoted because it incorporates ideas taken from the source.**

Part VI: Introduction to Endnotes

“In the Chicago Notes-Bibliography (NB) system, you should include an endnote each time you use a source, whether through a **direct quote** or through a **paraphrase**...endnotes will be compiled at the end of each chapter or at the end of the entire document.”²⁰ It is extremely important to credit your sources to **avoid plagiarism**.

Situations requiring Citations²¹

- When you *quote exact words* from a source
- When you *paraphrase ideas* that are associated with a specific source, even if you do not quote exact words from it
- When you use any idea, data, or method attributed to any source you have consulted

Position of numbers. Note reference numbers in text are set as superior (superscript) numbers. In the notes themselves, they are normally full size, not raised and followed by a period.

In text { “Nonrestrictive relative clauses are parenthetic, as are similar clauses introduced by conjunctions indicating time or place.”²²

Endnote { 22. William Strunk Jr. and E. B. White, *The Elements of Style*, 4th ed. (New York: Allyn and Bacon, 2000), 3.

The **first note** for each source should include **all** relevant information about the source. If you cite the **same source again**, the note need only include the last name of the author and page number(s) cited. If you cite the same source and page number(s) from a single source two or more times consecutively, the corresponding note should use the word ‘Ibid.’, an abbreviated form of the Latin ‘ibidem,’ which means ‘in the same place.’ If you use the same source but a different page number, the corresponding note should use ‘Ibid.’ followed by a comma and the new page number(s).²³

Example { 4. William Cronon, *Nature’s Metropolis: Chicago and the Great West* (New York: W. W. Norton & Company, 1991), 92-93.
If you cite the same text again, you can shorten subsequent notes:
8. Cronon, 383.
9. Ibid., 145.

Endnotes should be listed together after the end of the text and any appendixes but before the bibliography. Start each note on a new line, with a blank line between notes. Label the list *Notes*.

Part VII: Bibliography

It is necessary to list sources at the end of the paper in a *bibliography*. That list includes every source you cited in an endnote and sometimes others you consulted but did not cite. Each bibliography entry includes the same information contained in an endnote, but in a slightly different form:

Endnote	{	4. William Cronon, <i>Nature's Metropolis: Chicago and the Great West</i> (New York: W. W. Norton & Company, 1991), 92-93.
Bibliography	{	Cronon, William. <i>Nature's Metropolis: Chicago and the Great West</i> . New York: W. W. Norton & Company, 1991.

Order of elements: Bibliography entries are arranged in alphabetical order by the last name of the author, editor, or whoever is first in each entry. If your bibliography includes two or more works written, edited, or translated by the same individual, arrange the entries alphabetically by title (ignoring articles such as *a* or *the*).²⁴

Indentation and Spacing: Bibliography entries have a hanging indentation: the first line is flush left and all following lines are indented ½ inch or 5 spaces (the same as paragraphs). Single-space each entry and double-space between entries.

Part VIII: Citation Guide

(N: format for endnote, B: format for bibliography)²⁵

Book: *One author*

N: Note #. Author's First and Last Names, *Title of Book: Subtitle of Book* (Place of Publication: Publisher's Name, Date of Publication), XX-XX.

1. Wendy Doniger, *Splitting the Difference* (Chicago: University of Chicago Press, 1999), 65.

B: Author's Last Name, Author's First Name. *Title of Book: Subtitle of Book*. Place of Publication: Publisher's Name, Date of Publication.

Doniger, Wendy. *Splitting the Difference*. Chicago: University of Chicago Press, 1999.

Book: *Two authors*

N: Note #. Author 1 First and Last Name and Author 2 First and Last Name, *Title of Book: Subtitle of Book* (Place of Publication: Publisher's Name, Date of Publication), XX-XX.

6. Guy Cowlshaw and Robin Dunbar, *Primate Conservation Biology* (Chicago: University of Chicago Press, 2000), 104–7.

B: Last, First Author1 and Author 2 First and Last Name. *Title of Book: Subtitle of Book*. Place of Publication: Publisher's Name, year.

Cowlshaw, Guy, and Robin Dunbar. *Primate Conservation Biology*. Chicago: University of Chicago Press, 2000.

Book: *Four or more authors*

N: Note #. Author1 First and Last Name et al., *Title of Book: Subtitle of Book* (Place of Publication: Publisher's Name, Date of Publication), XX.

13. Edward O. Laumann et al., *The Social Organization of the Family* (Chicago: University of Chicago Press, 1994), 262.

B: Last, First Name Author 1, First and Last Name Author 2, First and Last Name Author 3, and First and Last Name Author 4. *Title of Book: Subtitle of Book*. Place of Publication, Publisher's Name, year.

Laumann, Edward O., John H. Gagnon, Robert T. Michael, and Stuart Michaels. *The Social Organization of the Family*. Chicago: University of Chicago Press, 1994.

Book: *Editor, translator, or compiler instead of author*

N: Note #. First and Last Name, ed., OR trans., OR comp., *Title of the Book: Subtitle of the Book* (Place of Publication: Publisher's Name, Date of Publication), XX-XX.

4. Richmond Lattimore, trans., *The Iliad of Homer* (Chicago: University of Chicago Press, 1951), 91–92.

B: Last, First Name, Role ed., or trans., or comp., *Title of Book: Subtitle of the Book*. Place of Publication: Publisher's Name, year.

Lattimore, Richmond, trans. *The Iliad of Homer*. Chicago: University of Chicago Press, 1951.

Book: *Editor, translator, or compiler in addition to author*

N: Note #. First and Last Name Author, *Title of Book: Subtitle of the Book*, ed. OR trans. OR comp. First and Last Name1 and First and Last Name 2 (Place of Publication: Publisher's Name, Date of Publication), XX-XXX.

16. Yves Bonnefoy, *New and Selected Poems*, ed. John Naughton and Anthony Rudolf (Chicago: University of Chicago Press, 1995), 22.

B: Last, First Name Author. *Title of Book: Subtitle of Book*. Edited by or Translated by or Compiled by First and Last Name 1 and First and Last Name2. Place of Publication: Publisher's Name, year.

Bonnefoy, Yves. *New and Selected Poems*. Edited by John Naughton and Anthony Rudolf. Chicago: University of Chicago Press, 1995.

Book: *Chapter or other part of a book*

N: Note #. First and Last Name Author, "Title of Chapter or Part of the Book," in *Title of the Book: Subtitle of the Book*, ed. First and Last Name of Editor1 and First and Last Name of Editor2 (Place of Publication: Publisher's Name, Date of Publication), XX-XX.

5. Andrew Wiese, "The House I Live In': Race, Class, and African American Suburban Dreams in the Postwar United States," in *The New Suburban History*, ed. Kevin M. Kruse and Thomas J. Sugrue (Chicago: University of Chicago Press, 2006), 101–2.

- B:** Last, First Name of Author. “Title of Chapter or Part of the Book.” In *Title of the Book: Subtitle of the Book*, edited by First and Last Name Editor 1 and First and Last Name Editor 2, XX-XX. Place of Publication: Publisher’s Name, year.
- Wiese, Andrew. “‘The House I Live In’: Race, Class, and African American Suburban Dreams in the Postwar United States.” In *The New Suburban History*, edited by Kevin M. Kruse and Thomas J. Sugrue, 99–119. Chicago: University of Chicago Press, 2006.

Book: *Chapter of an edited volume originally published elsewhere (as in primary sources)*

- N:** Note#. First and Last Name of Author of Specific Selection. “Title of Chapter or Other Part of the Book Such as a Specific Document,” in *Title of Original Book: Subtitle of the Original Book*, ed. First and Last Name Original Editor1 and First and Last Name Original Editor2, vol. # of *Title of Anthology that Contains the Source: Subtitle of Anthology that Contains the Source*, ed. First and Last Name of Anthology Editor1 and First and Last Name of Anthology Editor2 (Place of Publication: Publisher’s Name, Date of Publication), XX-XX.

8. Quintus Tullius Cicero. “Handbook on Canvassing for the Consulship,” in *Rome: Late Republic and Principate*, ed. Walter Emil Kaegi Jr. and Peter White, vol. 2 of *University of Chicago Readings in Western Civilization*, ed. John Boyer and Julius Kirshner (Chicago: University of Chicago Press, 1986), 35.

- B:** Last, First Name of Author of Selection. “Title of Chapter or Other Part of the Book Such as a Specific Document.” In *Title of Original Book: Subtitle of Original Book*, edited by First and Last Name of Original Editor1 and First and Last Name of Original Editor2. Vol. # *Title of Anthology that Contains the Source: Subtitle of Anthology that Contains the Source*, edited by First and Last Name of Anthology Editor1 and First and Last Name of Anthology Editor2. Place of Anthology Publication: Publisher’s Name, year. Originally published in First and Last Name of Translator, trans., *Title of Original Text*, vol. # (Place of Original Publication: Publisher’s Name, year).

Cicero, Quintus Tullius. “Handbook on Canvassing for the Consulship.” In *Rome: Late Republic and Principate*, edited by Walter Emil Kaegi Jr. and Peter White. Vol. 2 of *University of Chicago Readings in Western Civilization*, edited by John Boyer and Julius Kirshner, 33–46. Chicago: University of Chicago Press, 1986. Originally published in Evelyn S. Shuckburgh, trans., *The Letters of Cicero*, vol. 1 (London: George Bell & Sons, 1908).

Journal article: *Article in a print journal*

- N:** Note #. Author’s First and Last Names, “Title of Article: Subtitle of Article,” *Title of Journal* Volume Number (Date of Publication): XX-XX.

8. John Maynard Smith, “The Origin of Altruism,” *Nature* 393 (1998): 639.

B: Author's Last Name, Author's First Name. "Title of Article: Subtitle of Article." *Title of Journal* Volume Number (Date of Publication): YY-YY.

Smith, John Maynard. "The Origin of Altruism." *Nature* 393 (1998): 639–40.

Journal article: Article in an online journal

N: Note #. Author's First and Last Names, "Title of Article: Subtitle of Article," *Title of Journal* Volume Number (Date of Publication), under "Descriptive Locator," URL (accessed Month Day, year).

4. Daniel A. McFarland, "Resistance as a Social Drama: A Study of Change-oriented Encounters," *American Journal of Sociology* 109, no. 6 (May 2004), under "Settings," <http://www.journals.uchicago.edu/AJS/journal/issues/v109n6/050199/050199.html> (accessed May 3, 2006).

B: Author's Last Name, Author's First Name. "Title of Article: Subtitle of Article." Title of Journal Volume Number (Date of Publication). URL (accessed Date of Access).

McFarland, Daniel A. "Resistance as a Social Drama: A Study of Change-oriented Encounters." *American Journal of Sociology* 109, no. 6 (May 2004). <http://www.journals.uchicago.edu/AJS/journal/issues/v109n6/050199/050199.html> (accessed May 3, 2006).

Popular magazine article

N: Note #. First and Last Name of Author, "Title of Article: Subtitle of Article," *Title of Periodical*, Month day, year, XX-XX.

29. Steve Martin, "Sports-Interview Shocker," *New Yorker*, May 6, 2002, 84.

B: Last, First Name of Author. "Title of Article: Subtitle of Article." *Title of Periodical*, Month day, year.

Martin, Steve. "Sports-Interview Shocker." *New Yorker*, May 6, 2002.

Newspaper article

Newspaper articles may be cited in running text ("As William Niederkorn noted in a *New York Times* article on June 20, 2002, . . .").

N: Note #. First and Last Name of Author, "Title of Article: Subtitle of Article," *Title of Newspaper*, Month day, year of article, Section of Paper, Edition of paper.

10. William S. Niederkorn, "A Scholar Recants on His 'Shakespeare' Discovery," *New York Times*, June 20, 2002, Arts section, Midwest edition.

B: Last Name, First Name of Author. "Title of Article: Subtitle of Article." *Title of Newspaper*, Month day, year of article, Section of Paper, Edition of paper.

Niederkorn, William S. "A Scholar Recants on His 'Shakespeare' Discovery." *New York Times*, June 20, 2002, Arts section, Midwest edition.

Web site

N: Note #, Author of Article (if Available), Title of Website, "Title of Web Page or Article," Organization that Publishes Website, Complete URL (accessed Month Day, Year).

11. Evanston Public Library Board of Trustees, "Evanston Public Library Strategic Plan, 2000–2010: A Decade of Outreach," Evanston Public Library, <http://www.epl.org/library/strategic-plan-00.html> (accessed June 1, 2005).

12. Federation of American Scientists, "Resolution Comparison: Reading License Plates and Headlines," *Federation of American Scientists*, <http://fas.org.irp/imint/resolve5.html> (accessed June 1, 2009).

14. Writing Center, "Chicago/Turabian Style," The Writing Center at the University of North Carolina at Chapel Hill, <http://www.unc.edu/depts/wcweb/handouts/chicago.html> (accessed December 20, 2005).

B: Last, First Name of Author of Article (if available), "Title of Web Page or Article," *Organization that Published the Information on the Internet*, Complete URL (accessed Month day, year).

Evanston Public Library Board of Trustees. "Evanston Public Library Strategic Plan, 2000–2010: A Decade of Outreach." Evanston Public Library. <http://www.epl.org/library/strategic-plan-00.html> (accessed June 1, 2005).

Federation of American Scientists. "Resolution Comparison: Reading License Plates and Headlines." <http://fas.org.irp/imint/resolve5.html> (accessed June 1, 2009).

Writing Center, "Chicago/Turabian Style," The Writing Center at the University of North Carolina at Chapel Hill, <http://www.unc.edu/depts/wcweb/handouts/chicago.html> (accessed December 20, 2005).

Item in online database

N: Note #. First and Last Name of Author, *Title of Book or Article: Subtitle of Book or Article*, ed. First and Last Name Editor1 and First and Last Name Editor2, in Name of Online Database, Complete URL, (accessed Month day, year).

7. Pliny the Elder, *The Natural History*, ed. John Bostock and H. T. Riley, in the Perseus Digital Library, <http://www.perseus.tufts.edu/cgi-bin/ptext/lookup=Plin.+Nat.+1.dedication> (accessed November 17, 2005).

B: Perseus Digital Library. <http://www.perseus.tufts.edu/>.

One Source Quoted in Another

N: Note #. First and Last Name of Original Author, "Title of Original Source," *Title of Original Book: Subtitle of Original Book* (Original Month Year of publication): original XX, Quoted in First and Last Name of Quoting Author, *Title of Quoting Book: Subtitle of Quoting Book* (Place of Publication: Publisher's Name, date of publication), XX.

8. Louis Zukofsky, "Sincerity and Objectification," *Poetry* 37 (February 1931): 269, Quoted in Bonnie Costello, *Marianne Moore: Imaginary Possessions* (Cambridge, MA: Harvard University Press, 1981), 78.

B: Last, First Name of Original Author. "Title of Original Source" *Title of Original Book: Subtitle of Original Book* (Original Month and year of publication): original XX. Quoted in First and Last Name of Quoting Author, *Title of Quoting Book: Subtitle of Quoting Book*. Place of Publication: Publisher's name, year.

Zukofsky, Louis. "Sincerity and Objectification." *Poetry* 37 (February 1931): 269. Quoted in Bonnie Costello, *Marianne Moore: Imaginary Possessions*. Cambridge, MA: Harvard University Press, 1981.

Part IX: General Format of the Research Paper

Margins: Leave a margin of one inch on all four edges of the page

Font: Times Roman 12 pt. (10 pt. for endnotes & block quotations)

Spacing and Indentation: Double-space all text in papers except the following items, which should be single-spaced:

- Block quotations
- Endnotes
- Bibliography entries

Block Quotations: When a quotation is five or more lines you must use a block quotation. Introduce the quotation in your own words in the text. If you introduce the quotation with a complete sentence, end the sentence with a colon. If you use only an attribution phrase such as *notes*, *claims*, *argues*, or *according to* along with the author's name, end the phrase with a comma. Single-space a block quotation, and leave a blank line before and after it. Do not add quotation marks at the beginning or end, but preserve any quotation marks in the original. Indent the entire quotation further than you indent the first line of a paragraph.²⁶

Example

Jackson begins by evoking the importance of home:

Housing is an outward expression of the inner human nature; no society can be fully understood apart from the residences of its members. A nineteenth-century melody declares, "There is no place like home," and even though she had Emerald City at her feet, Dorothy could think of no place she would rather be than at home in Kansas. Our homes are our havens from the world.²⁷

Pagination: Do not number the title page. Number pages in the body of the paper, endnote, appendixes, and bibliography: justified right in the header with your last name comma page number.

Contractions: Contractions are not used in formal writing. *Isn't* should be written as *is not*.

1st or 2nd Person Pronouns: Do not use 1st or 2nd person pronouns (e.g. I, we, you, me, us, our...).

Title Page:

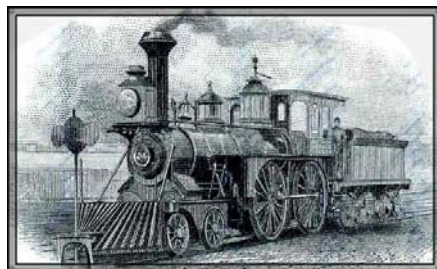
Title of Paper

Writer's Name
U.S. History II
March 22, 2010

Appendixes: If your paper includes essential supporting material that cannot be easily worked into the body of your paper, put the material in one or more appendixes in the back of your paper. Title the page *Appendix*.

Appendix A

Railway in Industrial Britain. <http://www.industryandchange.wordpress.com/britain/>



Notes

- ¹ *Writing for Social Studies* (Evanston, Illinois: McDougal Littell, 2008), 35.
- ² Barry K Beyer, "Infusing Thinking in History and the Social Sciences," *Developing Minds*, Alexandria, VA: Association For Supervision & Curriculum Deve, 2001, 129.
- ³ Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (Boston: Bedford St. Martin's, 2007), 2.
- ⁴ *Ibid.*, 70.
- ⁵ *Writing for Social Studies* (Evanston, Illinois: McDougal Littell, 2008), 9.
- ⁶ Jules R. Benjamin, *A Student's Guide to History* (Boston: Bedford St. Martin's, 2007), 166.
- ⁷ Rampolla, 48.
- ⁸ *Ibid.*, 48-49.
- ⁹ Roger Beck and Linda Black et al, *Modern World History Patterns of Interaction*, (Evanston, IL: McDougal Littell, 2007 R 22.
- ¹⁰ Roger Beck and Linda Black et al., *Modern World History Patterns of Interaction*), R22.
- ¹¹ "Source Evaluation Tutor: CARS." *McGraw Hill Higher Education Company*. 2001. <http://www.mhhe.com/socscience/english/allwrite3/seyley/ssite/seyley/se03/cars.mhtml> (accessed June 19, 2009)
- ¹² "wiki" Dictionary.com. *The American Heritage Dictionary of the English Language, Fourth Edition*. Houghton Mifflin Company, 2004. <http://dictionary.reference.com/browse/wiki> (accessed June 19, 2009).
- ¹³ "Company Overview." *Google.com*. <http://www.google.com/intl/en/corporate/> (accessed June 19, 2009).
- ¹⁴ "About Us." *About.com* <http://www.aboutmediakit.com/about/> (accessed June 19, 2009).
- ¹⁵ *Writing for Social Studies* (Evanston, Illinois: McDougal Littell, 2008), 72.
- ¹⁶ *Ibid.*, 73.
- ¹⁷ Margery S. Berube ed., *The American Heritage College Dictionary* (Boston: Houghton Mifflin Company, 2002), 1063.
- ¹⁸ Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (Boston: Bedford St. Martin's, 2007), 89.
- ¹⁹ Jules R. Benjamin, *A Student's Guide to History* (Boston: Bedford St. Martin's, 2007), 116-117.
- ²⁰ The Owl at Purdue, "Chicago Manual of Style," <http://owl.english.purdue.edu/owl/resource/717/01/> (accessed June 18, 2009).
- ²¹ Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations* (Chicago: University of Chicago Press, 2007), 134.
- ²³ The Owl, (accessed June 18, 2009).
- ²⁴ Turabian, 148.
- ²⁵ The Chicago Manual of Style Online, "Chicago-Style Quick Citation Guide," http://www.chicagoManualofstyle.org/tools_citationguide.html (accessed June 18, 2009).
- ²⁶ Turabian, 350.