

Research Skills Booklet

English 101A

Fall/Spring/Summer
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INTRODUCTION

An important component of English 101A is the writing of a documented essay. Your instructor may use different terms to describe this assignment. Some instructors might refer to this as a “research paper” or “synthesis.” Whatever term is used, the goals of the assignment are the same. You will need to write a paper using information you have researched in books, periodicals and other sources and document those sources in your paper.

This booklet is designed to help you master important skills which will help you plan, write, and edit your documented essay. Each section of this booklet will discuss specific ideas and skills and will provide you with information intended to help you plan, prepare, and present a documented essay. Exercises which you will complete after reading each section of the text will ensure that you understand key concepts important to this process. All the exercises can be found at the back of this booklet, starting at page 68. Exercise II relates to specific library research skills. After you complete Exercise II, give it directly to your instructor after your class becomes acquainted with the resources available in the Ohlone College Library. For all other exercises, you will complete them and then bring your work to the English Learning Center on the second floor of Hyman Hall at the Fremont Campus or the Tutoring Center located in room 2306 at the Newark Campus and use the answer keys to correct them. After correcting your work, turn it in to your instructor.

The Department of English hopes that you find the text and exercises for the Research Skills Booklet clear and helpful. If you need assistance while working on this material, please do not hesitate to ask your instructor or a member of the English Learning Center staff for help.

SECTION I

PLANNING THE DOCUMENTED PAPER

Like any other major academic undertaking, writing a documented essay first requires a commitment. In electing to complete a project like this to the best of your ability, you will need to be motivated, have a plan of action and, finally, develop and put into practice specific skills.

Your motivation and commitment to do your best are not things for which this booklet intends to provide instruction. However, you should understand the importance of these things as you begin this project. A lack of interest often leads to a lack of effort, and these things can be easily detected by the reader of an essay.

This first section of the Research Skills Booklet will give you an overview of the process of writing a documented essay. This section will preview topics covered in detail in later sections, but its primary goal will be to provide information about planning your paper, selecting a topic, and other important steps you will need to take as you begin the process of writing a documented essay.

Having a plan

Working on an important writing task without a plan is much like grocery shopping without a list. You might finish the task with everything you need, but you would probably have wasted time trying to remember what you needed, and you also may have gotten sidetracked by things you saw along the way. Having a plan will provide a type of map for you as you complete this task.

If your work on this project is to be efficient, you need to have some kind of plan. Different writers work differently, so plans--just like papers--will vary from person to person. Some writers work well with strictly-defined plans which chronicle every step in the writing process. Other writers work better with more general plans which provide them with loose frameworks to check their progress. Two types of plans--one time-based and one more general--are illustrated on the following pages.

The timeline: a description

On the following page, a plan in the form of a timeline is presented. This type of plan has several benefits. This type of plan will help writers make sure they stay on schedule by visually reinforcing the idea that certain tasks should be completed by certain dates as the semester proceeds. Notice in the following example that the writer has added important external deadlines as well as tasks that she feels should be completed at certain times.

Sample timeline

September

- 11th **Lab I due**
- 16th Begin researching topic ideas
- 18th **Lab II due--Hand in to instructor**
- 25th Narrow topic ideas
Discuss topic selection with instructor
- 30th **Have topic selected**
Begin gathering information
Work on lab exercises III and IV

October

- 5th Search for book sources/Take notes
- 9th **Labs III and IV due**
Start lab exercises V and VI
- 12th Search for periodical sources/Take notes
- 14th Search for Internet sources/Take notes
- 16th Begin outlining
Discuss outline with instructor
Labs V and VI due
- 21st **Have final outline completed**
Begin composition of text using outline

November

- Divide paper into sections
- Draft text of paper in sections
- Check citations/Works Cited
- 9th **Rough Draft Due**
Recheck citations
Final proofreading
- 11th **Final Draft Due**

The list or progress chart

A list or progress chart is a more informal type of plan consisting of a list of the tasks that need to be completed in the course of writing a documented essay. This basic information is usually listed with important completion dates. This type of plan is less formal than a timeline and may better suit students who require less pressure to meet deadlines. This type of plan allows students more flexibility with the actual dates they complete certain tasks, but it is helpful because it serves as a reminder that a project of this scope is best accomplished in stages and not in a rush. This type of plan also includes a section in which a student can chronicle his progress and remind himself about what has been accomplished in a particular area.

Sample progress chart

Task	Progress Notes	Due date(s)
Lab exercises		I: September 11 II: September 18 III: October 9 IV: October 9 V: October 16 VI: October 16
Topic selection		September 30
Gathering information		Begin gathering info. at end of September. Notetaking, review and gathering continue until end of Oct.
Review of information		Complete review and begin drafting by end of October
Outlining		Discuss outline with instructor on 10-16
Composition of draft, Citations and Works Cited		Rough draft due on 11-9 Final draft due on 11-11

Final words about plans

Whatever type of plan you choose to make for your paper, it is important to be disciplined and stick to it. If you have to make adjustments to your plan, do so carefully and be mindful of the tendency to procrastinate. Procrastination often results in omissions of material and obvious errors.

Topic selection

The most important thing to consider when selecting a topic for your documented essay is whether or not it will meet with your instructor's approval. He or she, after all, will be the one evaluating your paper, and you want to make sure that your topic meets his or her criteria. Some instructors give great latitude in the selection of subject matter while others provide more narrow guidelines for you to follow. Your instructor should be consulted as you move towards a final decision regarding your topic.

Your selection of a topic will also be influenced by the type of paper your instructor requires. If your paper will be argumentative or contain your views about a certain subject, then you will want to choose a topic that has two legitimate sides to it. For example, a paper arguing for strong penalties for children who take guns to school will not be especially effective since you will find few, if any, sources which support the idea that children should not be punished harshly for taking guns to school.

The broad or narrow nature of a topic is also a factor in topic selection. Your topic should be broad enough to allow you to find enough information on the subject in book and periodical sources, but it should not be so broad that you will spend the majority of your paper giving very general (and sometimes vague) information. As an example, a five-page paper about France would be able to provide little more than general information. However, a paper of the same length about student activism in France would be more suitable because it would allow the writer to be more specific about the subject.

This more narrow topic, however, presents us with another consideration. You will need to make sure that you will be able to find enough quality information on your subject. If your preliminary research has shown you that you will only find information about your topic from one type of source, or that you can find only a very limited number of sources, then you should speak with your instructor to see if you can broaden your topic so that you will have adequate resources to present a thoroughly-researched essay.

Further information about topic selection will be presented in the second section of this booklet, but keep in mind these considerations as you begin to think about a topic for your documented essay.

Gathering information

Detailed information about how and where to gather material on your selected topic will be given in Section II of the Research Skills Booklet, a section titled “Using the Library.” As a part of English 101A and the Research Skills Exercises, your class will receive an orientation to the Library and get information about the resources available to you there (and hands-on experience using them); however, before you cover that material, it might be helpful to quickly review some basic information about library research.

There are some basic things you should know about gathering information before you get to the library.

- Plan to spend a considerable amount of time searching for information on your topic. Beginning researchers often make the mistake of thinking they will only need a few sources to create an acceptable paper and that they will find those pieces quickly. The best sources are not always the first to be located. Plan to spend more time than you anticipate researching your topic.
- Think about quality of information as well as quantity. Five articles that make only brief references to your specific topic are not as valuable to you as two that directly deal with the issue you are exploring. Quality will also play a role when you consider the source and/or author of the information. Should you take more seriously an article about modern architecture from a general assignment magazine writer or from an architectural historian writing in a prestigious architecture journal? More information on this topic will be given in the following section as well as in the third section of this booklet, but think about this issue as you begin to look for information.
- Variety is a key element in research. You cannot write a solid documented essay if your information is limited or comes from just one type of source. You will need to seek out book sources, periodical sources and other sources for this paper. Without a variety of sources, your paper will not demonstrate to the reader that you have done your job as a researcher.
- Consider what you will do with your information as you begin to gather it. Think about what system you will use to take notes and record information that you think will be useful to you. Will you prioritize or rank the information you find in terms of its potential value? Will your notes be on cards or sheets of notebook paper? Will you make use of photocopied articles or passages from books? Part of your planning for this paper should include some thought about how you will process the information you gather.

Outlines

Once you have gathered, evaluated and read all the material you feel you need to write your documented essay, it will be time to plan--either generally or specifically--how your paper will be structured. Very few writers have the ability to successfully work without some kind of outline or structural plan for their compositions. Just like having an overall plan for your assignment helps you keep on schedule and use your time efficiently, having some kind of outline or structural plan for your paper will help you see the “big picture” of your paper and will assist you in determining where the information you gathered on your subject will be most effectively used. No matter what specific type of documented essay you have been assigned to write, an outline can help you write it.

On the following pages, two types of outlines are described and illustrated. The first will be a more traditional, formal outline. This type of outline is useful for writers who have a tendency to stray away from their subjects and who have trouble organizing their thoughts into unified paragraphs. The second type of outline is less formal and is more useful to writers who need a general map to guide them to an essay’s end.

Formal outlines

Formal outlines help pinpoint what topics will be covered in a paper and are often detailed enough to help the writer see what each paragraph (or even each sentence) of an essay will cover. Creating a formal outline can take a lot of time, but many writers find this to be time well spent because it helps them feel less pressured during the actual composition of the paper. Writing a paper from a formal outline creates few surprises, and the writer (who constantly consults the outline) can see very clearly what parts of the essay have been completed and which topics will be covered in subsequent paragraphs. A very detailed formal outline can also indicate where certain sources will be used.

A formal outline uses a fixed system of Roman numerals, letters and Arabic numbers. The more important or large an idea is, the higher it ranks in the outline’s order. Sub-topics or examples have a lower ranking in an outline.

A sample formal outline

A sample formal outline of a paper dealing with the concern over pregnant substance abusers appears on the following page. Notice these details about its structure:

- Roman numerals indicate the major sections of the paper.
- If there is an “A,” there is a “B.” If there is a “1,” there is a “2.” There should not be stand-alone items in a formal outline.
- Letters and then Arabic numerals indicate sub-topics.

- I. Introduction of topic: What can and should be done about pregnant substance abusers?
- II. Definitions of terms
 - A. “Chronic” abuse
 - B. Legal definition of “endangerment”
 - C. “Treatments” for addiction (counseling, programs, medication)
- III. Evidence that substance abuse damages fetuses
 - A. Mental and emotional damage
 - B. Physical damage
 - 1. Fetal Alcohol Syndrome
 - 2. Effects of other drugs used by some pregnant abusers
- IV. Options available to deal with the problem
 - A. Incarceration of pregnant abusers
 - 1. Advantage: No further harm to fetus
 - 2. Disadvantage: Rights of mother endangered
 - B. Voluntary residential programs
 - 1. Advantage: Good compliance if voluntary
 - 2. Disadvantage: Can’t help those who resist help
 - C. Therapy and out-patient programs
 - 1. Advantage: Helps many who actively join
 - 2. Disadvantage: Costly and under-funded for the poor
 - D. No treatment
 - 1. Advantage: Unknown
 - 2. Disadvantage: Societal harm from problems to mother and fetus
- V. Conclusion: Pregnant substance abusers cause physical and emotional damage to their unborn children. While incarceration is an extreme solution, more reasonable solutions are voluntary and out-patient programs.

Formal outlines can be very helpful for writers who would like a clear and developed map to follow as they write their compositions. While this type of outline may require a significant time investment, it makes the actual drafting of an essay a reasonably straightforward task.

If your instructor requires an outline, be sure to follow his or her instructions. Some instructors require that outlines be written in complete sentences rather than phrases.

Informal outlines or sketches

Formal outlines are not always necessary when writing an essay. Sometimes it is helpful to have only an informal outline or sketch of what you want your paper to cover. An informal outline might illustrate only what topics will be covered and in what sequence they will appear. An informal outline or sketch might also attempt to illustrate how much space will be devoted to

covering a particular idea. This can help you avoid writing a paper that does not balance its subject matter carefully. A plan of this type can help you make sure that major ideas have enough space devoted to them and that minor points are not allotted too much space.

A sample informal plan

The following sample plan on the subject of Affirmative Action illustrates how an informal outline can help a writer see how a completed paper will look and ensure that a paper is correctly proportioned.

<u>Page 1</u>	<u>Page 2</u>
Introduction: The debate over Affirmative Action Definitions of Affirmative Action The history of Affirmative Action	History (continued) The present debate: Ballot initiatives and public policies Two battlegrounds: work and school
<u>Page 3</u>	<u>Page 4</u>
Battlegrounds (continued) Those in favor of Affirmative Action: Identify politicians and organizations	Reasons given in favor of Affirmative Action
<u>Page 5</u>	<u>Page 6</u>
Those against Affirmative Action: Identify politicians and organizations Reasons given against Affirmative Action	Reasons given against Affirmative Action (continued) Conclusion: Summary of two sides

Review: the goal of outlining

The point of an outline or sketch, whether it be formal or informal, is to help the writer see his or her task clearly. An outline is truly a writer’s map to a desired destination. With it, the journey can be simple and without complications; without it, the trip can be troublesome and can result in wasted time. Time invested in an outline that suits your needs as a writer (or your instructor’s needs as an evaluator), is usually well-invested time.

Finally, it should be noted that you may make adjustments to your paper’s structure even after you complete an outline or plan. If you develop a better way to present your material after you become more familiar with your topic, you may want to revise or adjust your existing outline. Be careful, however, not to spend an inordinate amount of time outlining. As soon as you have a good, working outline, you should begin the composition of your paper.

Concluding remarks

In this section, you have learned how to begin thinking about and working on your documented essay. The importance of having a plan was discussed and two different types of plans were illustrated. The general subject of topic selection was discussed; this subject will be further discussed in the next section. General information was given about the process of gathering information for a documented paper. This section concluded with information about the role an outline will play in the planning and composition of your paper.

For each section of this booklet, you will complete an exercise. The exercises can be found at the back of this booklet (see page 68). **The exercise for Section II will be handed in directly to your instructor after your class receives an orientation to the resources available to you in the Ohlone College Library.** Follow the directions given at the beginning of each exercise. If you have questions at any stage in your work on the exercises, please do not hesitate to ask your instructor or a member of the English Learning Center staff for assistance.

After studying Section I, complete and submit the Section I exercise. You may need to refer to the Research Skills Booklet while completing the exercise. Once you complete the tasks in each Section, use the answer keys available in the English Learning Center (HH217) to correct and score your work. Hand in these corrected tasks and the answer key to the English Learning Center staff.

SECTION II

USING THE LIBRARY

In this section you will learn about the resources available in the Ohlone College Library. These resources will help you conduct research for your documented essay. You will learn about four important Library resources:

- Reference books
- Circulating books
- Periodicals
- The Internet

This section will begin with general information about the Library and information about how to find a topic. We will then discuss in some depth the four types of resources listed above. The section will conclude with an introduction to the process of evaluating the material you find through the research process. If you have any questions about the material contained in this section, please do not hesitate to ask a reference librarian for help. Reference librarians are available during the operating hours of the Library in the reference section. These librarians are happy to answer any questions you may have regarding the content of this section as well as any other questions about the research process you will complete as you write a documented essay.

As a part of all English 101A sections, a reference librarian will give your class an orientation to the resources available for research projects and help you become familiar with the Library. After you have had this orientation and other instruction, you will complete the tasks for this section and submit them to your instructor.

General information about the Ohlone College Library

The Ohlone College Library is located on the third floor of the Blanchard Learning Center in Building One. The phone number for the library is (510) 659-6160. The Library's hours of operation can be obtained by going to the Library's information web page:

<http://www2.ohlone.edu/org/library/libinfo.html>.

The Library's collection includes reference and circulating books, access to electronic books, online and print periodical resources, flat maps, pamphlets, CDs, videos and workstations with access to the Internet.

The Library's home page

You can directly access the Library's catalog as well as online periodical sources from the Library's home page, which can be found at <http://www.ohlone.cc.ca.us/org/library>. The Library's home page gives basic information about the Library as well as access to useful web sites on a broad range of subjects of interest to students. Information about writing papers, obtaining financial aid, and looking for employment is available through the web site.

First steps: discerning and narrowing topics

Once you know that you have to write a documented essay, you will need to take some preliminary steps. One of those steps is likely to be a trip to the Library to discover, develop or narrow your topic.

Research papers deal with specific topics for which you must gather supporting information. Your instructor may give you a general idea of a subject area that your paper must deal with. If you are given an assigned topic, it may be often very broad and can be narrowed to meet your interests. Consult your instructor to see how you can take a general subject area and narrow it to an acceptable and interesting topic.

If your instructor has not given you a subject area and you have wide latitude to choose a topic, there are several reference books available in the Library that can give you ideas about potential topics for a documented essay or research paper. The items listed below can be found in the reference section of the Library. The number that follows the last item is a call number, which can help you locate these materials in the Library.

- 10,000 Ideas for Term Papers, Projects and Reports (Kept at the reference desk)
- Taking Sides (Various call numbers--see online catalog)
- CQ Researcher (print: REF A 1.C611, and also online)

Some web sites can also provide you with more ideas for topics. The Library's web page contains links to sites containing information about selecting topics and writing term papers. From the Library's page, select **Writing Term Papers** (which can be found in the category "Internet Links...General Resources"). You can get further information about topic selection from your instructor. Reference librarians will also be able to suggest further resources.

Characteristics of good topics

As you choose a topic, keep in mind the qualities of a good topic.

- A good topic is one from which you can learn something new; it is not just busywork.
- A good topic is one for which enough information can be found to meet the specified length of the paper.
- A good topic interests you enough to work on it.

- A good topic is narrow enough for you to manage but not so narrow that you will stray away from your specific topic.
- A good topic is suitable for your audience. For example, it is neither too simplistic nor too complicated.
- A good topic lets you demonstrate your ability to develop ideas, find, evaluate and organize information, and make reasoned judgments as necessary.
- A good topic will allow you to present information clearly and help you develop your writing skills.
- A good topic is one for which the research can be done using local libraries and other resources that are readily available to you.

Once you have selected a topic, it is important to determine whether you can find enough information on your subject. Searching for periodical sources (described later in this section) and checking reference works are good ways to get started. The reference librarian will be happy to suggest more resources to investigate.

From topic to research: questioning and wording

As you decide on a topic, keep in mind that it may be helpful for you to think of your topic in terms of a question. Framing your topic as a question may allow you to search for specific pieces of information. Also, consider what alternative words you might use to search for information about your topic. Changing the words you use to search may help you locate more material and items that you might not have found otherwise. For example, searching for information about “Native Americans” may generate different information than a search for information about “American Indians.” As you begin to do your research, you may come across alternative wording for your topic. Consult your instructor or a reference librarian if you need help finding alternate wording as you research your topic.

We will now begin looking at four major resources available to you, beginning with reference books.

Reference books

Searching reference books may be a good way for you to get initial or general information about your topic. Reference books are a special collection of books within the Library. Generally, reference books do not circulate and must be used in the Library. Reference books include: dictionaries, thesauri, indexes, encyclopedias, directories and other valuable resources. The reference collection is a great place to start your research, since reference works often provide basic background information on many topics.

The Ohlone College Library uses the Library of Congress (LC) classification system to classify its reference and circulating books. LC Classification is an alphanumeric scheme divided into 21 broad categories and many more specific subcategories. To determine which LC classification numbers (also called “call numbers”) might contain information relevant to your topic, think about your topic in terms of broad categories. For example, if you are researching sleep disorders,

you may want to browse in the reference area in Psychology (BF area) as well as Medicine (RC area) to see if there are encyclopedias, statistical sources, or other specialized reference sources that cover your topic.

Library of Congress classification scheme

- A -- General Works
- B -- Philosophy. Psychology. Religion
- C -- Auxiliary Sciences Of History
- D -- History: General and Old World
- E -- History: America
- F -- History: America
- G -- Geography. Anthropology. Recreation
- H -- Social Sciences
- J -- Political Science
- K -- Law
- L -- Education
- M -- Music and Books on Music
- N -- Fine Arts
- P -- Language and Literature
- Q -- Science
- R -- Medicine
- S -- Agriculture
- T -- Technology
- U -- Military Science
- V -- Naval Science
- Z -- Bibliography. Library Science. Information Resources (General)

Following are titles of specific reference books that you may find useful. These reference books are located in the reference section of the Library. Use H.A.N.S., the Library's online catalog, to search for reference books or, even better, ask a librarian.

The Oxford English Dictionary (Call number: REF PE1625.087 1989)

The Oxford English Dictionary is a twenty-volume historical dictionary of the English language. For each word listed, you will find the spelling, pronunciation, origin and history of a word, its meanings in historical order from early to present, and quotations to illustrate each meaning. You can use it to see how a word has developed and changed, how and when it came into the language, or how it was used in a particular writer's period. A list of abbreviations used in the definitions is repeated in the front of each volume.

CQ Researcher (Call number: REF A1.C611) also available online through the Ohlone College Library home page.

The CQ (Congressional Quarterly) Researcher consists of weekly reports on current, newsworthy topics. Each report begins with a general overview of the subject. An in-depth examination of background, and a discussion of future developments follow. Short bibliographies end each report. There is a subject index at the back of each yearly volume to aid in the search for information.

Encyclopedias (Various call numbers)

General encyclopedias provide extensive information in all branches of knowledge. You should consult an encyclopedia when you need an overview of any subject. Articles will summarize the subject, giving you the important events, people, and places involved. All encyclopedias contain maps and illustrations, and most list bibliographies. Encyclopedias are constantly being revised, so it is good to check the date on the back of the title page to be sure that the information you are getting is current. Most encyclopedias are in a number of volumes, and articles are alphabetically arranged. If the articles are long, they are divided into sections. To make sure that you have found all the information on a particular subject, you must consult the index (which is usually found in the last volume).

The World Almanac (Call number: REF AY67.N5W7)

The World Almanac contains miscellaneous information such as statistics, chronologies, historical and geographical summaries, and sports records. If you use the latest volume, you will also find information about previous years. A detailed "General Index," preceded by a very broad contents list, is at the front of each volume. A brief "Quick Reference Index" is at the back.

The Statistical Abstract of the United States (Call number: REF HA203.A3)

The Statistical Abstract is the best source for statistics about all aspects of the United States. Revised annually, it gives statistics on political, social, economic and industrial, educational, judicial, geographical, and scientific aspects of the U.S. In using the statistical tables, you must pay careful attention to the units in which the statistics are given. For example, if “(1,000)” appears at the top of a table, that means to multiply all the numbers in the table by 1,000. The Statistical Abstract is organized by major subject areas and includes a comprehensive index. Index citations refer to table numbers, not page numbers. Additional statistical information from government agencies can be found at FedStats (<http://www.fedstats.gov>) as well as from general search engines on the Internet.

In addition to reference works, you will want to seek out information about your topic from books and other non-periodical sources in the Library’s collection. To do this, you will use Ohlone’s online catalog, H.A.N.S.

The Ohlone College Library’s online catalog

The Library’s online catalog is a database of records. Each record contains information about a single item. An item can be a book or the name of periodical to which the Library provides access. (Note that the catalog does not contain information about specific periodical articles. To find articles, you will use a periodical index, as described in the next section.) In addition to books, other items in the online catalog include videos, access to electronic books, and CDs that offer information on specific subjects.

Each record in the online catalog database contains information about an item in the Library’s collection. This record will include:

- an item’s title.
- the name(s) of the author(s), if any.
- publication information--name of publisher, date of publication, etc.
- the location of the item and call number. These will help you find the item on the shelf. Note that some items (such as periodicals) are shelved by title rather than number.
- subject headings under which the item can be found.

The online catalog allows you to search for and retrieve records:

- by author name.
- by title.
- by subject.
- by a keyword or phrase (appearing anywhere in the record).
- by call number.
- by a course, department or instructor (for materials held on reserve).

The online catalog also lets you limit your records in various ways. You can limit a search of records by date or dates of publication, location in the Library or the type of item you are searching for.

You may print, download to disk or e-mail the results of your searches.

Detailed instructions for using the online catalog are available in the Library. Reference librarians will be happy to answer any questions you have about using the online catalog.

In addition to using the online catalog, you will also want to search for and use periodical sources for your documented essay. These sources are available in multiple formats in the Library.

Periodicals

The Library provides access to periodicals (newspapers, magazines and journals) in three forms. Paper, microfilm, and online articles from many magazines and journals are available.

Databases and indexes can give you information about articles on your topic which have appeared in recent newspapers, magazines and journals. Databases and indexes list articles relevant to a particular subject. Use this information to locate periodical sources for your topic.

You can search both online and print indexes to find periodical articles related to your topic.

Online Periodical Databases

Your topic will determine which is the best database to search. Please note the brief summaries that follow to get an idea of what each database covers. Online periodical databases have a number of advantages over print indexes, including flexible searching, full-text access, and easy remote access. To access them from off campus, begin at the Ohlone College Library's home page at <http://www.ohlone.cc.ca.us/org/library> and click on the database you want to search. When you access these databases from off campus, you will be prompted to login with your Ohlone College student or staff ID and your last name.

As of fall 2001, the Ohlone College Library provides on and off campus access to the following online periodical databases:

- *EBSCOhost Academic Search Elite*
This is the most comprehensive of the online periodical databases. Search it for full-text or citations for articles on academic or general interest topics. *EbscoHost* covers approximately 3,000 periodicals, 1,200 of which are full-text.

- *Lexis-Nexis Academic Universe*
Search this database for full-text publications including newspapers, magazines, wire services, federal and state court opinions, federal and state statutes, federal regulations and SEC filings. In addition, *Lexis-Nexis* includes full-text coverage of the *New York Times* back to June 1, 1980.
- *NewsBank Newspapers*
Search this database for full-text articles contained in the two local newspapers, the *San Francisco Chronicle* and the *San Jose Mercury News*. Three national newspapers, *Christian Science Monitor*, *Washington Post*, and *USA Today*, are also included.
- *CQ Electronic Library*
Search this database for access to various full-text sources, most importantly, *CQ Researcher* and *CQ Weekly*. *CQ Researcher* consists of reports on current and controversial issues. Each report includes a balanced introduction to the issue, a “look ahead”, a chronology and annotated bibliographies for further research. *CQ Weekly* is a weekly magazine of news and analysis relating to Capitol Hill.
- *Cumulative Index to Nursing and Allied Health Literature (CINAHL)*
Search *CINAHL*, and the companion database, *ProQuest Nursing Journals*, for full-text access to more than 250 leading journals in nursing, and citations to articles from many others.
- *SIRS Knowledge Source*
Search this database for full-text articles on a wide variety of social issues (*SIRS Researcher*), as well as topics in the arts and humanities (*SIRS Renaissance*).
- *Ethnic NewsWatch*
Search, in English or Spanish, this full-text collection of the newspapers, magazines and journals of the ethnic, minority and native presses.
- *Gale Literary Resources*
Search *Contemporary Authors*, *Contemporary Literary Criticism Select (CLC Select)* and *Dictionary of Literary Biography (DLB)*, to find biographical information and literary criticism for nearly 100,000 authors.

Print Periodical Indexes

If you are researching a topic that is not covered by one of the online periodical databases, consult *The Readers' Guide to Periodical Literature* located in the reference section. For example, if you are trying to find a review of a movie that came out in 1963, you will find that the online databases do not provide indexing before the 1980s. Use *Readers' Guide* to locate citations for articles in print or microform. In addition, the Ohlone College Library has a number of older print indexes that may be useful if you are researching an historic topic. If the Ohlone College Library does not subscribe to the print periodical you need, please consult with a librarian.

A fourth resource to consider in your search for information is the Internet.

The Internet

The Internet offers a broad range of material on many subjects. Some of it is accurate and valuable, and some of it is less reliable and less useful for academic research. Just as you should not rely solely on books or periodicals when researching a topic, you should be careful in using the Internet as a sole basis for information about a particular topic. Your documented essay or research paper must demonstrate that you sought out a variety of sources, so over-reliance on any one source or type of source (such as the Internet) is something to avoid. The following information is general and provided to help you begin using the Internet to investigate potential sources of information for your paper.

Internet Search Tools

Internet search tools, such as search engines and directories, are web sites that categorize and/or provide keyword search access to some of the information on the Internet. Each search tool is different and will retrieve different results. Try several search tools to research a term or subject thoroughly. To get updated information about each search tool, check the site's home page and look for a heading like "Help" or "Search tips." What follows is a brief list of some recommended search tools and their addresses.

- | | |
|-------------------------------------|---|
| • AltaVista | http://www.altavista.com |
| • Google | http://www.google.com |
| • Northern Light | http://www.northernlight.com |
| • Librarian's Index to the Internet | http:// lii.org |
| • Yahoo! | http://www.yahoo.com |

Formulating a search

To find information on the Internet, you will likely use a keyword search engine. It will be important to narrow down the sites that are relevant to your topic and so you will want to employ some basic keyword search strategies to find information quickly.

- Some engines allow you to use "and" or "+" to narrow your search results by requiring terms, as well as "not" or "-" to narrow results by excluding terms. You may also use quotation marks to search for phrases or words found together.
- The following keyword search examples will work at many search engines, but note that each search engine may require a slightly different syntax. You should check each web site for its preferred search protocol. Examples:
 - **california and immigration** (requires both search terms be present)
 - **+california +immigration** (also requires both search terms be present)

- **california immigration –"san francisco"** (requires that the phrase "san francisco" *not* be present in results)
- Vary your vocabulary, since your topic may be described using different words at the different sites each search engine indexes.

Domain names as clues

Domain names are the parts of Internet addresses that follow “www.” In www.campbellsoup.com, “campbellsoup” is the domain name. What follows the initial part of the domain name can often tell you something about a site. In most of the search tools listed above, for example, the latter part of the domain name (sometimes called extensions, or “top level domains”) is “.com.” This indicates that they are commercial sites. The following brief list of domain names and types will give you an idea of how an Internet address can inform you about the background of a site:

- .com is a commercial site.
- .edu is an academic site.
- .gov is a government site.
- .mil is a military site.
- .net is a network service provider.
- .org is usually a non-profit site.

The more you search the Internet, the better you will be able to formulate search strategies. The Ohlone College Library offers Internet search classes that can help you to get useful information on the Internet.

To conclude this section, we will begin looking at what to do with the information you gather using the resources you have become familiar with in the Library.

Evaluating resources: five types of questions to ask

As you collect information in the Library, it is important to make sure that the material you collect will be useful for writing your paper. There are five basic criteria that you can use to make sure that you are finding valuable information as you search. To conclude this section, we will look at the areas of relevance, currency, credentials, reputation and bias.

Relevance

Is the information directly related to the subject that you are researching, or does it give you interesting information that does not deal directly with your subject? Current developments, context, and historical background are kinds of information that are relevant to a topic. Make sure that your material does not drift away from the main focus of your paper.

Currency

Is your information current? Sometimes information that is twenty or even fifty years old is current. For instance, you might find a law that has not changed in fifty years and that will govern the future of a subject that you are researching. In general it is good to search for recent information on a subject. Periodical articles are good sources of recent information. If you are researching a topic related to a current event or a topic that is changing constantly (like technology), having up-to-date information is especially important.

Credentials of authors

Is the author of a work qualified to write on a particular subject? Has he or she written on the same subject previously? Does he or she work in the subject area? What makes him or her an authority on the subject being written about? This information might be difficult to find, but it is certainly worthwhile since you must be sure your sources present accurate and reliable information on your topic.

Reputation of the publisher

If the information that you are evaluating is an article in a periodical, what is the reputation of that periodical? What is the reputation of The National Enquirer? What is the reputation of The New York Times? Periodicals have different specialties, and these specialties may range from entertaining writing to well-researched reporting. You need to find out what the reputation of a publisher is in order to evaluate an article.

Bias

It is sometimes difficult to present information that is unbiased or completely objective. Sometimes it is easy to determine the bias of a piece of information. You may read an article that expresses its opinion very clearly, but sometimes the bias may be more subtle and you may not realize that the author or publisher is presenting information that represents only one point of view. Reading a variety of information on your subject will make it easier to determine if or how an article is biased.

Concluding remarks

You have now learned how to use many of the important resources available in the Ohlone College Library and how to begin to evaluate the information that you have found. If you have any questions about looking for information in the Library, please ask a reference librarian for help.

After studying the information in this section and after your class has had an orientation to the Library, you will be assigned the tasks for Section II, which can be found on page 72 at the end of this booklet. Once you have completed this exercise, you will submit it directly to your instructor on a due date assigned by him or her. He or she will evaluate it to ensure that you understand some basic information about using library materials to find sources for your documented essay.

SECTION III

EVALUATING SOURCES

In the course of your research, you will gather a variety of sources that you must consider and use in the composition of your documented essay. In this section we will look at the process of evaluating sources for use in a documented essay. Relevance, reputation and bias will be some of the topics covered. This section will begin by looking at the circumstances that will indicate when you should conclude your research and begin evaluating your sources.

When to stop looking and start writing

When you have invested a lot of time searching for information about a particular topic, the task of searching often becomes a project of its own. Sometimes it is difficult to stop that process because you do not know when “enough is enough.” Just as there are many different topics, there are many different appropriate places to end the search for information when writing a documented essay. There are, however, some general rules to follow regarding the end of the actual search for material and the beginning of the evaluation of that material.

- Be sure you understand the exact assignment given by your instructor before you begin your search for information. Review any information given to you or any notes you took during class regarding your particular assignment. In light of specific information about your assignment, you might find that you have a need for additional sources or different kinds of material.
- When you consider the sources you have gathered, be sure to consider only the sources you have at hand. Do not depend on sources you browsed while you were researching and might consider using if you later discover you don't have enough source material. If you must go in search of sources to get exact quotes or statistics you remember seeing but did not photocopy or take good notes on, you might find that material unavailable.
- After you have sought out and selected sources from several different areas (books, periodicals, et cetera), you should review that material briefly to make sure it is relevant and that you will have enough information to suit your needs. Scan the text of your sources, since the titles might not perfectly represent the contents of a particular work. You should also try to notice if the sources you gathered merely summarize information on your topic, or if you have obtained detailed and substantial sources. It will be more difficult to write your paper if you have to return to the research process once you have started to organize and compose your paper.

What to do when you stop looking: prioritization, organization and notetaking

There are three things that writers should do once they have finished their search for sources. The first is to organize or prioritize their sources as they read them. The second is to begin thinking about possible structures for their papers while reviewing the information they will use. Finally, writers should have some system for taking notes on the material they review.

Many different methods can be used to organize or prioritize sources. One method is to rank sources as you read them. You may use a numbered scale for this purpose, ranking the books, articles, or other sources you find most useful and promising with a “1” and ranking less promising sources with a “5.” With a prioritized listing of your sources, you will not waste time during the composition stage of your essay re-reading sources that you have already judged as less useful. This will allow you to focus on your best sources. A more time-consuming method is to write short summaries of your sources which indicate a source’s contents and comments about how useful the material seems to you.

As you read and evaluate your sources, you will want to think about possible structures for your essay. Your instructor might give you specific information about how he or she wants your paper organized. Your textbook might even have suggestions or samples. Section I of this booklet described two different organizational methods, and you might want to review that information as you consider the structure of your paper. Sketching out an outline or structure for your paper as you review information provides you with a good opportunity to see where certain sources might prove most useful. For example, if you have an outline for your paper and discover a source that covers in detail one of your sub-topics, you might want to jot down the name of that source at that point in your outline. When you come to write your paper, you will know to focus on that source’s detailed information.

Finally, remember that good notetaking is very important. Your instructor may have a specific method for you to use or he or she may leave that decision up to you. Notetaking styles and systems range from the very formal to the very informal. Some writers find it helpful to take careful notes on index cards (or on a computer program designed for notetaking). Other writers work better with annotated photocopies of their sources used in conjunction with notes taken on loose-leaf notebook paper. If you have a choice about how to take notes, choose a method that suits your style as a writer and one that helps you keep track of your sources since this is the key to a good, documented essay. Pay special attention to the page numbers of original sources since these will be very important when you begin to document your sources. Whatever method you choose or are assigned to use, take notes carefully and consistently to avoid confusion and inadvertent plagiarism or omissions of material.

Working with difficult material

If you find it difficult to evaluate your sources because you are unfamiliar with your topic or the reading is very difficult, try reviewing the more general or shorter sources first and then move on to the longer and more detailed pieces later. Remember, though, that just because a piece is easy to read does not mean that it is the best source of information. It is your job as a researcher to review all of the information relevant to your topic before writing your essay. Do not dismiss a source because it is challenging or complex. Your best information might come from that source.

Basic principles of evaluation

As a part of this project, your instructor may provide you with information about how to evaluate the sources you gather for your documented paper. The information that follows is introductory and not intended to entirely discuss the issue of evaluation. Five issues central to the issue of evaluation will be discussed: relevance, currency, reputation, reliability and credibility.

Of primary importance to you as a researcher is the close relationship between your topic and your sources. Obviously, if your goal is to write any kind of complete or comprehensive essay on a particular topic, you will need to make sure that your sources deal directly with your topic. Try to avoid gathering many sources which merely touch on your topic as a part of a larger discussion. For example, if you were writing an essay on the subject of Affirmative Action in college admissions, you would certainly be better off with two articles that dealt directly with this subject rather than four or five articles which only briefly mentioned your specific topic as part of a larger discussion about Affirmative Action. To make sure that your sources directly deal with your topic, read your sources carefully to make sure that your specific topic is at least a major issue addressed in your sources.

In addition to making sure that your sources are relevant to your specific topic, you also want to make sure that your sources represent the most recent developments and thinking related to your topic. This is especially important if you are writing about an issue that is presently the subject of a controversy or if new developments have taken place in recent months. As an example, if you were writing a paper on genetic engineering and found sources from several years ago, these sources would perhaps be interesting to read, but they certainly would not contain the kind of new and important information about human genetics that very recent articles would have. This does not, however, mean that you should discount articles that seem “dated.” These types of articles, especially if they are extensive, might be good sources of background information and may show you how the subject you are researching has changed or advanced in the recent past. In the end, check to make sure that any facts or statistics you use are recent and still relevant.

Just as you investigate the relevance and currency of your sources, you should also look carefully at a source's reputation. When you consider the reputation of a source, you are trying to understand how trustworthy a source is. This is of particular importance for periodical and Internet sources. Clearly, you want to use sources that are well-respected and which can provide good information about a particular topic. When writing a documented essay in an academic setting, you should make sure that your sources are respected, have good reputations and can competently cover a certain subject. There is no single list of "acceptable" sources for academic work; however, you should use some critical thinking skills to evaluate your sources and keep the following things in mind:

- Magazines have specialties, and you should consider that when you are evaluating information. Sometimes a magazine's specialty can be found in its title. For example, you can be fairly certain that a magazine entitled The Washington Monthly has a focus on national politics and events in the nation's capitol. The cover of a magazine might also give you an indication as to its content or area of specialization. Magazines like The New Republic and National Review often feature prominent politicians on their covers, which should lead you to conclude that the focus of the magazine is on politics and public policy issues.
- Magazines found in academic libraries are generally acceptable for use in a documented essay. There are, however, exceptions to this. While the Ohlone College Library, like many other libraries, subscribes to Vogue (a fashion magazine aimed at a female audience) and Details (a fashion and style magazine for men), these magazines are primarily provided for the leisure reading of the student body and are not likely to be very good sources for most documented papers in English 101A.

If your topic is one that conservatives view one way and liberals view another way, then trying to obtain a balance of sources will be important. If, for example, your periodical sources only came from "liberal" magazines and journals, then your information would not be balanced. To determine the bias or agenda of a particular periodical takes extra effort, but it is worthwhile if you want to make sure that you have a good variety of source materials for your paper. The reference book Magazines for Libraries is an extremely helpful source of information regarding the particular agenda of a particular magazine or journal. The short descriptions it provides about periodical sources can tell you if a magazine is seen as "conservative," "liberal," or somewhere in-between. By using this resource, you can make sure that the periodical sources you have gathered for your paper will present a balanced view.

While this discussion about bias has, until now, focused on periodical sources, do not conclude that bias or "slant" does not affect book sources. Books, like periodical sources, generally have one author, so we will now shift our focus to issues dealing with specific authors rather than the periodicals they represent.

The reputation of an author is just as important as the reputation of the periodical he or she appears in. Just as a periodical can have a particular bias or agenda, the writer of an article or book can also have a bias or agenda. Readers generally detect this bias while they are reading an author's work, but bias can be detected (or guessed at) by information you can get about a particular author before you read a word of his or her writing. For periodical sources, you might want to know if a writer is on the staff of a particular magazine or if he or she covers a certain subject area for that magazine. A strong association with a conservative or liberal magazine might indicate to you that the writer might be writing from a certain perspective and might not always present a balanced look at a subject. For book sources, you will often find biographical information about the author on the back cover of the book. Evaluate this information carefully and consider, for example, if an author who once worked for a liberal president might be more likely to promote liberal views in his or her work.

Along with the issue of an author's potential bias, the issue of credibility should be a concern for the evaluator of source material. Again, just like descriptions about a periodical source can tell you something about the specialization and authority of a certain magazine on a certain subject, learning something about a writer's credentials can help you determine if he or she is qualified to present information on a certain topic. For example, if you were to discover that the writer of a certain article on the public funding of elections not only held an advanced degree in political science but was a professor of political science at a well-known university, that should indicate to you a certain authority and potential ability to write competently about that subject.

Determining credibility, however, is not always a simple matter of verification. You should be aware that just because someone holds an advanced degree or calls himself or herself an "expert" does not make him or her qualified to discuss a subject. When you look at the credentials of a source, check to see that he or she is qualified or has experience in the subject area you are researching. For example, a Nobel prize-winning economist might be the best source of information about the monetary systems of the world, but might not be the best authority to quote in a paper about the politics behind economic decisions. Carefully look at the credentials of your sources, making sure that you do not merely rely on vague descriptions like "authority" or "expert."

To ensure that your paper does not present an unbalanced view of your topic, plan to spend a significant amount of time evaluating your sources for relevance, currency, reputation, reliability and credibility. Above all, make sure that your sources do not come from one particular place. A work that has been informed by a variety of sources (books, periodicals and other sources) will be well-rounded and demonstrate to the reader that you have done your job as a researcher.

Technology and variety

The increased use of technology in gathering information for documented essays has changed the way we are able to evaluate the information we find on a particular subject. The proliferation of online and other electronic sources can blur our sense of diversity of sources and can complicate the process of discerning things like the reputation or credentials of an author, the particular bias of a publication and even the currency of a source.

Because it can become very easy to gather many pieces of information on your topic at a computer terminal, it is important to remember that you need to demonstrate to your reader that you sought out a variety of sources and that you were able to choose the best available sources for inclusion in your work. For example, if you write a documented paper using only periodical sources you obtained through one database, your paper will certainly not be as well-rounded as one that also uses book sources. Even if your articles come from different periodicals, having only periodical sources (with possibly indiscernible biases) from one database will cause your reader to wonder why you did not venture beyond that single database for information. Some instructors limit the number of any one type of source or caution you to seek out a variety of sources, and you should follow your instructor's guidelines about source variety carefully. Questions about the quality of information obtained online is a subject of debate in the academic community, and you should be aware that your instructor will carefully consider the variety and quality of your sources in the evaluation of your paper.

Technology and evaluation

When paper or microfilm copies were the primary way one accessed periodical sources, subtle but important information was available to the reader. This information helped a reader evaluate and balance sources. Information about a particular author's qualifications or other publications was sometimes found by reading an editor's introduction to a paper copy of a periodical, and this information might not be readily available in an online source. Also, advertising--which is present in some Internet sites but is generally not found in online databases--is useful to an evaluator of sources. Whereas one can tell from a paper copy the types of businesses and organizations that support a particular magazine, this information is often absent when one downloads the information from a database. For example, if you obtained information from a periodical in a database on the subject of gun control from a particular magazine and never got to see the actual magazine, you would not know if, for example, the National Rifle Association--an organization which represents the rights of gun owners--was an advertiser in that particular periodical. Conversely, if you obtained an article on investment strategies for the future from a periodical you never saw, you might be unaware that this periodical had a half-dozen advertisements promoting "socially responsible" investments. This is an issue you should certainly consider when evaluating electronic sources.

In light of these complications, it is a good idea for you to browse the paper copies of the periodicals you intend to use in your paper if they are available in the Ohlone College Library or another local library. In addition, some textbooks have guides to periodicals which can indicate if a magazine is considered conservative, liberal or moderate in its viewpoints, and, as mentioned previously, the book Magazines for Libraries is a good source of information about periodicals you may want to use but have never heard of or seen. The book is available at the Ohlone College Library Information Desk.

Finally, as was discussed previously in this section, the currency of a source is usually an important factor to consider when evaluating a source. Just as a print source may become dated, an online or Internet source may also become out-of-date. Check “last updated” dates, if available, and also review the information and compare it to the information you have obtained from other sources. Even if a page is labeled as “updated” and has a very recent date, this does not necessarily mean that the actual content has been revised or updated.

As is the case with all information you obtain, you need to use critical thinking skills to evaluate information you obtain using a computer. Even though there are special considerations to be made when using computer technology in research, this should not keep you from using technology to obtain at least some of your source material. In today’s academic environment, it is vital that you become familiar with technology and learn basic research skills using the technologies of the future.

Concluding remarks

This section discussed the evaluation of source material. The evaluation of the material you gather for your documented paper is a vital step and one that should take considerable time and effort. After you gather your sources, be sure to think about the issues raised in this section and consider them carefully as you evaluate your sources.

The tasks for Section III can be found on page 77 of this booklet. Complete the assignment and then use the answer key in the English Learning Center to correct and score your work. Hand in the exercise and the answer key to the English Learning Center staff. You may need to refer to the Research Skills Booklet while completing the exercise.

SECTION IV

USING PARENTHETICAL CITATION

In the previous sections of this booklet, you learned how to begin the process of writing a documented essay, how to use the resources available in the library and how to evaluate the sources you have gathered for your paper. In this section, you will learn how to give credit to the sources you will use in your documented paper using the MLA system of parenthetical citation. The use of notes will also be covered as will the important issue of plagiarism.

The act of giving credit to a source for the information it provides is called “citation.” This section will specifically discuss a style of documentation called “parenthetical citation.” A parenthetical citation is information placed in parenthesis in the text of a paper, usually at the end of a sentence where a writer has used the words or ideas of another writer or researcher. Writing that uses parenthetical citations looks different from other types of writing, and it will be important to notice how it is different and how it works as you write your documented essay. Short samples of documented writing are provided in this section for you to study.

Different disciplines use different styles of citation. Psychology and other social sciences use a system developed by the American Psychological Association. That system is commonly known as “APA.” Biology, chemistry, mathematics and other disciplines have their own style guidelines regarding documentation, and still other disciplines use a style based on a book titled The Chicago Manual of Style. That style of documentation is known as “Chicago.” The Ohlone College Department of English, like most other English departments, uses a style known as “MLA.” The style is named for the Modern Language Association, an organization concerned with scholarship in English and other modern languages. MLA style is neither simpler nor more complex than other systems of citation, but, like the other styles, it requires that you pay close attention to where you obtained information you include and cite in your documented essay. This section and its exercise will attempt to explain and clearly illustrate the MLA system of parenthetical citation. If you have questions at any stage of the process of learning parenthetical citation, please do not hesitate to ask your instructor or a member of the English Learning Center staff for help.

Keep in mind that it is citation which makes a documented essay different from other kinds of essays, and failure to properly document sources in a documented essay defeats the purpose of the assignment. The following pages illustrate how parenthetical citations look and work in documented writing.

The citations: how they look and what they mean

The most important distinction to notice between a paper that is not documented and a paper that is documented is the use of parenthetical citations. The following sentence uses a parenthetical citation to show where a writer got information and an idea:

While many historians would suggest that the United States of America had one revolution and one civil war, it is one historian's view that we only had one revolution in "two phases," and that these two phases took place "in 1776, then in 1861" (Fuentes 66).

The parenthetical citation at the end of this sentence indicates that the information and the quoted material in the sentence come from a specific source and location. In the MLA system of documentation, the primary method of citing information is to include the last name of the author and the page number the information was taken from in parenthesis at the end of the sentence in which that information was used. Notice that there is no punctuation between the author's last name and the page number.

This is the basic method. As we proceed, you will learn other ways to cite information in the text of your paper, but, for the purposes of learning how parenthetical citation works, remember that the key pieces of information provided to the reader are the author's last name and the page number on which the information appears in the original source.

So, looking again at the example provided, we can see that the author has used information from an author named Fuentes and that the information and quoted material came from page 66 of that source. This information is useful to the reader because of an element that will be a part of your documented paper which will be described fully in the final section of this booklet. That element is a list of works cited, and it will be briefly described here for the purposes of explaining how parenthetical citations work.

At the end of your documented essay, on its own page or pages, will be a document titled "Works Cited." This will be a list of all the sources you have cited in the text of your paper. In other words, for every source you cited, you will have a corresponding entry in the list of works cited. For example, in the list of works cited for the paper containing the sample sentence at the top of this page, the following entry would appear:

Fuentes, Carlos. A New Time for Mexico. Trans. Mariana Gutman Castañeda and Carlos Fuentes. New York: Farrar, Straus and Giroux, 1996.

You will learn specific information about the list of works cited in Section VI, so do not worry now about the particulars of what information is presented in the entry. Right now, concentrate on the idea that the citations in your paper must lead the reader to specific information that you will present in the list of works cited. The reader must be able to use the information you provide in parenthetical citations to find a specific source listed at the end of your paper. In the example given, the writer of the sentence gave us exactly what we needed to find the information in the list of works cited. We know from the parenthetical citation that the information came from the source by Fuentes, so when we turn to the list of works cited we will know that the work the writer is citing is a book by Carlos Fuentes titled A New Time for Mexico, and we know that the information and quoted material came from page 66 in that book. If the reader wanted to verify that information, he or she would know exactly where to look.

Variations on the author and page form

Just as you will want to use a variety of sources when you write your paper, you will also want your sentences and your parenthetical citations to demonstrate variety. There are two major reasons to use information other than the author and page number in your parenthetical citations. The first reason is for simple variety and clarity. The other reason would be if, for some reason, you did not have an author's name or, in some cases, a page number. We will deal with these topics separately.

Using the author's name in the sentence for variety and to provide information

You will want to occasionally refer to your sources by name in the text of your paper. This will lend credibility to your work. If the reader only sees vague phrases that merely describe sources, he or she might not be convinced that your sources are entirely credible. The following sentence, while descriptive, does not give the reader much information about a source:

One scholar who studied the situation of Puerto Ricans in the United States wrote that "they experience the highest degree of social dysfunction of any Hispanic group" (Chavez 140).

Here is a revised version of this sentence using information about the author in the text of the sentence:

Linda Chavez, former head of the U.S. Commission on Civil Rights, wrote that Puerto Ricans "experience the highest degree of social dysfunction of any Hispanic group" (140).

Notice two differences between the first sentence and the second sentence. First, notice that the second sentence gives the reader some specific information about the source. In this case, it is good for the reader to know that the author writing about Puerto Ricans seems to have a background in minority issues because she was a part of the U.S. Commission on Civil Rights. Second, notice how the second sentence uses only the page number at the end of the sentence. This parenthetical citation is different from the standard "author and page" form presented previously. If an author's name is used in a sentence that needs a citation, then you only need to put the page number in the parenthetical citation. It will be clear that the information came from that author. The reader will be able to find full information about this source in your list of

works cited using that name. (See the sample Works Cited in Section VI for the correct entry for the Chavez citation.) Remember that the citation must lead the reader to an entry in the list of works cited. This will not happen if you use something other than author's name since the writer's name is generally how entries in the list of works cited are arranged.

When there is no named author

Because sources vary, sometimes you will not have the name of a specific author for a source. Magazine or newspaper articles sometimes do not have a specific author's name associated with an article. Dictionary definitions and, oftentimes, encyclopedia articles do not have named authors. In these cases, you should use the title of the article (and the page number or numbers) in the parenthetical citation to refer to the work. In these cases, the reader will find the full citation in the list of works cited by using the title of the work. The sentence below illustrates how the title of a work with no named author is used in a parenthetical citation.

An article in The Economist describing recent terrorism in Pakistan reported that nine people died and fifty-four were injured in an explosion on a train ("Love and Violence in Pakistan" 48).

The title of a work with no named author used in the parenthetical citation will lead the reader to an entry in the list of works cited. The works cited entry for a source with no named author is listed by title. The entry for the above citation would look like this:

"Love and Violence in Pakistan." The Economist 14 March 1998: 48.

If a title is particularly long, you may shorten it for use in a parenthetical citation, but make sure that it begins with the first word of the full title (excluding the words "A," "An" or "The") and that it will be easy for the reader to find the full title in the list of works cited. In the example given above, the title of the work could be shortened to "Love and Violence" in the parenthetical citation.

Also, be aware that you will have to include the title of a work in addition to the name of the author in a parenthetical citation if you are going to be citing multiple works by the same author and this information is not clarified in your text. The title of the work should appear after the author's name.

When there is no page number

When the “author and page” system was created, scholarly work was, more often than not, done using paper sources. It was rare that a work being cited did not have specific page numbers to cite. Of course, for your work, you will have sources where it will be easy to determine the page number or numbers in a particular source. Books and paper copies of periodicals and journals will have specific page numbers to refer to when it comes time to cite a particular piece of information or a quotation.

However, some means of modern periodical retrieval do not reproduce the specific pagination of an original (paper) source. Many periodical databases can tell you on what page or pages an article appeared in a particular issue, but these databases oftentimes cannot show on which particular page a phrase or fact appeared. This is a problem, since the MLA system was designed to work with particular page numbers and not a range of pages or a starting page number.

When it is not clear on what page a quotation or other fact you are citing appeared, you will only be able to cite the author’s name (or title of the work if it has no named author). In these cases, however, your entry in the list of works cited must somehow convey to the reader the reason you do not have a specific page number in your parenthetical citation.

An example of this situation can be illustrated by discussing an article obtained from an online periodical database known as EBSCOhost. The article “John F. Kennedy and the Two Faces of the U.S. Space Program,” by W.D. Kay, appeared in the Summer 1998 issue of the journal Presidential Studies Quarterly. Information given by the periodical database describes this article as beginning on page 573 of the third issue of the twenty-eighth volume of PSQ. The database further describes this article as being fourteen pages long. There are no screen divisions in the document when the full text is retrieved and, when printed, the document can run thirteen or fourteen pages (including the database’s citation information). Depending on the print or page format chosen, the page numbers can vary even more.

One cannot guess about where a quote might have appeared in a paper source. Trying to estimate where a quote or fact may have appeared in the original paper source will not work. One also cannot use the pagination of the printout, since the printouts will vary. The only solution is to not put a specific number in a parenthetical citation but to make sure that the entry in the list of works cited specifies a reason why there is not a specific page number being given. Sentences using information from the source by W.D. Kay are examples of citations which cannot use specific page numbers. The examples will be followed by a correct works cited entry.

W.D. Kay writes that President Kennedy often used “‘racing’ metaphors” when he talked about our space program, implicitly referring to our competitiveness with the Soviet Union.

In this example, the author’s name is used in the sentence with the quotation and there is no specific page number cited. This will lead the reader to look for an entry for W.D. Kay in the list of works cited and search for a reason why there would be no specific page number in a parenthetical citation.

President Kennedy often used “‘racing’ metaphors” to convey that our space program was in competition with the program of the Soviet Union (Kay).

In this second example, the author’s name is not used in the sentence, and so it is used in a parenthetical citation without a page number. Again, the reader will look for an entry for an author by the last name of Kay in the list of works cited and try to discern a reason for the lack of a specific page number in the parenthetical citation. A correct entry in the list of works cited would look like this:

Kay, W. D. “John F. Kennedy and the Two Faces of the U.S. Space Program.”
Presidential Studies Quarterly 28.3 (1998): 573. Academic Search Elite.
EBSCOhost. Ohlone College Lib., Fremont. 25 January 1999
<<http://search.epnet.com/>>.

The notation that the document was retrieved online from the EBSCOhost periodical database explains to the reader why there was no specific page number given in either sentence. Further, the numbers which follow the title of the periodical in the entry (28.3) refer to volume and issue numbers of the publication. The date and page number ((1998):573) is given by the database and follows the information about volume and issue. More specific information about bibliographic forms will be given in Section VI of this booklet, but for now the important point to remember is that if there is no page number with your parenthetical citation, then the entry in your works cited list will need to somehow account for this.

To avoid this complication, you may search for the paper copy of a source you have retrieved online if it is available. If you do this, you will be able to put the specific page number or numbers in the parenthetical citation. Of course, if you use the paper copy, your citation will not refer to the method of retrieval or the computer service you used.

Internet sites also do not generally have page numbers, but if paragraphs of text are numbered, you may use them instead of page numbers. If you do this, be sure to specify that they are paragraph numbers and not page numbers. You will do this with the abbreviations “para.” for paragraph or “paras.” for paragraphs.

The lack of a page number will also be a concern if you are citing a videotape, a pamphlet without numbered pages, or any other source that does not have traditional page numbers. It will be important to clearly indicate in your works cited entries if you are working from a source where page numbers are not discernible. It also is a good idea to refer to the type of source you are dealing with in the text of your paper. The example below shows how you can give information in a sentence about a source that would not have page numbers.

The television series The Story of English, illustrated that the English language is constantly evolving.

Now we will turn to another issue crucial to parenthetical citation--the issue of indirect quotation.

When the quotation or information comes from a source the author is quoting

At times, your sources may quote people or organizations for many of the same reasons you would want to quote something. (Specific reasons for quoting an author's words is a subject that will be dealt with in Section V of this booklet.) When one of your sources quotes someone and you want to use that quote, it is important that it is made clear who is the speaker of the quote and what the source of the quote is. There is a special form of parenthetical citation used to address this issue. It is called indirect quotation.

Example of indirect quotation

In the article "Cancer & Diet," in the November 30, 1998, issue of Newsweek, writer Geoffrey Cowley quotes a nutritionist from Pennsylvania State University about the impact of garlic on the metabolism. This is the sentence as it appears in the article:

"Even modest amounts of garlic in the diet have a marked impact on metabolism" says nutritionist John Milner of Pennsylvania State University.

Although Milner is the speaker of the quote, Cowley is still the source (because he is the author of the article). To avoid confusion, we use a special form of parenthetical citation to make it clear who the speaker of the quote is and who the source is, since these will be two different people. To use this quote appropriately, one could write it using the speaker's name, then giving credit to Cowley in the parenthetical citation.

A nutritionist from Pennsylvania State University, John Milner, reported that "even modest amounts of garlic have a marked impact on metabolism" (qtd. in Cowley 65).

Notice that the parenthetical citation now includes “qtd. in.” This is an abbreviation for “quoted in,” which means exactly what we intend it to mean: the words of the speaker (Milner) are “quoted in” Cowley’s piece. It is important that the reader know that the quote appears in Cowley and that Milner--while the speaker of the quoted words--is not the author of the work being cited.

It is vital that the reader is clear that Cowley is the name we will look for in the list of works cited, since the entry in the list of works cited will use his name and not the speaker’s name. The correct entry for this citation will look like this:

Cowley, Geoffrey. “Cancer & Diet.” Newsweek 30 November 1998: 60-66.

The use of the “qtd. in” form needs to be used carefully to distinguish speakers of quotes from sources. This form can also be used when the speaker is known but the author of the source is not known. The following quote about the Northern Ireland peace process from Bernie Ahern, Prime Minister of Ireland, appears in the article “The American Connection” in the March 21, 1998, issue of The Economist:

“The pressure and involvement by the United States has been indispensable.”

While Ahern is the speaker, the source of this quotation is the article (which has no listed author). When using this quote in a sentence, we would use the “qtd. in” form to make reference to the article, since that is how the source will be found in the list of works cited. Here is a sentence using the quotation:

Bertie Ahern, the Prime Minister of Ireland, said that “the pressure and involvement by the United States [in the Northern Ireland peace process] has been indispensable” (qtd. in “The American Connection” 68).

Again, the “qtd. in” form makes clear that the source of the quotation is the article “The American Connection” and not a work by Ahern. “The American Connection,” preceded by “qtd. in,” must appear in the citation in this case because otherwise readers would assume that the quote came from a work by Ahern, and, when they looked at the list of works cited, they would find no entry for his name. The entry for the unsigned article (which is the source of this quote) would look like this:

“The American Connection.” The Economist 21 March 98: 68.

Further examples and explanations of indirect citation and parenthetical citation

Of course, the “qtd. in” form does not have to be used in every instance where a source quotes someone. If it is made clear in the sentence who the speaker is and who the source is, then the “qtd. in” form does not have to be used. Here is an example using the quote by Milner found in Cowley’s piece:

Newsweek author Geoffrey Cowley quoted Pennsylvania State University nutritionist John Milner as saying that “even modest amounts of garlic in the diet have a marked impact on metabolism” (65).

Notice that it is clear who the writer is. Also notice that only the page number is used in parentheses because the author’s name appears in the sentence. If the author’s name did not appear in the text of the sentence, then the name would have to be used in the parenthetical citation. Here is an example illustrating that point:

The author of the article “Cancer & Diet,” quoted Pennsylvania State University nutritionist John Milner’s claim that “even modest amounts of garlic in the diet have a marked impact on metabolism” (Cowley 65).

The “qtd. in” form is not used in this case because it is clear from the sentence that Milner is the speaker but not the source. Cowley’s name is used in the citation because his name is not used in the text of the sentence, and it is with his name that we will find the appropriate entry in the list of works cited. Even though the title is used in the sentence, it will not help us find the entry for Cowley in the list of works cited.

When you use an unsigned source, the title of the work has to appear in the sentence if you wanted to use just the page number in the parenthetical citation. An example:

Bertie Ahern, Prime Minister of Ireland, was quoted in the article “The American Connection” as stating that “the pressure and involvement by the United States” in the Northern Ireland peace process was “indispensable” (68).

In that example, nothing besides the page number is needed since the title of the article is in the text of the sentence and it is clear that Ahern is not the author but was “quoted in” the article “The American Connection.” It is through that title we will find the entry in the list of works cited. A final example illustrates another variation.

In the March 21, 1998, issue of The Economist, Bertie Ahern, Prime Minister of Ireland, said that “the pressure and involvement by the United States” in the Northern Ireland peace process was “indispensable” (qtd. in “The American Connection” 68).

Remember, the title of the article is the way we will find this article in the works cited list (since it does not have a listed author). The title must appear in the citation if it is not used in the text of the sentence. The citation makes it clear that Ahern is being quoted in the article “The American Connection.” Even when other identifying information is given--such as the date and the title of the magazine--the reader must have the missing piece of information that will lead him or her to the correct entry in the list of works cited. In this case, that piece of information is the title of the article.

Mid-sentence and multiple citations in sentences

There are rare occasions when you might place a parenthetical citation in a location other than the end of a sentence, and there may be cases when a sentence can have more than one parenthetical citation.

In the following sentence, information from the book The Gravest Show on Earth by Elinor Burkett is used for factual information in part of the sentence, but the contents of the rest of the sentence should not be attributed to Burkett; therefore, the parenthetical citation appears before the end of the sentence.

If it is true that the AIDS infection rate for young, gay men in San Francisco did not change significantly from 1984 to 1994 (Burkett 306), we might not only question the effectiveness of AIDS education, but also the accuracy of the statistics.

This form of parenthetical citation might be especially useful if you are writing a documented essay in which your instructor allows you to insert argumentative elements. In the previous example, it is clear that the fact comes from Burkett, but the commentary that follows it is the writer’s own.

Another technique to be aware of is how and when to use multiple citations in one sentence. You might use this technique if you want to write a sentence that conveys information from two sources. In the example that follows, the writer wants to compare the opposing views of two biographers of the American artist Andy Warhol.

While one biographer draws a connection between Warhol’s idea to paint Da Vinci’s The Last Supper and the death of his close friend (Colacello 481), another biographer makes no such connection (Bockris 343).

Using a double citation, the writer has made it clear which viewpoint came from each source.

Clearly, there are ways to write sentences so that you do not have to put parenthetical citations in mid-sentence or use multiple citations in a single sentence. The previous instructions and examples have been given to show you how you can vary your writing style and use the more complex forms if you need to.

Instances when you might not need a parenthetical citation

When citing an article from a periodical database was discussed earlier in this section, it was noted that you would not have a specific page number in a citation. In addition to those situations, there will be other circumstances when parenthetical citations may be incomplete (in terms of the “author and page” rule) or not necessary.

The first of these circumstances is if you refer to a general idea of a source as a whole. In this case, you only need to mention the source in the text of your sentence since you probably cannot attribute this general idea or summary to any specific page of the text. An example is shown below.

The late Time critic William A. Henry argued his minority viewpoints about race, gender and education in his collection of essays entitled In Defense of Elitism.

In this example, the writer is referring so generally to the work that making page references would be impractical if not impossible. Because the reference is so broad, no page numbers are required. Of course, the work will still need to appear in the list of works cited--even if specific page numbers in the source are not directly cited later in the paper.

A second circumstance in which you would not need a parenthetical citation for a fact is if that fact is so general and commonly known it would be cumbersome to cite it. An example might be a sentence like the one shown below.

George Washington, considered a great hero of the American Revolution, went on to become the first President of the United States.

Defining “common knowledge” can be difficult for inexperienced researchers, so you will want to check with your instructor to find out what types of things you need to cite in your documented essay. As a general rule, it is almost always preferable to cite if you are in doubt about what constitutes common knowledge in the subject area you are writing about.

The section exercise will review the concepts of parenthetical citation outlined in the preceding text, and you will want to review this text before completing the section exercise. An overview, followed by information about explanatory notes and plagiarism, will complete this section.

Overview of concepts and special rules for parenthetical citation

- The primary format for a parenthetical citation includes an author's last name followed by the page number on which the quote or information appeared in that author's work. This information appears in parenthesis--usually at the end of a sentence.
- You may use only the page number if the author's name is clearly indicated in the sentence.
- For unsigned articles, use the title of the article in the parenthesis as you would use an author's last name. If you use the title in the sentence, then you may use just the page number in the parenthesis.
- Use an author's name as well as the title of the work and then the page number or numbers if you are using multiple works by the same author.
- Use the title and then page number or numbers if you are using multiple works by the same author and that author is named in the sentence.
- Use the "qtd. in" form if your source is quoting someone.
- Do not put dates of publication in parenthetical citations.
- Do not put a comma or colon between an author's name (or the title of an unsigned work) and the page number.
- Periods are placed after the citation (outside of the parenthesis), not before it.
- Closing quotation marks should appear before the parenthetical citation begins.
- Never guess about the information you should put in a parenthetical citation. If you are not sure what form to use, ask your instructor.
- Check all of your citations to make sure that the information given in the parentheses and/or sentence leads the reader directly to a particular entry in the list of works cited.

Notes

The use of notes, either at the bottom of a page of documented writing (known as a “footnote”) or at the end of a paper (often known as an “end note”) is not as common in undergraduate composition today as it once was. The extensive use of such notes is largely confined to very sophisticated academic writing and research writing in specific fields. However, there are two occasions when notes may be called for and used in conjunction with the MLA form of documentation.

One reason for using a note is to give the reader additional information about a subject that, while related to your topic, is not vital to understanding your main point and would be considered tangential. In this case, you might want to use a note to make a citation and direct the reader to further information either at the bottom of the page or a separate page of notes at the end of the paper (but before the list of works cited). In the following example, the writer is making a point about the impact of a French architect and planner named Le Corbusier on the Finnish architect Alvar Aalto.

In fact, one writer noted that not only was Aalto influenced by Le Corbusier, one of Aalto’s first major projects clearly embodied every one of Le Corbusier’s published philosophies about architecture.¹

The corresponding note at the bottom of the page (or on a separate sheet titled “Notes”) would look something like this:

¹ See Pallasmaa 27 for details about the influence of Le Corbusier on this project. For details about Le Corbusier’s philosophy, see his book, Towards a New Architecture.

You should be aware that notes, like the text of your paper, will need to be double-spaced. Do not crowd the lower margin of your paper with notes. Because of aesthetic reasons, many writers prefer to place all notes at the end of the paper.

A second reason for using a note would be if you had three or more sources for the same information and did not want to list all of them in a single parenthetical citation. You may wish to do this, since too many citations may make your document appear cluttered. In the example shown below, three different sources document one statement.

There seems to be abundant evidence that pop artist Andy Warhol did not come up with the idea to paint pictures of money on his own.¹

The corresponding note would look like this:

¹ See Bockris 105; Colacello 27 and Livingstone 69.

All of the referenced works in the notes should appear in full bibliographic form in the list of works cited.

This section will now end with a discussion and illustration of plagiarism and ways to avoid violations of acceptable academic practice when writing from sources.

Plagiarism

Plagiarism and academic honesty are serious subjects in the academic world. Institutions of higher learning depend upon students to be honest and respect other people's intellectual work. When writing a research paper, it is especially important that you avoid any type of intentional or unintentional plagiarism.

Plagiarism is defined as taking credit for academic work that is not yours or doing academic work for another person. This includes intentional acts of plagiarism, like having someone else work on your composition at any stage, or having someone else do your research for you. Unintentional plagiarism can take place if a writer is careless in the use of information or direct words from a source. The intentional or unintentional use of someone else's direct words or ideas without giving him or her credit is plagiarism and can result in anything from a failing grade to expulsion from a school, depending on the school and the severity of the offense.

For the purposes of studying how to safely include information from a source into a piece of documented writing without plagiarizing, we will work from an original passage about the Finnish architect Alvar Aalto from the essay "The Legacy of Alvar Aalto: Evolution and Influence" by Kenneth Frampton. The essay appears in the book Alvar Aalto: Between Humanism and Materialism, which was edited by Peter Reed and published by The Museum of Modern Art in New York in 1998.

Following the original passage, several attempts at including this information in a piece of documented writing are shown. Following each attempt, a critique and judgment will be made about the degree of success achieved by the attempt.

Original passage by Kenneth Frampton

Despite the essential Nordic character of Aalto's architecture, its influence has extended well beyond the confines of his native Finland. One may think of it as radiating out a series of fronts, first influencing those close to home, especially his Finnish apprentices of the immediate postwar years, then widening out to affect Scandinavia, and finally spreading further afield to touch the work of architects practicing in England, Spain, Portugal, and North America, to cite only those countries where his influence has been explicit. However, the constantly widening influence of his practice did not diminish his impact at a theoretical level, particularly as it emerged in a series of essays in which he was continuously engaged in a critique of the modern movement.

First attempt to incorporate information

Aalto's influence has extended well beyond the confines of his native Finland in a series of fronts. First to further his ideas were his Finnish apprentices of the postwar years. Then his work extended to affect Scandinavia. Finally, architects working in England, Spain, Portugal, and North America were influenced by his work. Further, Aalto's ideas about the modern movement were promoted at a theoretical level in essays he wrote.

Comment on the first attempt

In this first attempt to incorporate information, the writer has failed to do two very important things, and these two things call into question the writer's ability and honesty. First, notice that the writer has used Frampton's exact language without quoting him. Here is that same first attempt, with Frampton's direct words underlined:

Aalto's influence has extended well beyond the confines of his native Finland in a series of fronts. First to further his ideas were his Finnish apprentices of the postwar years. Then his work extended to affect Scandinavia. Finally, architects working in England, Spain, Portugal, and North America were influenced by his work. Further, Aalto's ideas about the modern movement were promoted at a theoretical level in essays he wrote.

The underlined phrases are clearly Frampton's, but by not using quotation marks, the writer is representing that they are his own. This is plagiarism. The writer's second mistake is that while he uses the information Frampton provides, he does not cite Frampton as a source. These two problems make this piece of writing unacceptable.

Before looking at a second attempt, it may be helpful for you to look over the original passage by Frampton again and then re-read the first attempt, making sure you understand why it was unacceptable. Remember that writers of documented essays must do two basic things to avoid being accused of plagiarism. First, they must try to put as much as possible in their own words, quoting only when appropriate to do so. (Further information on using quotations will be given in Section V of this booklet.) Second, the writer of the documented essay must give credit to his or her sources using parenthetical citations and corresponding entries in the list of works cited. Now, let's look at a second attempt to use the information in the passage by Frampton in a piece of documented writing.

Second attempt

Even though Aalto's architecture was Nordic in character, its influence has spread beyond his native Finland. This influence extended in waves; first, his apprentices spread his concepts, then his work affected the way architects in England, Spain, Portugal, and North America worked. Even though his influence spread far from home, the impact of his ideas did not diminish. Aalto furthered his work by writing essays in which he was engaged in a critique of the modern movement.

Comment on the second attempt

Although the writer has now revised this passage and changed some of Frampton's original language, he is not entirely successful. There is still unquoted direct wording from the source. These phrases have been underlined. Phrases such as "its influence has," "in England, Spain, Portugal and North America," "in which he was" and "engaged in a critique of the modern movement" belong to Frampton and to use them without quotation marks is plagiarism. In addition, the failure to give credit to Frampton remains. The ideas contained in this passage are clearly based on Frampton's writing, but the writer does not give him credit. A final passage illustrates an acceptable use of Frampton's passage in a piece of documented writing.

Third attempt

In his essay "The Legacy of Alvar Aalto: Evolution and Influence" author Kenneth Frampton suggested that although Aalto's architecture was Finnish in nature, his ideas eventually moved "beyond the confines of his native Finland" (126). Aalto's work was carried by those who worked under him and then by other architects to other European countries and then to places as distant as North America. Further, Aalto himself spread his ideas by critiquing "the modern movement" in essays he wrote (Frampton 126).

Comment on the third attempt

The third attempt does a much better job of changing original wording and using quotation marks when exact words from the source are used. Parenthetical citations are used to show where information and direct wording was obtained. This is an acceptable integration of Frampton's ideas into a piece of documented writing.

An entry in the list of works cited would give full information about the source known only as "(Frampton 126)" or "(126)" in the text.

Frampton, Kenneth. "The Legacy of Alvar Aalto: Evolution and Influence." Alvar

Aalto: Between Humanism and Materialism. Ed. Peter Reed. New York: The

Museum of Modern Art, 1998. 119-39.

It is vital that you understand what plagiarism is and how you can avoid it in your documented essay. Since you will be presenting a list of your sources along with this paper, you are giving the reader permission to compare your words with the words of your sources. If your reader finds that you did not compose your paper but merely plagiarized passages and ideas from other authors, your paper will not be acceptable.

Concluding remarks

This section discussed and illustrated the MLA system of parenthetical documentation, the use of explanatory notes and the issue of plagiarism. Parenthetical citations and the corresponding entries in the list of works cited--which will be covered in detail in Section VI--are the elements that make a documented essay different from other types of essays you might write. It is vital that you understand how documentation works and that you use it correctly and consistently. If you have questions about this material or the citations in your paper, you should consult your instructor or a member of the English Learning Center staff for assistance.

The tasks for Section IV can be found on page 81 of this booklet. Complete the assignment. Use the answer key in the English Learning Center to correct and score your work. Hand in the exercise and the answer key to the English Learning Center staff. You may need to refer to the Research Skills Booklet while completing the exercise.

SECTION V

INTEGRATING QUOTATIONS

In the course of researching your topic, you probably found interesting and relevant facts, figures and quotations which you think will help convey information about your topic to the reader. You will also, hopefully, have taken good notes on your sources and/or photocopied relevant passages which contained information you would like to include in your paper.

Before illustrating how to integrate the information you gathered into the text of your paper, this section will give guidelines about when to use quotes and when not to use quotes.

When to use quotes

The use of quoted material demonstrates that you have researched your topic. However, your judgment about when to use such material is a demonstration of your thinking skills, and it is something that the reader of your paper will be very interested in and aware of. There are definitely good reasons to use quoted passages in a documented essay, and the list below outlines them.

- Use quoted material when the source is especially trustworthy and the words of the speaker will be authoritative. For example, if you are writing about the United States military, integrating a quote from the Secretary of Defense would certainly add credibility to your work. Remember to be selective about your credible sources. If your paper is about changes in the Catholic Church in the 20th century, a quote about changes in Catholicism from a Baptist scholar might be interesting and informative, but the quote might not be as authoritative as, say, a quote from a modern Catholic theologian. You may wish to review the information in Section III about how to determine the credibility of a speaker or source.
- Another reason to use quoted material is related to language. Use quoted material when a quote is well-written, compact or uses especially memorable language. However, do not use these reasons as excuses to include too much quoted material in your work. Remember that the reader of your paper is primarily interested in your writing, not the writing of others.
- Use quoted material only when it directly relates to your topic. Even if the source is very credible and the language is superior to what you could write, the quote must directly relate to your topic. For example, if you found an excellent quote on civil rights from a Supreme Court Justice, but your paper was about civil rights in China, you might want to question the use of that quotation in your paper. The Justice might have been speaking very specifically about an American case and not a situation in China.

When not to use quotes

Just as there are reasons to use quotes, there are also reasons not to use quotes. Do not use quotes just because you think the words of established writers are always better than yours. Also, do not use quotes to merely impress your reader. If you use too many quotes, you will give the reader the impression that you are mostly interested in selecting and arranging quotes and not writing your own sentences.

How to use quotes: integration

Printed below is an example illustrating what happens when a writer does not properly integrate quoted material into the text of a paper but merely inserts it.

A leader of Cuban rebels made a distinction between two important wartime actions. "Sabotage has nothing to do with terrorism; terrorism and personal assaults are entirely different tactics" (Guevara 139). This distinction, however, does not take into consideration the possible terror that sabotage can create.

The use of a quote in the example shown above illustrates the fact that simply inserting a whole sentence of quoted material into a paper does not demonstrate the author's ability to write. The only things that a writer demonstrates by merely inserting a quote is his or her ability to choose an appropriate quotation and copy it down correctly. This is not enough for a writer of a good documented essay. Notice that in the revised sentence printed below, the writer demonstrates the ability to select only the essential parts of the quote. Notice also how all quoted material is integrated into original sentences and those sentences are clear and correct.

Che Guevara, a Cuban revolutionary, noted the distinction between two important wartime actions. "Sabotage has nothing to do with terrorism," he claimed (139). He went on to equate terrorism with "personal assaults" and he considered each of those things "different tactics" from sabotage (Guevara 139). His distinction, however, does not take into consideration the possible terror that sabotage can create.

It is vital to remember that the reader of a documented paper is interested in a demonstration of both research on a particular topic and the writer's ability to selectively integrate the results of that research into original sentences.

Further examples of integration

A non-integrated passage using text from The Disuniting of America by Arthur Schlesinger:

“*Ethnic* as a word has had a long history” (Schlesinger 41). In today’s climate, the word is now mostly used to describe a person who falls into a pre-defined minority group. How people described as “ethnic” viewed themselves in the past and view themselves today has changed a great deal. In the past, identification seemed like an easy task. “Most ethnics . . . saw themselves primarily as Americans” (Schlesinger 42). Today, self-identification is a different matter.

An integrated passage:

A Harvard history professor, Arthur Schlesinger, Jr., claims that the word *ethnic* “has had a long history” (41). In today’s climate, the word is now mostly used to describe a person who falls into a pre-defined minority group. How people described as “ethnic” viewed themselves in the past and view themselves today has changed a great deal. In the past, identification seemed like an easy task. Previous generations of “ethnic” people “saw themselves primarily as Americans” (Schlesinger 42). Today, self-identification is a different matter.

Notice that in addition to selecting and integrating only the essential parts of the quotations, the writer of this passage has given some information about the source of the quotations. This helps the reader recognize that the speaker’s words are trustworthy and relevant. A professor of history from Harvard has credibility when it comes to historical matters, and his comments on the word “ethnic” are closely related to the writer’s topic.

A non-integrated passage using text from The Spanish Civil War by Dante Puzzo:

“On April 1, 1939, Franco formally announced that the war [in Spain] was at an end” (Puzzo 96). With the war over, General Francisco Franco was now in power. “Franco, a conservative authoritarian rather than a fascist totalitarian, was himself content that the poor and weak had once again been taught their proper place” (Puzzo 97).

An integrated passage:

Professor Dante Puzzo, author of The Spanish Civil War, wrote that General Francisco Franco was considered to be “a conservative authoritarian rather than a fascist totalitarian” (Puzzo 97). When Franco declared that the war was over on the first day of April in 1939 (Puzzo 96), he seemed pleased “that the poor and weak had once again been taught their proper place” (Puzzo 97).

Beyond integration: manipulation of text using ellipsis and brackets

There will be times when you find source material that you wish to use, but realize that the original passage is quite long, or will not work in your own sentence because of unclear or vague wording in the original. In these cases, you might find the use of two kinds of punctuation helpful. An ellipsis, which represents missing words, is a set of three evenly spaced dots. Brackets look like sharp-edged parentheses. The following text will show you how these tools are properly used.

Ellipsis

This original sentence appears in the book The Edwardian Era by André Maurois:

“His solemn parting advice to a friend appointed to an important post was to be careful not to wear too high a collar.”

To shorten and simplify the quote, we can represent missing words by using an ellipsis:

“His solemn parting advice to a friend . . . was to be careful not to wear too high a collar.”

Note that when you type, there is a space before each dot and after the last. Notice that the extraction of words does not change the essential meaning of the quote and that the sentence remains grammatically correct. The fact that the friend had been “appointed to an important post” is not vital to the meaning. If ellipses change the meaning of sentences or do not accurately reflect the originals they represent, then they are not being used properly. We may also feel like removing more words that are not essential, but the use of an ellipsis is sometimes awkward and not visually appealing, so the use of an ellipsis should be minimal.

Ellipses do not have to be used at the start or finish of a quotation if you are integrating only a word or phrase into your own sentence and it is clear that you are not using an author’s whole sentence.

One writer explained that His Royal Highness, the Prince of Wales, would sometimes focus on superficial things, like telling a friend “to be careful not to wear too high a collar” (Maurois 56).

However, an ellipsis must be used if you are not starting or finishing your quote at the beginning or end of the author’s sentence and it is not clear that you are just using a part of the original sentence. In these cases, you must always represent omitted words by using ellipsis points enclosed within quotation marks. Parenthetical citations always follow closing quotation marks, and citations are followed by periods.

Brackets

Brackets serve a slightly different function in manipulating an original source. Brackets are used when you are inserting a word or words in an existing quotation so that the quote may be clear. This issue often arises when a source refers to a specific topic or subject as “it,” “his,” “her,” or “they.” These references may be clear in the original source, but your sentence may require that you be less vague about the subject. To clarify what the vague word or words mean, use bracketed words within the quotation to replace or make clear what is unclear. As with an ellipsis, you must be careful to make sure that the meaning of the passage does not change. Let’s look again at the example where we used an ellipsis to remove wording we did not feel was essential.

“His solemn parting advice to a friend . . . was to be careful not to wear too high a collar.”

If we have decided that the word “his” is too vague and that we need to say who this person is when we use this quote in our paper, we may use brackets to insert that name.

Royalty might be pre-disposed to focus on appearance; for example, “[The Prince of Wales’] solemn parting advice to a friend . . . was to be careful not to wear too high a collar” (Maurois 56).

The brackets insert words that take the place of the ambiguous “his” and make the subject of the sentence clear. The meaning of the sentence remains the same.

Another example using brackets

Another example--this time using wording from The Rebel by Albert Camus--will further illustrate the use of brackets to clarify information.

“What is a rebel? A man who says no, but whose refusal does not imply a renunciation. He is also a man who says yes, from the moment he makes his first gesture of rebellion.”

A French writer proposed that “[the rebel’s] refusal does not imply a renunciation” (Camus 13). He further believed that the rebel’s spirit is an affirmative one “from the moment he makes his first gesture of rebellion” (13).

The use of ellipses and brackets are meant to aid in clarification and should be used only where there is no other easy way to insert the quoted material into the text. Remember that your primary goal is to use as much original language as you can in your paper and that you should use quoted material only when there is clear justification for doing so.

Concluding remarks

This section has attempted to illustrate three major ideas:

- Using quoted material from sources demonstrates that you have researched your topic and have been able to find interesting and relevant information.
- There are specific justifications for using quoted material. These justifications have to do with the credibility and reliability of the speaker and source. Concise language and relevance are key factors in determining whether or not to use quoted material. There are also instances where one should not use quoted material. Quoted material should enhance a paper and should not take the place of a writer's own sentences. Quoted material should not be used in excess.
- Finally, this section has tried to show how vital it is to properly integrate selected quoted material into the text of a documented paper. Non-integrated quotes in a documented paper do not demonstrate the ability to write; quoted material, in addition to being brief, relevant and credible, must be integrated effectively into a writer's own sentences.

In the exercise for this section of the Research Skills Booklet, you will be asked to do three things:

- First, you will be asked to determine if a quote is being used for reasons related to credibility, authority or if it is being used for another reason, such as concise or especially memorable language.
- You will then be asked to look at several quotations and determine if they should be used in a paper; you will use the topic of the paper and the quote as guidelines.
- Finally, you will be asked to demonstrate familiarity with the rules regarding an ellipsis and brackets.

The exercise for Section V can be found on page 83 of this booklet. Complete the assignment and use the answer key in the English Learning Center to correct and score your work. Hand in the exercise and the answer key to the English Learning Center staff. You may need to refer to the Research Skills Booklet while completing the exercise.

SECTION VI

PREPARING THE LIST OF WORKS CITED

In Section IV, the MLA style of parenthetical citation was discussed and illustrated. You learned how to cite a direct piece of information or quotation from a source by using, ideally, an author's last name and the page number on which that information appeared in the original text. The point of including that information, it was suggested, was to lead the reader to a specific place in the list of works cited, which is always at the end of a documented paper. In the list of works cited, the reader gets more specific information about the source referred to in the text. This style of documentation frees the writer from having to worry about footnotes at the bottom of each page. This style also frees the reader from the distraction of having too much information about a particular source in the text of the paper, which might interrupt the flow of the paper.

A brief overview for this section

The reader uses the parenthetical citations in the text to locate specific entries in the list of works cited. For example, if you included a specific fact in your paper which you got from page seven in a book by Matthew Fox, using the rules of parenthetical citation you would have ended that sentence with a citation like this: (Fox 7). Of course, if you used Fox's name in the sentence, you would only have needed to put the page number in parenthesis. We would assume that if there is no author's name in the parenthesis, then the author's name appears in the sentence. In either case, when evaluating a documented essay, the reader will see that you have used Fox as a source, and, so to find out exactly what that source is, the reader will look for an entry for Fox in the works cited list. If a source is cited in the text but does not appear in the works cited list, the citation is meaningless to the reader. If no entry for Fox exists in the works cited list, the reader has no choice but to disregard the fact or quote attributed to that source. If the reader must disregard a portion of a documented essay, this can make the paper's effectiveness suffer tremendously.

The reader depends upon the writer's accuracy in composition as well as in documentation, so you must be very careful when you document your sources. The point of a documented paper is that it is documented. Without proper documentation, the paper will not fulfill one of the basic requirements of the assignment.

In this section of the Research Skills Booklet, you will learn exactly what a list of works cited is, learn how to compile the list for your documented paper, get a listing which shows how to present information on your different sources, see what a completed list of works cited looks like and, finally, you will get a short list of resources that will help you answer any further questions you may have.

Definition

You may not be familiar with the term “works cited” if you have not done much documented writing or worked with the MLA style of documentation. However, more people are familiar with the term “bibliography,” and so it might be easiest to define what a works cited is by comparing it to, and distinguishing it from, a bibliography.

A bibliography is a list of sources that an author compiles in the process of researching a topic. It may include sources that were consulted, but not used directly in the text of the paper. A list of works cited differs in that it is a list of sources that have been referred to in the text using a parenthetical citation. Just as every parenthetical citation must have a corresponding entry in the list of works cited, every entry in the list of works cited must have a relationship to at least one parenthetical citation. Works that have not been cited in the text will not appear in the list of works cited. For example, if you used a dictionary to help you understand a word that you came across in your research but did not cite the definition from the dictionary in your paper, you would not have an entry for that dictionary in your list of works cited.

While keeping in mind that major distinction, some similarities between a list of works cited and a bibliography are worth noting.

- Like a bibliography, a list of works cited is presented in alphabetical order by the author’s last name. If a work has no named author but is instead referred to in the parenthetical citation by its title, then the title is used to place it in alphabetical order. If the title begins with “A,” “An” or “The,” use the next word to determine its place in the list. The entries are not numbered, and all lines are double-spaced.
- In addition to being in alphabetical order, the information within each entry in a list of works cited needs to be presented in a specific order. The order and kind of information presented varies depending on the source. Further information on the different forms will be given later in this text.

The following section will discuss the process of composing a list of works cited for a documented essay. Following those instructions, guidelines for citing different types of sources are given.

Compilation: the process

If you took care to note what sources you parenthetically cited in the text of your paper, the compilation of your list of works cited should be a fairly easy task. The information you will need to compile your list of works cited should be found with your source. For book sources, you will need information found on the title page and, most likely, information found on the page that follows the title page. For periodical sources, you will need the author's name, the title of the article, the name of the periodical in which it appeared, the date it was published, any volume and issue numbers, and the page number or numbers the article appeared on. For other sources, especially those retrieved through a computer, other documentation will be required. Be sure to keep track of information such as the name of any periodical databases you use, any Internet addresses from which you retrieved information, and any page or paragraph data supplied by online sources. Finally, you will need to note the date you accessed the material.

You will need all of the information required for the citation to write your list of works cited correctly. If you do not have all of the information available, you will need to gather that information before you write this part of your paper. If you have used a source in your paper but no longer have the required information, you need to retrieve the source again and note the relevant information. Without all required documented information in a works cited entry, your reader will question your use of that source.

With all of the material available, you can begin to write your list of works cited. The process is straight-forward. Arrange your sources in alphabetical order by author's last name (or by title, as discussed earlier) and then as you enter each source, make sure that you are using the correct form. For example, if you have a book by a single author, use the pages that follow to see how an entry for that type of source is arranged. Enter your information in the exact form shown. When you are finished with your entry, check it for accuracy against the sample shown; make sure you have included all of the information needed. If you are missing information, you need to obtain that information and include it in its proper place in the entry. Make sure you punctuate and format your entry correctly. Follow this procedure for each different source cited in your paper. If you have more than one parenthetical citation from the same source, you do not have to cite the work more than one time in your list of works cited.

How to present information in the list of works cited

On the following pages are works cited entry styles for different types of sources. Forms for book, periodical, and other sources are illustrated and explained. If you have a question about what category one of your sources falls into or if you have trouble obtaining required information for your cited sources, you should consult your instructor or one of the resources listed at the end of this section.

Books

The basic entry for a book in the list of works cited contains the author's name (with last name listed first), the title of the book (underlined), the name of the city in which it was published, the name of the publisher and, finally, the year of publication. This information can be found on the title page and, often, on the page following the title page. Note the specific use of punctuation in the examples shown.

Books with a single author

Postman, Neil. The End of Education: Redefining the Value of School. New York: Vintage Books, 1996.

Books with two or more authors

Root, Robert L., Jr., and Michael Steinberg. The Fourth Genre: Contemporary Writers of/on Creative Nonfiction. Boston: Allyn & Bacon, 1999.

Books with an editor: form used when citing the editor as the source

Reed, Peter, ed. Alvar Aalto: Between Humanism and Materialism. New York: The Museum of Modern Art, 1998.

Works in anthologies: form used when citing an essay or chapter in a book with an editor

Frampton, Kenneth. "The Legacy of Alvar Aalto: Evolution and Influence." Alvar Aalto: Between Humanism and Materialism. Ed. Peter Reed. New York: The Museum of Modern Art, 1998. 119-39.

Special notes for book citations:

- When you have a book by more than three authors, you may list only the first author followed by the Latin term "et al."
- Corporations or organizations can be authors of books and should be treated like other authors, only the orders of their names should not be reversed.
- In the form for a work in an anthology or collection of essays, "Ed." refers to the editor of the book, and the last numbers in the citation refer to the pages in the book on which the essay or chapter appears.

Periodicals (paper copies)

In general, the forms for periodical sources vary more than the forms for books. Because of this, it is very important to look carefully at the kind of article you have as you make the works cited entry. If you have questions about how to cite a particular source, consult your instructor or a member of the English Learning Center staff. The date which follows the name of the periodical should come from the cover of the periodical. Some periodicals will be dated with a month or months, while others--like newspapers or weekly magazines--will have specific dates, often printed on each page. The final numbers of the citation refer to the pages in the paper copy of the periodical. Note that the following citation forms apply only to paper copies of periodicals. Use the alternate forms (shown on the following pages) if you retrieved an article from an online periodical database or a special collection of articles like SIRS or CQ Researcher.

Signed articles from newspapers or magazines

Anderson, Jon Lee. "The Dictator." New Yorker 19 October 1998: 44-57.

Unsigned articles from newspapers or magazines

"A New Kind of Car Company." Economist 9 May 1998: 61-2.

Note that the title of the article (placed in quotation marks) is followed by the (underlined) name of the periodical. The periodical's name is sometimes shortened. Most of the time, you will remove the word "The" from periodical titles.

When an article is a review of a book or movie, that information is sometimes reflected in the title of the piece. However, to make clear to the reader that an article is a review, you need to add information to the standard periodical entry.

Reviews from newspapers or magazines

Ross, Alex. "Fresh Hell." Rev. of Glamorama, by Bret Easton Ellis. New Yorker
11 January 1999: 87-8.

Most major papers (and many magazines) print "editorials" and opinion pieces in each issue, usually under the heading "Editorials" or "Opinions" or even "Op-Ed," an abbreviation which means that the page on which they appear is opposite the editorial page. Unsigned editorials often reflect the opinions of the editorial board of the newspaper or publisher. Signed editorials reflect the opinions of that particular writer or the organization he or she represents. Forms for both signed and unsigned editorials are illustrated on the following page.

Signed editorials or opinions

Lochhead, Carolyn. "How Law to Help Disabled Now Works Against Them."

Editorial. San Francisco Chronicle. 3 January 1999: 7.

An unsigned editorial or opinion piece follows the same form, only there will be no author listed and the citation will begin with the title of the work.

Unsigned editorials or opinions

"Spy Belongs Right Where He Is: Prison." Editorial. San Jose Mercury News

15 January 1999: 6B.

Letters to editors of periodicals also require a special form. It is illustrated below.

Letters to the editor

Oldham, James. Letter. Wall Street Journal 4 February 1999: A23.

Journals are treated like periodicals (since they are issued regularly), but information about a journal's volume and issue numbers are added to the entry after the name of the periodical and before the specific pages on which the article appeared.

Articles from journals

McGlone, Robert E. "Deciphering Memory: John Adams and the Authorship of the

Declaration of Independence." The Journal of American History 85.2 (1998):

411-438.

Note that "85.2" follows the title of the journal. The volume number of the issue in which the article appears is 85, and the issue number is 2. Place the year of publication in parenthesis after the volume and issue numbers. Finally, place the page numbers of the article at the end of the citation. Some page numbers might be very high, since certain journals continuously paginate throughout a given year. Follow the specific punctuation shown in this example.

Periodicals from collections and electronic sources

Periodical articles that have been compiled into a collection (such as CQ Researcher or SIRS) require special forms. The forms are often a blend of the periodical and book forms you saw previously. Notice especially the ends of the entries. The information refers to specific page numbers or the number of the article in a particular collection.

Articles from bound compilations

Jost, Kenneth. "The British Monarchy." CQ Researcher. Ed. Sandra Stencel.
Washington, D.C.: Congressional Quarterly, 1996. 193-216.

Articles reprinted in loose-leaf collections

Christensen, Bruce. "Importing People: Why Modern American Needs But Resents Immigrants." Family in America May 1995: 1-8. Ethnic Groups. Ed. Eleanor Goldstein. Vol. 5. Boca Raton: SIRS, 1995-1996. Art. 8.

You have previously read that articles retrieved from a database cannot reproduce the pagination of the original paper source and so the parenthetical citation will not have a specific page number. It was also mentioned that the works cited entry will have to account for this. The entry shown below is an example of how to do this.

Newspaper and magazine articles from online databases

Archer, Jeffrey. "The Price of Being Uncool." Time 26 October 1998: 62. Academic Search Elite. EBSCOhost. Ohlone College Lib., Fremont. 6 December 1998
<<http://search.epnet.com/>>.

You will notice that the entry for this signed periodical article looks much like the form used for the paper copy shown earlier. The page number "62" was given as the page number of the article in the print version. This information is usually given by the online service. If the article was more than one page long, a range of pages may be given and those should be listed after the date. In the example shown above, the database EBSCOhost was used. The final part of this citation is the date of access. This is the date that the material was downloaded and/or printed.

Citations for journal articles from online databases are also modified to reflect the fact that they were retrieved online. Since the parenthetical citation will not contain a page number, it is vital to account for this in the works cited entry. The form is shown on the following page.

Journal articles from an online database

Chalmers, Beverley and Michael Sand. "Contraceptive Knowledge, Attitudes and Use Among Women Attending Health Clinics in St. Petersburg, Russian Federation." Canadian Journal of Human Sexuality 7.2 (1998): 129. Academic Search Elite. EBSCOhost. Ohlone College Lib., Fremont. 25 January 1999 <<http://search.epnet.com/>>.

Note that the form for a journal article from EBSCOhost is almost identical to the form for a paper copy of a journal article. The changes are the inclusion of the starting page number of the article (which was the only page information given by the database) and six final items:

- the name of the database used (Academic Search Elite)
- the name of the database service (EBSCOhost)
- the name of the institution that provided access (Ohlone College Lib.)
- the city of the institution (Fremont)
- the date of retrieval (25 January 1999)
- the address of the database service (<<http://search.epnet.com/>>)

For articles from microform/microfiche collections, follow the form illustrated below. Remember to note all the information you will need when you use a source since you will need all of the relevant information when you compile your list of works cited.

Articles from a microform/microfiche collection

Rainey, James. "Water Officials OK Plan to Clean L.A. Coastline." Los Angeles Times 16 July 1996. NewsBank: Environment (1996): fiche 1, grids F9-10.

For self-contained CD-ROM systems, be sure to note the name of the database you are using and the name of the provider when you print your article or articles.

Articles from a self-contained CD-ROM system

McNeil, Donald G. "Neighbors Kill an H.I.V.-Positive AIDS Activist in South Africa." New York Times 28 December 1998: A5. New York Times Ondisc. CD-ROM. UMI-Proquest. Dec. 1998.

Other sources

E-mail communications

Almada, Celina. "Re: Teaching Diverse Literature." E-mail to the author. 26 January 1999.

In this form, "the author" refers to the writer of the documented work.

For CD-ROMs, follow the form illustrated below. In the example shown, the Berkeley Macintosh Users Group (as an organization) is the author of the work as a whole. If you have a more specific author for a piece included in a CD-ROM, that information should be included as well.

CD-ROMs

Berkeley Macintosh Users Group. BMUG Fall '97 Newsletter. CD-ROM. Berkeley:
BMUG, 1997.

Personal interviews

Cox, Beverly. Personal Interview. 15 July 1993.

Lectures

Dunstan, Margaret. "Women and Legal Careers." Lecture. Ohlone College, Fremont,
California. 27 January 1999.

Videotapes

Quest for a Homeland. Prod. Hector Galan and Mylène Moreno. Narr. Henry Cisneros.
Videocassette. National Latino Communications Center, 1996.

For videotapes, the name or names of the producers or directors should follow the title. Information about narrators or featured actors should follow that information.

Internet web sites

Campbell Soup Company Page. 5 February 1999. Campbell Soup Company. 6 February 1999
<<http://www.campbellsoup.com/>>.

In this example, the web site is one that is updated daily. The first date refers to the date the site was last updated, so you should note that information when you visit the site. The second date (given just before the address) is the date of access.

In your research, you may find and want to use sources that you cannot find a form for in the previous listing. This does not mean that you should exclude that source from your work. At the end of this section, a number of resources for further information about citation are given. Consult those sources if you have a type of source that is not mentioned in this section. If you still cannot determine how to cite that source, consult your instructor or a member of the English Learning Center staff for help.

Format overview

On the following pages, a sample list of works cited appears. As you review it, notice the following characteristics:

- Entries are not numbered.
- Entries are double-spaced.
- The second and subsequent lines of each entry are indented.
- Entries are alphabetized by the primary author's last name. If a work has no named author, the form remains the same and the title (excluding the words "A," "An," and "The") is used to alphabetize. If a corporation or organization or government is the author, use that name to alphabetize. Exclude the word "The" when naming a periodical. For example, write "Atlantic Monthly" not "The Atlantic Monthly."
- If you have two pieces by the same author, the author's name in the second entry should be represented by three spaced dashes. When you cite these works in the text, make sure that you distinguish what work by that author you are citing. You can do this by referring to the title in the sentence or by including the title after the author's name in the parenthetical citation.
- Entries for books with translators indicate who the translator is after the title is given.
- The words "Works Cited" appear at the top of the first page. The words should be centered at the top of the page and only the W and the C should be capitalized. The font should be consistent with the text of the paper and not underlined, italicized or otherwise highlighted.
- When references to publishers are made, abbreviations are sometimes used. For example, the words "Publishers" or "Books" are often omitted and in the case of university publications, abbreviations such as "U of New Mexico P" (standing for University of New Mexico Press) are acceptable. A detailed list of abbreviations for publishers can be found in the MLA Handbook for Writers of Research Papers.

A sample list of works cited

Works Cited

- Aron, Elaine N., Ph.D. The Highly Sensitive Person: How to Thrive When the World Overwhelms You. Secaucus: Birch Lane Press, 1996.
- Banham, Reyner. Los Angeles: The Architecture of Four Ecologies. London: Penguin, 1973.
- Blake, Peter. The Master Builders. New York: W. W. Norton, 1976.
- - - . Form Follows Fiasco: Why Modern Architecture Hasn't Worked. Boston: Little, Brown, 1977.
- Bockris, Victor. The Life and Death of Andy Warhol. New York: Bantam, 1989.
- Bridgers, Lynn. Death's Deceiver: The Life of Joseph P. Machebeuf. Albuquerque: U of New Mexico P, 1997.
- Burkett, Elinor. The Gravest Show on Earth: America in the Age of AIDS. New York: Picador, 1995.
- Camus, Albert. The Rebel: An Essay on Man in Revolt. Trans. Anthony Bower. New York: Vintage, 1956.
- Cavafy, C. P. The Complete Poems of Cavafy. Trans. Rae Dalven. San Diego: Harcourt, 1976.
- Chavez, Linda. Out of the Barrio: Toward a New Politics of Hispanic Assimilation. New York: BasicBooks, 1991.
- Colacello, Bob. Holy Terror: Andy Warhol Close Up. New York: HarperCollins, 1990.

- Danner, Mark. The Massacre at El Mozote: A Parable of the Cold War. New York: Vintage, 1994.
- Eisenstodt, Gale. "Behind the Chrysanthemum Curtain." Atlantic Monthly November 1998: 20-36.
- Epstien, Joseph. "What to Do about the Arts." Dumbing Down: Essays on the Strip Mining of American Culture. Ed. Katharine Washburn and John F. Thornton. New York: W. W. Norton, 1996. 179-193.
- Grose, Thomas K. "Forsaking the Lords." U.S. News and World Report 26 October 1998: 42. American Search Elite. EBSCOhost. Ohlone College Lib., Fremont. 27 November 1998 <<http://search.epnet.com/>>.
- Guevara, Che. Guerilla Warfare. Lincoln: U of Nebraska P, 1985.
- Helm, MacKinley. Mexican Painters: Rivera, Orozco, Siqueros and Other Artists of the Social Realist School. New York: Dover, 1989.
- Henry, William A. In Defense of Elitism. New York: Doubleday, 1994.
- Janson, H.W. History of Art. New York: Abrams, 1995.
- Jiménez, Carlos M. The Mexican American Heritage. Berkeley: TQS, 1994.
- Le Corbusier. Towards a New Architecture. Trans. Frederick Etchells. New York: Dover, 1986.
- Livingstone, Marco. "Do It Yourself: Notes on Warhol's Techniques." Andy Warhol: A Retrospective. Ed. Kynaston McShine. New York: The Museum of Modern Art, 1989. 63-78.

- MacDonald, Heather. "Writing Down Together." Dumbing Down: Essays on the Strip Mining of American Culture. Ed. Katharine Washburn and John F. Thornton. New York: W. W. Norton, 1996. 88-96.
- Maurois, André. The Edwardian Era. Trans. Hamish Miles. New York: D. Appleton-Century, 1933.
- McCarthy, Terry. "Indonesia Burning." Time 25 May 1998: 44-45.
- Pallasmaa, Juhani. "Alvar Aalto: Toward a Synthetic Functionalism." Alvar Aalto: Between Humanism and Materialism. Ed. Peter Reed. New York: The Museum of Modern Art, 1998. 21-44.
- Postman, Neil. The End of Education: Redefining the Value of School. New York: Vintage, 1996.
- Puzzo, Dante A. The Spanish Civil War. New York: Van Nostrand Reinhold, 1969.
- Schlesinger, Arthur M. The Disuniting of America: Reflections on a Multicultural Society. New York: W.W. Norton, 1992.
- Warhol, Andy, and Pat Hackett. POPism: The Warhol '60s. New York: Harper & Row, 1980.
- Whitford, Frank. Bauhaus. London: Thames and Hudson, 1984.

A final verification

Once you have finished compiling your list of works cited, check it for completeness and accuracy by re-reading the text of your paper. For each parenthetical citation in the text, go to the list of works cited and make sure the entry is accurate and complete. Be sure to verify that whatever is listed in the parenthesis leads to the beginning of the appropriate entry.

Resources

As you are compiling your list of works cited, questions may arise about how to categorize and list a particular source you have cited in the text of your paper. If you have a question about the citation form for something that is not mentioned in this section, there are a number of resources available to help you correctly compile your list of works cited.

- Your textbook and/or instructor may provide you with information about the MLA style of documentation.
- The MLA Handbook for Writers of Research Papers offers information about composing and formatting documented papers. A vital part of this book is a comprehensive list of different types of sources and examples of proper citations. This book is available for consultation in the English Learning Center and in the reference section of the Ohlone Library. It can also be found in most libraries.
- General handbooks or manuals, such as The Allyn & Bacon Handbook by Leonard J. Rosen and Laurence Behrens or A Pocket Style Manual by Diana Hacker also offer information about how to properly compile a list of works cited.
- Additional information about how to document sources obtained online or using other electronic databases may be found in a number of Internet locations. The MLA maintains a web site at <http://www.mla.org>, and this site contains helpful and recent information regarding citation of electronic sources. A web site found at <http://www.nhmccd.edu/contracts/lrc/kc/mlastyle.htm> can also provide you with information about documenting Internet and electronic sources.

Concluding remarks

In this section you learned how to compile and compose the list of works cited for your documented paper. You were given information about how the list of works cited relates to the parenthetical citations in the text of your paper and were instructed how to list the entries.

Remember that a list of works cited plays a vital role in a documented essay. The link between the parenthetical citations and the list of works cited makes a documented paper different from other kinds of essays, and these are essential skill demonstrations in any documented essay.

In the exercise for this section, you will be asked to correctly identify the format for works cited entries. You will want to refer to the information presented in this section as you complete the section exercise.

The exercise for Section VI can be found on page 88 of this booklet. Complete the assignment and use the answer key in the English Learning Center to correct and score your work. Hand in the exercise and the answer key to the English Learning Center staff. You may need to refer to the Research Skills Booklet while completing the exercise.

CONCLUSION

Exercises for all sections can be found on the following pages of this booklet. The schedule for completing the exercises will be set by the instructor. Be sure to read over the instructions for each exercise.

If you have any questions about the preceding instructional text or the exercises, please ask your instructor or a member of the Fremont English Learning Center or Newark Tutoring Center staff. They are glad to assist you as you work to improve your writing skills and undertake these important assignments.

SECTION I: PLANNING THE PAPER**SECTION EXERCISE**

Instructor's name: _____ English 101A Lab section number: _____

Student's first name: _____ Student's last name: _____

Date: _____ Score: _____ **/20**

There are two tasks to complete in this section exercise. Follow directions completely for each task. Once you have completed this exercise, bring your work to the English Learning Center on the second floor of Hyman Hall at the Fremont Campus or the Tutoring Center located in room 2306 at the Newark Campus, correct it according to the directions on the answer key, and write your score in the space provided above. After correcting your work, turn it in to your instructor.

Task 1:

In the instructional text, you learned that the scope of a topic is an important factor in a documented essay. A topic that is too broad or sweeping puts the writer and reader at a disadvantage since it does not allow for much depth or detail. On the other hand, a topic too specific or narrow is also a problem, since it would not allow for much context or material for a well-developed paper. Five sample topics appear below. Look at each topic and think about how promising the topic might be for an 8-10 page documented essay. Decide if the topic would be too broad or too narrow as stated. **For topics that are too general or too vague, circle the words "TOO BROAD" and for topics too specific or too detailed, circle the words "TOO NARROW."**

CIRCLE ONE

- | | | | |
|----|---|------------------|-------------------|
| 1. | The impact of 1998 tax code changes on small, home-based businesses | TOO BROAD | TOO NARROW |
| 2. | The United States economy | TOO BROAD | TOO NARROW |
| 3. | Men and women | TOO BROAD | TOO NARROW |
| 4. | Educational opportunities for English women in the late 1980s | TOO BROAD | TOO NARROW |
| 5. | AIDS | TOO BROAD | TOO NARROW |

Score for Task 1: 2 x number correct [] = ___ / 10

Task 2:

The concept of formal outlining was discussed in the instructional text. You will recall that formal outlines use a system of numbers and letters to categorize information based on its significance and level of detail. Major ideas get a more prominent role than details or examples. For this task, you will need to arrange the elements of an outline into proper order. To do this, study the sample formal outline in the instructional text and notice how minor ideas are subordinate to major ideas or general topics. The example that follows illustrates how you will arrange randomly listed items from an outline into a correct structure and sequence.

Example:

<u><i>Jumbled items in the outline:</i></u>	<u><i>Proper sequence in a formal outline:</i></u>
Former rulers	I. Introduction: Influence of foreign powers in the Middle East
Culturally influencing the new countries	
Background: History	II. Background: History
Drawing new boundaries	A. Former boundaries
	B. Former rulers
Introduction: Influence of foreign powers in the Middle East	III. Types of steps taken to influence the Middle East
Former boundaries	A. Drawing new boundaries
Conclusion: The influence of foreign powers in the Middle East has been significant.	B. Placing new rulers into power
Placing new rulers into power	C. Culturally influencing the new countries
Types of steps taken to influence the Middle East	IV. Conclusion: The influence of foreign powers in the Middle East has been significant.

Notice how the nine items have been arranged into a correct outline based on the rank and content of the items. Similar ideas and examples have been grouped together under more general and encompassing ideas.

Directions for task 2

Below is a random list of items belonging in a formal outline. Some of the items have already been placed in a formal outline appearing on the following page. **You need to place the items on this page in their proper places in the outline on the next page.** Remember to group similar ideas together as you assemble the outline. You may also want to cross out items once you place them to avoid repetition.

Portrayal of Native Americans

One character pleads that her lover was Mexican because there was some acceptance of that ethnic group.

Native Americans were treated as a part of the culture and their removal from the South is viewed with remorse.

Portrayal of Mexicans

Introduction: William Faulkner's writing illustrated the conditions of three minority groups in the South: African Americans, Native Americans and Mexicans.

One main (white) character marries a "full-blood" African American

Background of the South

Insulting language is used to refer to African Americans, showing the majority attitude.

Native American characters had some prominent roles.

Mexicans represented the mixing of races--something many people feared.

Portrayal of African Americans

Conclusion: Ahead of his time, Faulkner wrote about three important ethnic groups in the South of his time.

Some Mexicans were identified as "Spanish," since it seemed more European.

Although a majority of the population, African Americans were in subservient positions.

Faulkner featured a Native American character named Sam Fathers.

Mexican characters were not common, but the fact that Faulkner used them was significant.

Categorize the elements listed above and place them in the existing outline on the following page.

- | | |
|------|---|
| I. | Introduction: William Faulkner's writing illustrated the conditions of three different ethnic groups in the South. He wrote about African Americans, Native Americans and Mexicans. |
| II. | Background of the South |
| III. | Portrayal of African Americans |
| | A. |
| | B. |
| | C. |
| IV. | Portrayal of Native Americans |
| | A. |
| | B. |
| | C. |
| V. | Portrayal of Mexicans |
| | A. |
| | B. |
| | C. |
| | D. |
| VI. | Conclusion: Ahead of his time, Faulkner illustrated the conditions of three ethnic groups in the South. |

Score for Task 2: 1 x number correct [] = ____/ 10

Total score for Section I: ____/ 20

After correcting your work using the answer key at the Fremont English Learning Center or Newark Tutoring Center, put the score in the heading area of the first page of this exercise. Staple the pages of the exercise together and submit them to your instructor.

SECTION II: USING THE LIBRARY**SECTION EXERCISE**

Instructor's name: _____ English 101A Lab section number: _____

Student's first name: _____ Student's last name: _____

Date: _____ Instructor's evaluation: _____

There are five tasks to complete in this exercise. Answer all questions completely. Once you have completed this exercise, submit it directly to your instructor as assigned. This exercise will be scored and calculated into your lab grade by your instructor.

Before you begin this exercise, establish the subject of your searches with your instructor.

Task 1: Using H.A.N.S., the Ohlone College Library Online Catalog

What word or words did you use to search for information?

Take a look at your results to make sure they are relevant. How many book sources did you find for your subject?

What is the most recent date of publication for a book on your topic?

Go to the shelves and get one of the books related to the topic you searched for.

Who is the primary author of the book?

What is the book's title?

What is the book's date of publication?

How relevant to your topic does this book seem to be?

Is there any information given about the author or authors in the book or on the book's cover? If so, briefly summarize what you learned about the author or authors. If there is no information, how will this lack of information impact your use of information from that text? _____

Task 2: Using an Online Periodical Database

Search a full-text database or limit your search so that you only get full-text articles.

What term or terms did you use for your initial search?

What was the date of the most recent article available on your topic?

View the full text of that article.

What is the title of the article?

Who is the primary author (if listed)?

Do you get any information about the author and his or her credentials? If so, briefly summarize what you learned about the author or authors. If there is no information, how will this lack of information impact your use of information from this article? _____

Does the article appear relevant to your topic?

Does the article have any discernible bias or perspective? Does it take a particular side?

Approximately how long is the article?

What periodical or journal did the article come from?

Have you heard of that periodical or journal before? Is it well-known? What information do you have about it? _____

Task 3: Using another Periodical Database (*Again, search a full-text database or limit your search so that you only get full-text articles*)

Which database did you use?

What search term or terms did you use?

Read one of the articles your search retrieved.

What is the title of the article you selected?

What is the date of the article?

What periodical or journal did the article come from?

Who is the primary author of the article (if listed)?

Can you detect any obvious bias or perspective in the article? Does it contain opinions or facts or both? _____

Task 4: Conducting an Internet Search

A selection of search engines is listed in Section II of the Research Skills Booklet. You may access them using the computers in the Library.

What search engine did you use? Give its complete address.

What search term or terms did you use?

How many items did your search retrieve?

Did all of the items retrieved seem relevant to your topic?

Task 5: Comparison of Sources

Among the materials you looked at to complete this exercise, which seemed to have the most relevant and reliable information on your topic: books, periodicals or Internet sources? _____

Which sources seemed most useful to you? Why?

How will the date of a source affect your decision to use it? _____

In what source is the most information about an author available: books, periodicals or web sites? How will this influence your decision about using that source? _____

Briefly explain which materials you found to be most relevant and reliable: books, periodicals, or web sites. _____

Submit this exercise directly to your instructor. Do not write in the space below.

Instructor's remarks:

SECTION III: EVALUATING SOURCES**SECTION EXERCISE**

Instructor's name: _____ English 101A Lab section number: _____

Student's first name: _____ Student's last name: _____

Date: _____ Score: _____ **/20**

There are four tasks to complete in this section exercise. Follow directions completely for each section. Once you have completed this exercise, bring your work to the English Learning Center on the second floor of Hyman Hall at the Fremont Campus or the Tutoring Center located in room 2306 at the Newark Campus, correct it according to the directions on the answer key, and write your score in the space provided above. After correcting your work, turn it in to your instructor.

Task 1: Demonstrations of source variety

In the instructional text you learned that having a variety of sources is important. Two questions about source variety follow. For both questions, circle the best answer.

1. Below, the research material for four different papers (a, b, c, and d) is listed. **Determine which paper best demonstrates source variety and circle the letter of that paper.**

CIRCLE ONE



- a. Four books, one periodical and one Internet source (6 total)
- b. Three books, two periodical articles and two Internet sources (7 total)
- c. No books, two periodical articles and four Internet sources (6 total)
- d. One book, one periodical article and seven Internet sources (9 total)

2. **Source variety demonstrates that**

CIRCLE ONE



- a. you spent a great deal of time in the library.
- b. you spent too much of your time researching and not enough time writing.
- c. you have done your job as a researcher.
- d. you chose a challenging topic.

Score for Task 1: 2 x number correct [] = ___ /4

Task 2: Information about periodical sources

It was suggested in the instructional text of Section III that it is important to have information about the periodical sources you plan to use in your documented essay. Specifically, the reference work Magazines for Libraries was mentioned in the instructional text as a good source of information about periodical sources. A periodical's specialty or bias may be uncovered by reading about it in Magazines for Libraries or another reference work that describes periodical sources. In this task, you will be asked questions about specific periodicals. You will have to search for information about these periodicals to answer the questions correctly. (The periodicals are categorized, so you should use the index to find where information about a particular periodical source is located in the text.) In addition to Magazines for Libraries, you may also find information about periodical sources by looking at paper copies of the periodicals (if available) or Internet sites associated with the periodicals. If you encounter problems with this task, consult your instructor. **Six questions follow. Circle the correct response for each.**

1. What perspective on current events does Commonweal magazine present?
 - a. Vegetarian
 - b. Military
 - c. Catholic
 - d. Pro-Life
 - e. Scientific

2. In what year was Time founded? (You may use information from Magazines for Libraries or a paper copy of Time magazine to get this information.)
 - a. 1865
 - b. 1900
 - c. 1929
 - d. 1923
 - e. 1933

3. Get information about the magazines The Nation and National Review. Which one is considered "liberal"?
 - a. The Nation
 - b. National Review

4. The magazine Tikkun is known for reporting on issues with a focus on concerns important to _____ readers.
- a. Buddhist
 - b. Jewish
 - c. Catholic
 - d. Hindu
5. The Spectator is a conservative periodical from _____.
- a. Australia
 - b. Austria
 - c. Canada
 - d. England
 - e. New Zealand
6. The Journal of Marriage and the Family is published by _____.
- a. The National Association of Marriage, Family and Child Counselors
 - b. The National Council on Family Relations
 - c. Times Mirror Inc.
 - d. The Department of Psychology, University of California at Berkeley

Score for Task 1: 2 x number correct [] = ___ / 12

Task 3: Source preferences

In the instructional text, you learned that you should investigate as much as possible the works you use in your documented essay. In Task 3, a scenario will be presented and you will be asked to decide which sources you would choose.

1. For an essay about women in the military, you have gathered four articles from several periodicals. Based only on the information presented, decide which two you would use if you were forced to choose without reading the articles fully.

Article 1: Written by a retired (female) Marine Corps officer, this article (according to its abstract) lays out reasons why women should not be limited in the tasks they are assigned to do in the military. It is 2500 words long.

Article 2: This article (which has no listed author) appeared in a general news magazine and was approximately 150 words long. No abstract is available.

Article 3: This article is an opinion piece by an anonymous female cadet at a military academy.

Article 4: This article, written by the “military affairs correspondent” of a major weekly magazine, contains interviews with several prominent women in the military and an interview with the highest ranking female in the military.

Based on this information, which two articles would you select? **Circle the two you selected:**

- Article 1
- Article 2
- Article 3
- Article 4

Score for Task 3: 1 x correctly chosen items [] = ____ / 2

Task 4: Detection of bias or perspective

In the instructional text, you learned that determining if a source has a particular perspective or contains opinions as opposed to facts is important. Two passages appear below. Read them carefully and determine if the piece is purely factual or if it contains the opinions of the writer. **Circle F if the piece is factual and O if it contains opinions.**

1. “If Hispanics hope to repeat the successful experience of generations of previous immigrant groups, they must continue to increase their educational attainment, and they are not doing so fast enough.” <p style="text-align: right;">Linda Chavez</p> <p style="text-align: center;">CIRCLE ONE → F O</p>

2. “While strikers prayed, the DiGiorgio boycott spread farther across America, with strongholds of support in San Francisco, New York, and Chicago. The union also unveiled another tactic: blocking distribution of grapes at the source.” <p style="text-align: right;">Susan Ferriss and Ricardo Sandoval</p> <p style="text-align: center;">CIRCLE ONE → F O</p>
--

Score for Task 2: 1 x number correct [] = ____ / 2

Total score for Section III: ____ / 20

After correcting your work using the answer key at the Fremont English Learning Center or Newark Tutoring Center, put the score in the heading area of the first page of this exercise. Staple the pages of the exercise together and submit them to your instructor.

SECTION IV: USING PARENTHETICAL CITATIONS SECTION EXERCISE

Instructor's name: _____ English 101A Lab section number: _____

Student's first name: _____ Student's last name: _____

Date: _____ Score: _____ **/20**

There is one task to complete in this section exercise. Follow directions completely. Once you have completed this exercise, bring your work to the English Learning Center on the second floor of Hyman Hall at the Fremont Campus or the Tutoring Center located in room 2306 at the Newark Campus, correct it according to the directions on the answer key, and write your score in the space provided above. After correcting your work, turn it in to your instructor.

Task 1: Determining correct citation form

Ten sentences requiring a parenthetical citation follow. Based on information you learned in the instructional text for Section IV, determine if the citation is correct or incorrect. **Circle "C" if the citation is correct and circle "I" if the citation is incorrect.** A citation can be wrong because it is incomplete or gives the wrong information. You may wish to review the instructional text before you begin this exercise. You are welcome to refer to the text as you work on this exercise.

CIRCLE ONE

1. Some of the most well-known architects of the DeStijl movement were very concerned about the building of low-cost housing (121). **C I**
2. In 1848, women's rights advocates issued a declaration that used wording remarkably similar to Thomas Jefferson's Declaration of Independence (Maier 197). **C I**
3. In his survey, Trieb illustrates five basic types of floor plans used for the churches in New Mexico (27). **C I**
4. One reporter found disenchantment with modern Cuba from a surprising source: the grandson of well-known revolutionary figure (page 81). **C I**
5. Matthew Fox calls today's educational institutions "knowledge factories" and claims that they should change so that they become "wisdom schools." **C I**

CIRCLE ONE

6. The Balfour Declaration--issued by Britain in 1917--is an example of early outside support for a Jewish state in Palestine (“Balfour Declaration,” Encyclopedia Americana, Volume 3. 1979. Page 88). **C I**
7. Famous jurist Oliver Wendell Holmes, Jr., was quoted as saying that he didn’t think that “the United States would come to an end” if the Supreme Court lost its power “to declare an act of Congress void” (qtd. in Donadio 213). **C I**
8. On the subject of controversy regarding his ideas, Postman argues “that experimentation and arguing is what Americans do” (The End of Education, by Neil Postman, page 142.) **C I**
9. An article in The Economist reported that there were problems in more than one election in the Philippines (“An Electoral Pantomime” 40). [This example is from an unsigned article.] **C I**
10. One observer wrote that the Supreme Court “effectively drove President Nixon from office by requiring him to hand over” possibly incriminating audio tapes (“The Court Then and Now,” EBSCOhost). [This example is from a signed article retrieved from a periodical database.] **C I**

Score for Task 1: 2 x number correct [] = ___ / 20

Total score for Section III: ___/20

After correcting your work using the answer key at the Fremont English Learning Center or Newark Tutoring Center, put the score in the heading area of the first page of this exercise. Staple the pages of the exercise together and submit them to your instructor.

SECTION V: INTEGRATING QUOTATIONS	SECTION EXERCISE
Instructor's name: _____	English 101A Lab section number: _____
Student's first name: _____	Student's last name: _____
Date: _____	Score: _____ /20

There are three sections to complete in this section exercise. Follow directions completely for each section. Once you have completed this exercise, bring your work to the English Learning Center on the second floor of Hyman Hall at the Fremont Campus or the Tutoring Center located in room 2306 at the Newark Campus, correct it according to the directions on the answer key, and write your score in the space provided above. After correcting your work, turn it in to your instructor.

Task 1: Rationale for using a quote

In the instructional text, you learned that credibility and reliability play a role in the decision to use quoted material. You might also choose to use a quote because of its clear and concise wording or because the language is especially memorable. Five quotations and their sources follow. Decide if a quote is being used for its: A) credibility, reliability or authority; B) clear, concise wording; or, C) memorable or vivid language. **Circle the most appropriate answer.**

CIRCLE ONE

1. The poet wrote about “spectacular and terrifying things” (Cavafy 52). **A B C**
The source is C. P. Cavafy, a modern Greek poet.

2. Professor Banham stated that “If Los Angeles is one of the world’s **A B C**
leading cities in architecture, then it is because it is a sympathetic
ecology for architectural design, and it behoves [sic] the world’s
architects to find out why” (244).
The source is Reyner Banham, a respected author and professor of architecture.

3. The author of Mexican Painters wrote that Saturnino Herran made **A B C**
known “his indefatigable interest in the pictorial possibilities” that his
own era and location offered (Helm 7).
The source of the wording is the author of Mexican Painters, MacKinley Helm.

4. Unlike most of the other appointees to positions in the Bauhaus, **A B C**
“[Johannes] Itten was Swiss” (Whitford 51).
The source is Frank Whitford, author of Bauhaus.

CIRCLE ONE

5. Dr. Aron claims that “Transferences are not always positive” (178). **A B C**
She goes on to state that “[transferences] are thought to be the transfer of repressed feelings . . .” (Aron 178).
The source is Elaine N. Aron, Ph.D., who publishes in academic journals and is a depth psychologist.

Score for Task 1: 2 x number correct [] = ___ / 10

Task 2: Relevance of quotation to topic

Following each of the essay topics printed below a quotation appears. This quotation may or may not be relevant to the paper. Decide if the quote is relevant. If it is relevant to the paper and topic, circle the word “Yes.” If it is not relevant, circle the word “No.”

CIRCLE ONE

1. *For a paper about Gothic architecture in Germany:*
One scholar wrote how “[the area where Gothic art began] embraced **Yes No**
only the province known as the Ile-de-France (that is, Paris and
vicinity), the royal domain of the French kings” (Janson 330).
2. *For a paper about United States involvement in El Salvador in the 1980s:*
President Ronald Reagan “removed the outspoken American
ambassador [to El Salvador], Robert White” (Danner 40). **Yes**
No
3. *For a paper about the Mexican Revolution:*
One of the greatest battles in the Mexican Revolution took place in **Yes No**
the town of Celaya in April, 1915 (Jiménez 156).
4. *For a paper about political considerations in a guerrilla war:*
Che Guevara claimed that “Combat is the most important drama in **Yes No**
the guerrilla life” (103).

Score for Task 2: 1 x number correct [] = ___ / 4

Task 3: Use of ellipsis and brackets

In each of the following cases, determine if ellipsis and brackets are being used correctly or incorrectly. Before beginning this exercise, you may wish to review the instructional

text. Circle “Yes” if the usage of ellipsis or brackets is correct. Circle “No” if the usage is incorrect.

1. The original source reads:

“In the late post-Abstract Expressionist days, there were only a few people in the art world who knew who was good, and the people who knew who were good knew who else was good.”

Andy Warhol, POPism

Does the following sentence demonstrate the correct use of ellipsis?

One painter of the time stated that “In the late post-Abstract Expressionist days, there were only a few people who knew who was good [. . .]” (Warhol 9).

Yes No

2. The original source reads:

“Dartmouth rejected what was called a ‘transmission’ model of English in favor of a ‘growth’ model.”

Heather MacDonald, “Writing Down Together”

Does the following sentence demonstrate the correct use of ellipsis?

“Dartmouth rejected . . . a ‘transmission’ model of English in favor of a ‘growth’ model,” according to Heather MacDonald’s essay, “Writing Down Together” (89).

Yes No

3. The original source reads:

“The various projects for the rebuilding of Algiers (all of them bogged down in a bureaucratic morass) represent modern solutions to the typical crowded Mediterranean town, which had first introduced Corbu to certain concepts of architecture--especially to the image of the white-walled patio open to the brilliant blue sky.”

Peter Blake, The Master Builders

Does the following sentence demonstrate the correct use of ellipsis?

Peter Blake, author of The Master Builders, noted that “The various projects for the rebuilding of Algiers . . . represent modern solutions to the typical crowded Mediterranean town . . .” (79).

Yes No

4. The original source reads:

“We walked into the Hudson and sat down on a couple of scruffy-looking seats.”

Andy Warhol, POPism

Does the following sentence demonstrate a correct use of brackets?

Warhol recalled that he and Paul Morrissey “walked into the Hudson [Theater] and sat down on a couple of scruffy-looking seats” (9).

Yes No

5. The original source reads:

“The NEA has sent dance and theatrical and musical groups into rural and backwater parts of the country, so that people, and especially the young, could have an opportunity to see live performance, which, even in a television age, has its own magic.”

Joseph Epstein, “What to Do about the Arts”

Does the following sentence demonstrate a correct use of brackets?

Epstein argued that “The NEA [National Endowment for the Arts] has sent dance and theatrical and musical groups into rural and backwater parts of the country [maybe in the south and west?] so that people...could have an opportunity to see live performance...” (193).

Yes No

6. The original source reads:

“But before he started out on his prepared speech, Mies paid an eloquent and extemporaneous tribute to Wright.”

Peter Blake, The Master Builders

Does the following sentence demonstrate a correct use of brackets?

According to Peter Blake’s account of an important gathering in Chicago, “Mies [van der Rohe] paid an eloquent and extemporaneous tribute to [fellow architect Frank Lloyd] Wright” (230).

Yes No

Score for Task 3: 1 x number correct = ____ / 6

Total score for Section V: ____/ 20

After correcting your work using the answer key at the Fremont English Learning Center or Newark Tutoring Center, put the score in the heading area of the first page of this exercise. Staple the pages of the exercise together and submit them to your instructor.

SECTION VI: PREPARING THE LIST OF WORKS CITED	SECTION EXERCISE
Instructor's name: _____	English 101A Lab section number: _____
Student's first name: _____	Student's last name: _____
Date: _____	Score: _____ /20

There is one task to complete in this section exercise. Follow directions completely. Once you have completed this exercise, bring your work to the English Learning Center on the second floor of Hyman Hall at the Fremont Campus or the Tutoring Center located in room 2306 at the Newark Campus, correct it according to the directions on the answer key, and write your score in the space provided above. After correcting your work, turn it in to your instructor.

Task 1: Correct forms for works cited entries

The instructional text illustrated different forms for works cited entries. It is important that you present information in the list of works cited in the correct format. Below, information about ten sources is given in sentence form. Your job is to create a correct works cited entry for each source, based on the type of source it is. Read the information about each source carefully before you write out the citation in the space given. You should consult the instructional text while you do this exercise to make sure you put the information in the exact form required.

1. Your first source is an essay appearing on pages 39-96 of a book. This essay is by Ian Taylor and it is titled "Class Violence and Sport: The Case of Soccer Hooliganism in Britain." The essay by Taylor appears in the book Sport, Culture and the Modern State. The book was published by the University of Toronto Press, which is located in Toronto. Edited by Hart Cantelon and Richard Gruneau, the book was published in 1982.

Write the correct works cited entry for this source in the space given below:

2. Your second source is an article from the August 31, 1998 issue of Time magazine. The article is titled “Faith or Healing?” and it appears on pages 68 and 69. The author of the article is David Van Biema.

Write the correct works cited entry for this source in the space given below:

3. Your third source is from the November 2, 1998 issue of Time magazine. It is a letter from the governor of South Carolina, David M. Beasley to the editors of Time. It is printed on page 15 of the magazine.

Write the correct works cited entry for this source in the space given below:

4. Your fourth source is a document found on the Internet. Its title is “Art Therapy” and it is found on the web site of the American Cancer Society. The document can be found at <http://www.cancer.org/alt_therapies/articles/art.html> and was retrieved on March 5, 1999. Information on the screen indicates that the document was most recently updated on December 2, 1997.

Write the correct works cited entry for this source in the space given below:

5. Your fifth source is an article from an online periodical database known as EBSCOhost. Academic Search Elite, which can be accessed by typing <http://search.epnet.com/> into a web browser. This article is titled “In Education We Trust” and appeared on page 14 of the December 24, 1998, issue of Black Issues in Higher Education. The article, which was retrieved from EBSCOhost, Academic Search Elite on February 16, 1999, was written by Karin Chenowith.

Write the correct works cited entry for this source in the space given below:

6. Your sixth source is a book. The book is titled Cadillac Desert: The American West and Its Disappearing Water. It was published in 1986 by Viking in New York. The author’s name is Marc Reisner. The book is 582 pages long.

Write the correct works cited entry for this source in the space given below:

7. Your seventh source is an article from the magazine Technology Review. The article is titled “Melted Chocolate to Microwave” and has no listed author. It appeared on page 96 of the January/February 1999 issue.

Write the correct works cited entry for this source in the space given below:

8. Your eighth source is an article from a journal. The authors are Douglas B. Downey, James W. Ainsworth and Mikaela J. Dufur. The article appeared in The Journal of Marriage and the Family in 1998. The volume number is 60 and the issue number is 4. The study, titled “Sex of Parent and Children’s Well-Being in Single-Parent Households,” appeared on pages 878-893 of that particular issue.

Write the correct works cited entry for this source in the space given below:

9. Your ninth source is an article from Ethnic News Watch, a full-text online database of articles from the minority and native presses. The title of the article is “Is There Really a Digital Divide?” and it appeared on page 6 of the April 12, 2000 issue of The New York Beacon. The article, which was retrieved from Ethnic NewsWatch on a computer in the Ohlone College Library on November 16, 2001, was written by Lee Hubbard. The vendor for Ethnic News Watch is ProQuest Information and Learning Company.

Write the correct works cited entry for this source in the space given below:

10. Your tenth source is an article from a bound collection of articles. The article, “Encouraging Teen Abstinence” by Kathy Koch, is found in the 1998 edition of CQ Researcher, which is edited by Sandra Stencel. It was published in Washington D.C. by Congressional Quarterly. The article appears on pages 577-600.

Write the correct works cited entry for this source in the space given below:

For the preceding exercises, correct your work carefully, noting the order of information and the punctuation used.

Score for Task 1: 2 x number correct [] = ____ / 20

Total score for Section VI: ____ / 20

After correcting your work using the answer key at the Fremont English Learning Center or Newark Tutoring Center, put the score in the heading area of the first page of this exercise. Staple the pages of the exercise together and submit them to your instructor.