

FAIRVIEW HIGH SCHOOL



RESEARCH GUIDE



**2005
Fairview High School
Fairview School District**

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INTENT: We created this document to provide a concise, interdisciplinary, user-friendly tool for high school students who are engaged in research projects.

ACKNOWLEDGMENT: We acknowledge the Modern Language Association for granting permission to reference its style sheet in the preparation of this document.

COMMITTEE: Mrs. Dreistadt, Mr. Genco, Mrs. Hurt, and Mr. Layman

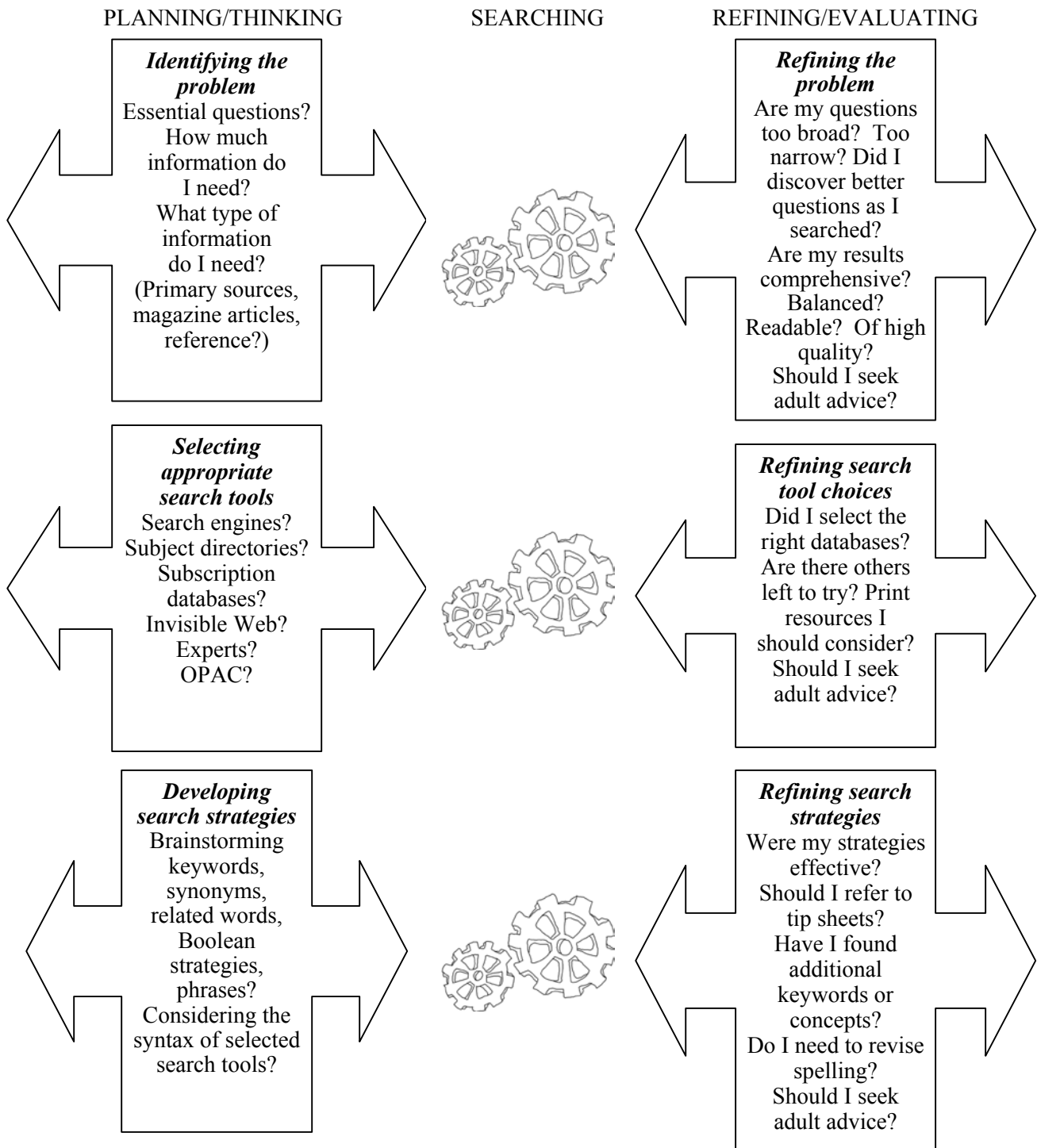
CREATED: This document is a work in progress, originally created at Fairview High School in August 1997 and revised in 2001. This document is a complete revision of all former documents. Parts of this resource contain authentic student work; committee members have created other models to demonstrate style, mechanical correctness, technique, and the writing process. Other parts of this work have been reproduced from sources cited at the end of the document.

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VISUALIZING THE SEARCH PROCESS



These steps are not necessarily performed in exact order.
SEARCHING IS CYCLICAL! SEARCHING IS INTERACTIVE!
 Reconsider questions and revise your strategies as you respond to your results.
 Good searchers use a variety of search tools, as well as print sources.

Big6™ Organizer

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

1. Task Definition

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

NOTES:

2. Information-Seeking Strategies

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

NOTES:

3. Location and Access

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

NOTES:

4. Use of Information — Reading, Hearing, Viewing, Interacting

- Which information is relevant?
- How will I record the information I find — note cards, organizers?
- What is the most logical structure for organizing what I have collected?
- Are there appropriate quotes? Paraphrases? Ideas to summarize?
- How will I give credit to my sources? Do I need permissions for Web publishing or broadcasting?

NOTES:

5. Synthesis

- How will I organize information from multiple sources?
- Can I eliminate information that does not answer my questions or help prove my thesis?
- How will I present the results of my research? Format? Structure?
- How will I make sure my own voice as a writer is heard?
- What conclusions have I made?

NOTES:

6. Evaluation

- Have I completed the requirements of the assignment?
- Is it logically organized, carefully proofread, ethically documented?
- How could I have improved the project? What will I do differently next time?
- Did I really answer the questions I posed?
- Did I use quality evidence to support my argument?
- How effective was my research process?
- How effective is my product?
- Is this my best work?

NOTES:

SOURCE: Adapted with permission from Michael B. Eisenberg and Robert E. Berkowitz, *The Big6™ Model*. Big6™ Web site <http://www.big6.com>.

WHAT IS A THESIS?

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

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

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

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

Attributes of a good thesis

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

How do you know if you have a solid tentative thesis?

Try these five tests:

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

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

Examine and evaluate these sample thesis statements using the five tests.

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

Proficient vs. Advanced

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

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

Remember, reading and coaching can significantly improve the tentative thesis.

Thesis brainstorming

As you read, ask yourself these questions:

- Are interesting contrasts or comparisons or patterns emerging in the information?
- Is there something about the topic that surprises you?
- Do you encounter ideas that make you wonder why?
- Does something an “expert” says make you respond, “No way! That can’t be right!” OR “Yes, absolutely. I agree!”?

THESIS GENERATOR

Ideas for Helping You Develop Better Thesis Statements

1. Equations: Think about the thesis equations as you ask questions and move toward a tentative thesis. A tentative thesis should look something like this:

Specific topic + Attitude/Angle/Argument = Thesis

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

2. Thesis Stems: Consider using these stems to help you move from proficient to advanced thesis statements.

Rank with Justification

- Most important to least important
- Least important to most important

Contrasts (of Perspectives of Sources)

- Although newspapers at the time claimed X, the most significant cause/explanation/reason, etc., is . . .
- While So and So maintains that . . . , more accurately/importantly, etc., #2's position is the stronger one. (Substitute "most historians" for So and So and the appropriate person or view or source for #2.)

Perception versus Reality

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

Good versus Bad Reasons

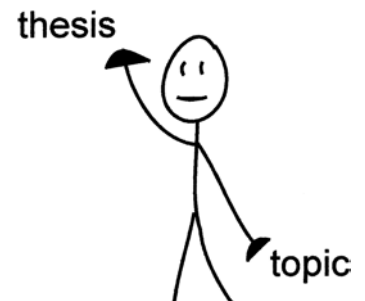
- Historians generally list six reasons as the cause for X, but among these are four that are valid and two that are not.

Cause and Effect

- Certainly, X was the cause and Y was its effect, but between the two are two other factors of equal importance.
- Separately the causes would have not necessarily led to a rampage; however, together their effect was inevitably murderous.
- Although the effects of the rampage were . . . , the causes were understandable/justifiable/inevitable.
- The more important effects of Nat Turner's rebellion went beyond those of the local rampage.

Challenge

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



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

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



USE CARRDSS TO HELP YOU *EVALUATE* YOUR SOURCES!

CREDIBILITY: Who is the author? What are his or her credentials?

ACCURACY: Can facts, statistics, or other information be verified through other sources? Based on your knowledge, does the information seem accurate?

RELIABILITY: Does the source present a particular view or bias?

RELEVANCE: Does this information directly support my hypothesis/thesis or help to answer my question?

DATE: When was this information created? When was it revised? Are these dates meaningful in terms of the subject matter?

SOURCES BEHIND THE TEXT: Did the author use reliable, credible sources?

SCOPE: Does this source address my hypothesis/thesis/question in a comprehensive or peripheral way? Is it a scholarly or popular treatment?

WEB SITE EVALUATION CHECKLIST

By Mary Northrup

Can the Internet be used for research? Absolutely – if you look at each Web site you plan to use with a critical eye.

Consider the criteria:

Author of the Site

Whose idea was it?

--If one person, what are that person's credentials?

--If an organization, check the Encyclopedia of Associations in a public library.

--Is an address or e-mail address given?

Place of Origin

What country or state does it come from?

--The United States

--Other countries (Check the country code in URL: .de for Germany, .au for Australia, .sg for Singapore, etc.)

URL

What type of site is it?

.com – a commercial site

.org – a group or organization

.edu or .ac – an academic institution

.gov – a government site

.mil – a military site

.net – a network

Purpose

How objective will it be?

--To inform you

--To convince you of a point of view

--To sell you a product or service

--To amuse or entertain you

Content

Is it what you need to know and enough of what you need?

--Source of the information (books, articles, research, observation, opinion)?

--Comparison with other sources: accurate? current?

Currency

Is it being updated to reflect current news and trends?

--Date of creation

--Last update

--Up-to-date links

Intended Audience

At what reading level it is aimed?

Organization

Is the overall look pleasing and logical?

Ease of Navigation

Correct spelling and grammar

--Use of graphics

--Placement of ads

--Design

SOURCE CARDS

How do I compile source cards?

A source card identifies books, articles, and other sources that contain information relevant to research. This list will be generated from preliminary reading, library catalogs, indexes, bibliographies, online resources and other reference sources. The source cards will likely change during the research process. Eliminate useless sources. Others may be added, especially as the topic is narrowed, and the thesis is formalized. *Eventually, the source cards will evolve into the actual list of works cited that will appear at the end of the research paper.*

Many teachers recommend that source cards be compiled on index cards. Using cards allows flexibility as sources grow and change; cards can be easily added and dropped. Using index cards also simplifies sorting sources in alphabetical order, in chronological order by date of publication, or in order of their relevance.

Sample elements for a source card

1
Bronte, Emily. <u>Wuthering Heights</u> . New York: Modern Library, 1950.
FIC
BRO
FHS Library
pp. 81-84, 88-89, 90-92, 158, 193-205, 374, 398

It is also helpful to document where the bibliographic data were found in order to recheck or relocate that information from the same sources or from a different library. Record the identifying information, such as library call number, to locate the source. When converting source cards to works cited list, eliminate reference origins and call numbers.

CHECK MLA CITATION SAMPLES IN APPENDIX A

NOTE TAKING

1. **Direct quotation (verbatim):** Quote word-for-word exactly what the author writes. Remember to put quotation marks around the material. **You must copy the words and punctuation exactly.** Proofread the quotation after you have copied it. *Implement when author's style and subject are unique and especially relevant.*

2. **Direct quotation with ellipses:** This method follows the same guidelines as #1; however, you are omitting some of the irrelevant words. An ellipsis (three dots – example . . .) indicates words left out in the middle of a sentence. Four dots indicate words left out at the end of the sentence. The fourth dot is the period at the end of the sentence. *Implement when author's words and style are unique but lengthy.*
3. **Summary:** State researched information in your own words and condense the basic ideas of a long passage or chapter into a few lines. *Implement when author's ideas may prove helpful despite a lengthy presentation.*
4. **Paraphrase:** Completely rewrite the passage into your own words, being very careful not to plagiarize someone's words as your own. The number of words in the paraphrase should approximately equal the original passage. *Implement often to display information in your own style.*
5. **Combination:** Combine any of the methods above. In other words, use some words exactly and paraphrase or summarize other segments.

SAMPLE NOTE CARD

Select the manner of taking notes that best fits your needs or your teacher's instructions. If you choose to use note cards, they should be labeled properly to facilitate the writing of your paper. The following example represents a complete note card:

Sample note card

<p>1</p> <p>Love theme: Catherine's narcissism</p> <p>83 Even though Catherine says she loves Edgar Linton and has consented to marry him, she declares that she and Heathcliff can not be parted. She says, "I shouldn't be Mrs. Linton were such a price demanded! ... Nelly, I see now you think me a selfish wretch; ... if Heathcliff and I married, we should be beggars ... whereas, if I marry Linton, I can aid Heathcliff to rise ... out of my brother's power."</p>
--

- The number **1** at the top of the note card corresponds with the number on your source card.
- “Love theme” identifies card topic.
- The number on the body of the card, in this case **83**, identifies the page number of the source.
- Text format represents combination, including paraphrase and direct quote.

SAMPLE OUTLINE

I. Introduction

A. Thesis Statement

(*Wuthering Heights* epitomizes Romanticism in its emotion, characters, and relationships with nature.)

B. Key Points

II. Romantic Characteristics

A. Obsession with love

B. Emotional characteristics

C. Mystery and the supernatural

D. Relationship with nature

III. Theme of Love

A. Selfish first generation

1. Catherine

2. Heathcliff

B. Altruistic second generation

1. Cathy

2. Edgar

IV. Emotional and Irrational Characteristics

A. Heathcliff

1. Withdrawal

2. Violence

B. Catherine

1. Irrational behaviors

2. Denial

V. Mystery and Supernatural

A. Ghosts

1. Catherine

2. Heathcliff

B. Mysterious events

1. Animals

2. Disappearances

3. *Wuthering Heights*' aura

VI. Man's Relationship with Nature

A. Thrushcross Grange

B. *Wuthering Heights*

VII. Conclusion and Summary

SUGGESTIONS FOR WRITING A ROUGH DRAFT

How do I get started?

As you begin writing your rough draft, feel free to start anywhere that you wish, not necessarily with the introduction. For example, you can begin with information that is fresh in your mind or with the section that interests you the most. Double space your writing, and write on one side of the paper to make revising easier.

How do I incorporate my research into my paper?

In order to get all of your ideas down on paper, weave your researched information throughout the narrative to help fulfill the resource requirements established by your teacher. Include references to notes/note cards using letters and numbers so that you can later fill in the in-text citations. You want to stay focused and to write enough connecting material so that the paper is more than a list.

What about the introduction and conclusion?

Your rough draft must contain both an introduction and conclusion. Each should highlight and make reference to your thesis or the main focus of the paper.

How closely should I follow my outline?

An outline helps you keep your ideas organized so that you follow your thesis. However, you should revise your outline as your information becomes more organized.

How long should my rough draft be?

It is good practice to make your rough draft at least as long as the required page length. During the revision process, you may add or delete many items to the paper causing the length to vary. A longer rough draft will often be easier to revise and helps ensure that you do not fall below the minimum page requirement.

Do I need a works cited page?

Teachers' requirements regarding works cited may vary; since you will have to provide this information with your final draft, you might as well compile it as you go.

IN-TEXT CITATION

What is in-text citation, a.k.a. parenthetical documentation?

Let's say you claim in your science report that Clay Stonewall finds canyoneering thrilling, but you don't cite the source of this quote. Unless you use in-text citation, the reader might assume you claim this information as your own. In-text citation gives credit to the source of any information you quote or paraphrase. The key words *in-text* or *parenthetical* explain how to credit the source of your information. Most often, the author's last name and the page number where you found the information, idea, or fact are placed in parentheses at a natural pause in the paragraph you are writing (e.g., at the end of the sentence or right after the statistic).

How do I use it?

1. Example using author's last name in citation: First, where did you find the information about canyoneering? In this case, it was found in a magazine article by Steven Sevall on page 89. The works cited entry would look like this:

Sevall, Steven. "Canyoneering." Outdoor Life 12 Nov. 1998: 89.

Then, from the information you have in the works cited entry, you use the first word of the entry and the page number in your in-text citation.

Clay Stonewall, one of Nevada's most sought-after guides, defines canyoneering as a "thrilling mixture of sun, rain, wind, and muscle as a climber rappels into the bowels of the earth and then traverses the crevice through icy rivers and mile-high walls" (Sevall 89).

2. Example with no author's name: If the author's name is not available, you should still use the first element (e.g., title or name of organization) of the works cited as the first part of the in-text citation. If Steven Sevall's name were not on the article and if no other author's name were indicated, the works cited entry would look like this:

"Canyoneering." Outdoor Life 12 Nov. 1998: 89.

3. Example using author's name in preceding text: If you use the author's last name in the text before the citation, you write only the page number in the parentheses:

Marc Claborn, owner of Canyon Gear International, describes bat hooks as the lifelines to the outside world after you have dropped to the floor of the canyon (42).

SAMPLE PAGES SHOWING IN-TEXT CITATION

Canyoneering, one of the hottest sports in the world, provides a rush experienced only by climbers with hearts and nerves of raw steel. Clay Stonewall, one of Nevada's most sought-after guides, defines canyoneering as a "thrilling mixture of sun, rain, wind, and muscle as a climber rappels into the bowels of the earth and then traverses the crevice through icy rivers and mile-high walls" (Sevall 89). The thrill of leaving the earth's surface for underground lands unknown is compounded by the mental and physical challenge of getting back out. Jess Hubrihs, a 42-year-old dentist from Des Moines who has canyoneered in Utah and Colorado, describes this sensation as the "black hole" that compels climbers to even try this sport: "Every time I climb back out a 100-foot-deep crack in the earth, I experience this overwhelming sense of having beaten time and space" (Mouton 14). This spring, he will attempt his fifteenth climb at the famed and feared Altman Canyon in Yellowstone National Park.

Specialized gear is required for canyon-climbers because of the encounters with extreme temperature changes and topographical diversities. Marc Claborn, owner of Canyon Gear International, describes bat hooks as the lifelines to the outside world after you've dropped to the floor of the canyon (42). Scaling frigid, slimy, glass-smooth vertical walls is impossible without these claw-like grips that enable a climber to haul his/her body straight up a hundred feet. This grueling effort to exit the canyon is spiritually described by Tim Hornish, veteran climber:

I experienced an almost spiritual rush as I descended into the mouth of the earth.

A whispered prayer to God echoed between the enclosed walls as I lowered myself into the depths, knowing that within 48 hours I would struggle to escape.

Two days later, I began bathooking out. Step by labored step I grappled up the wall until finally sunlight pierced the darkness; I emerged into fresh air uttered another breathless prayer and marveled at the wonder of life. (10)

PARAPHRASES

How do I present indirect quotations or paraphrases?

An indirect quotation is a summary of information taken from a source. You do not quote word-for-word what the author has written. Instead, paraphrase the author's concept or information into your own words. The citation follows the paraphrased information but precedes the end punctuation. The following example reports research on Agent Orange:

In addition to the usual ways Vietnam soldiers may have been exposed to the defoliant, they would take showers with water stored in discarded Agent Orange drums and would also use the drums as barbecues for cooking (Brende 65).

The works cited entry looks like this:

Brende, Joel Osler. Vietnam Veterans: The Road to Recovery. New York: Plenum Press, 1985.

DIRECT QUOTATIONS

How do I present direct quotations?

A direct quotation is a passage taken verbatim from a source. You quote word-for-word exactly what the author has written. Direct quotations are effective in research papers when they are used appropriately and selectively. Your paper's direct quotations should be relevant, interesting, vivid, unusual, and brief.

Direct quotations must be integrated smoothly and accurately into your paper's text. There are a few simple, basic rules for the mechanics of incorporating direct quotations into research writing.

Direct quotations from works of prose:

1. Prose quotations that are no longer than four typed lines should be placed in quotation marks and incorporated into your text.

Example:

The author writes that he moved to Walden Pond "to front only the essential facts of life, and see if [he] could not learn what it had to teach" (Anderson 211).

2. It is not always necessary to quote complete sentences. You are free to quote only a word or phrase as part of your sentence.

Example:

When Thoreau says that he wanted to live "deliberately" (211), he apparently means that he intended to take control of his destiny rather than to allow fate to dictate his future.

3. Quotations may be positioned at the beginning, middle, or end of your sentence.

Example:

"But it pleased God before they came half seas over, to smite this young man with a grievous disease, of which he died in a desperate manner, and so was himself the first that was thrown overboard," writes William Bradford of the fate of a rude, young sailor who had harassed many of the Pilgrims during the *Mayflower's* voyage (13).

OR

William Bradford writes, "But it pleased God before they came half seas over, to smite this young man with a grievous disease, of which he died in a desperate manner, and so was himself the first that was thrown overboard," about the fate of a rude, young sailor who had harassed many of the Pilgrims during the *Mayflower's* voyage (13).

OR

William Bradford writes of the fate of a rude, young sailor who had harassed many of the Pilgrims during the *Mayflower's* voyage: "But it pleased God before they came half seas over, to smite this young man with a grievous disease, of which he died in a desperate manner, and so was himself the first that was thrown overboard" (13).

4. Direct quotations may also be divided by your own words in order to achieve sentence variety and a better, more mature writing style. The end punctuation follows the citation here because this is not an extended quote.

Example:

"But it pleased God before they came half seas over," writes William Bradford of the fate of a rude, young sailor who had harassed many of the Pilgrims during the *Mayflower's* voyage, "to smite this young man with a grievous disease, of which he died in a desperate manner, and so was himself the first that was thrown overboard" (13).

5. If a direct quotation is longer than four typed lines, it should be set off from your text by indenting one inch (or ten spaces if you are word processing) from the left margin. The direct quotation should be double spaced without adding quotation marks. You should use a colon to introduce a direct quotation that is displayed this way. The colon follows a long quote introduction that comes to a complete stop.

Example:

At the conclusion of "The Fall of the House of Usher," with both Roderick and his sister, the last of the Ushers, now dead, the house in which the family had once prospered literally falls:

The radiance was that of the full, setting, and blood-red moon which now shone vividly through the once barely discernible fissure of which I have before spoken as extending from the roof of the building, in a zigzag direction, to the base. While I gazed, this fissure rapidly widened--there came a fierce breath of the whirlwind--the entire orb of the satellite burst at once upon my sight--my brain reeled as I saw the mighty walls rushing asunder--there was a long tumultuous shouting sound like the voice of a thousand waters--and the deep and dank tarn at my feet closed sullenly and silently over the fragments of the "HOUSE OF USHER." (245)

NOTE: In the case of an extended quote, the citation follows the end punctuation.

Direct quotations from works of poetry:

1. When quoting all or part of a single line of poetry, put it in quotation marks within your text. You may incorporate up to three lines this way by using a slash with a space on each side (/) to separate the lines of verse.

Example:

In "Thanatopsis" the poet points out that the dead outnumber the living when he says, "All that tread / The globe are but a handful to the tribes / That slumber in its bosom" (143).

2. When a direct quotation from a poem is longer than three lines, set it off from your text by beginning on a new line and indenting each line one inch (or ten spaces on a word processor) from the left margin. Double space the quotation and do not use quotation marks. **In a long, separated quote, write the citation after the end punctuation.**

Example:

The intensity of Longfellow's grief over the tragic death of his young wife is clearly evident in the sestet of his sonnet "Cross of Snow":

There is a mountain in the distant West
That, sun defying, in its deep ravines
Displays a cross of snow upon its side.
Such is the cross I wear upon my breast
These eighteen years, through all the changing scenes
And seasons, changeless since the day she died. (147)

3. If the poem from which you are quoting has an unusual arrangement of words or lines, try to reproduce it as accurately as possible.

Example:

Both Cummings' unique use of language as well as his wit can be seen at the end of "nobody loses all the time":

i remember we cried like the Missouri
when my Uncle Sol's coffin lurched because
somebody pressed a button
(and down went
my Uncle
Sol

and started a worm farm). (737)

4. If you want to begin a direct quotation in the middle of a line, you should place the partial line where it is in the original, not at the left margin.

Example:

"The Steeple-Jack" effectively creates a visual portrait of a coastal village:

The
place has a schoolhouse, a post office in a
store, fishhouses, henhouses, a three-masted
schooner on the stocks. The hero, the student,
the steeple-jack, each in his way,
is at home. (726)

ELLIPSES

How do I use ellipses?

Direct quotations often include words, phrases, or sentences that are not useful to your paper. The ellipsis may be used to omit this material; however, it is important to preserve both the integrity of the original passage and the grammatical structure of your writing.

Original

The use of setting to create Gothic mood is illustrated in the first two sentences of "The Fall of the House of Usher":

During the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens, I had been passing alone, on horseback, through a singularly dreary tract of country; and at length found myself, as the shades of evening drew on, within the view of the melancholy House of Usher. I know not how it was--but, with the first glimpse of the building, a sense of insufferable gloom pervaded my spirit. (234)

1. When you place an **ellipsis at the beginning of a sentence**, use three dots before the first word. In this case a bracket is used to capitalize a letter that was not capitalized in the original source.

The use of setting to create Gothic mood is illustrated in the first two sentences of "The Fall of the House of Usher":

During the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens, I had been passing alone, on horseback, through a singularly dreary tract of country; and at length found myself, as the shades of evening drew on, within the view of the melancholy House of Usher. ...[A] **sense of insufferable gloom pervaded my spirit.** (234)

2. When you place an **ellipsis in the middle of a sentence**, use three periods with a space before each and a space after the last. (. . .)

The use of setting to create Gothic mood is illustrated in the first two sentences of "The Fall of the House of Usher":

During the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens, I had been passing alone, on horseback, through a singularly dreary tract of country; and at length found myself, as the shades of evening drew on, within the view of the melancholy House of Usher. **I know not how it was--but . . . a sense of insufferable gloom pervaded my spirit.** (234)

3. When you place an **ellipsis at the end of a sentence**, use four dots with a space before each. The fourth dot becomes the period at the end of the sentence.

The use of setting to create Gothic mood is illustrated in the first two sentences of "The Fall of the House of Usher":

During the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens, I had been passing alone, on horseback, through a singularly dreary tract of country; **and at length found myself, as the shades of evening drew on, within [its] view....** I know not how it was--but, with the first glimpse of the building, a sense of insufferable gloom pervaded my spirit. (234)

Check the *MLA Handbook for Writers of Research Papers* for more details about the presentation of direct quotations and the alteration of source material.

TITLE PAGE

Although the *MLA Handbook for Writers of Research Papers* does not specifically require a title page, Fairview High School teachers may require that you include one with your work. If so, it should contain these pieces of information: the title of your work, your name, the course name, and due date. Below is a sample of what a formal title page should look like.

CANYONEERING

Meredith Cleveland
Earth Sciences
November 24, 2004

FINAL DOCUMENT QUICK CHECK

- _____ include title page, outline, text pages, works cited
- _____ complete required number of pages specified by teacher
- _____ number pages (don't number title page, outline, or first page; start with 2 on the second page of text)
- _____ use 12-point font (characters per inch)
- _____ double-space text; avoid extra returns between paragraphs
- _____ use margins (either default or format required by teacher)
- _____ check for correct spelling
- _____ carefully edit and proofread
- _____ check the *Fairview High School Research Guide* and teacher's instructions to make sure format has been followed and all requirements fulfilled
- _____ use formal diction (avoid contractions or slang; third person; refer to individuals by last name; use present tense when discussing literature)

HOW DOES PLAGIARISM BEGIN?

A former Fairview student inadvertently plagiarized when she prepared this note card incorrectly. Let's follow her thinking.

Original Source

The manner in which Joan's voices and visions manifested themselves, and the relationship they seemed to establish with her, also have close similarities with the situations that doctors encounter today. (Edward Lucie-Smith, Joan of Arc [New York: W.W. Norton Company, Inc., 1977] 7)

Plagiarized Note Card

D4	Voices
7	<u>The manner in which Joan's voices/visions came and the relationship they established, have those similarities with the situations doctors encounter today.</u>

Explanation

Notice that the writer quotes segments of the original but did not use quotation marks. Neither did she seem to understand fully what the passage meant. Consequently, here we see neither an ethical quotation nor an accurate paraphrase. Fortunately, the writer corrected her mistake while she was still in the research phase of her term paper project.

Acceptable Note Card

D4	Voices
7	Doctors today recognize that some people have visions and voices like Joan's.

Plagiarized Paper

From the *MLA Handbook for Writers of Research Papers*, here is an example of plagiarism that all too often appears in finished papers:

Original Source

Humanity faces a quantum leap forward. It faces the deepest social upheaval and creative restructuring of all time. Without clearly recognizing it, we are engaged in building a remarkable civilization from the ground up. This is the meaning of the Third Wave.

Until now the human race has undergone **two great waves of change**, each one largely obliterating earlier cultures or civilizations and replacing them with ways of life inconceivable to those who came before. The First Wave of change--the **agricultural revolution--took thousands of years to play itself out**. The Second Wave--the rise of **industrial civilization--took a mere hundred years**. Today history is even more accelerative, and it is likely that the **Third Wave** will sweep across history and **complete itself in a few decades**. (Alvin Toffler, *The Third Wave* [1980; New York: Bantam, 1981] 10)

Plagiarism

There have been **two revolutionary periods of change** in history: the agricultural revolution and the industrial revolution. The **agricultural revolution determined the course of history for thousands of years**; the **industrial civilization lasted about a century**. We are now on the threshold of a **new period** of revolutionary change, but this one may **last for only a few decades**.
(*Note: There is no mention of author and no work cited.*)

Explanation

... [T]he student presented another's line of thinking without giving credit. The student could have avoided the charge of plagiarism by . . . inserting appropriate parenthetical documentation and/or by explaining in the text whose ideas they are.

Acceptable Version

According to Alvin Toffler, there have been two revolutionary periods of change in history: the agricultural revolution and the industrial revolution. The agricultural revolution determined the course of history for thousands of years; the industrial civilization lasted about a century. We are now on the threshold of a new period of revolutionary change, but this one may last for only a few decades (10).

APPENDIX A

MLA BIBLIOGRAPHIC STYLE: A BRIEF GUIDE

This appendix of this booklet is designed to be a quick reference guide to the MLA style of documenting sources in research papers. Your Works Cited section should appear at the end of your paper, and you should arrange the entries alphabetically by author, or by title if no author appears in the entry. In this section you should list only works you actually cited. Your teacher may also request a separate list of works consulted. For further information about types of entries not listed here, consult Joseph Gibaldi's *MLA Handbook for Writers of Research Papers*, 6th edition, which is available in the FHS Library. For further information, consult the following Web sites:

Modern Language Association	http://www.mla.org
KnightCite Citation Creation Tool	http://webapps.calvin.edu/knightcite/
Purdue OWL	http://owl.english.purdue.edu/handouts/research/r_mla.html

Some of your teachers may suggest you use APA, an alternate style used more often in scientific research and developed by the American Psychological Association. For further information, consult the following Web sites:

American Psychological Association	http://www.apastyle.org/aboutstyle.html
KnightCite Citation Creation Tool	http://webapps.calvin.edu/knightcite/
Purdue OWL	http://owl.english.purdue.edu/handouts/research/r_ap.html

Underlining vs. Italics: MLA style traditionally recommends underlining the titles of major works, but some school districts and many publications now utilize italics for this purpose. The MLA Web site addresses this fascinating controversy! “Most word processing programs and computer printers permit the reproduction of italic type. In material that will be graded or edited for publication, however, the type style of every letter and punctuation mark must be easily recognizable. Italic type is sometimes not distinctive enough for this purpose. . . . If you wish to use italics rather than underlining, check your instructor’s or editor’s preferences.”

Other tips

- If no author is given, start the citation with the title.
- Abbreviate the names of all months except May, June, and July.
- Use shortened forms of publishers’ names. Leave out articles—A, An, The—and words like Co., Inc., Books, House, Press, Publishers. When citing a university press, add the abbreviations *U* and *P* (Ohio State UP). If the publisher includes a person’s name, cite the surname alone (instead of John Wiley, use Wiley). If the publisher’s name includes the names of more than one person, cite the first surname only.
- Use familiar abbreviations in publisher’s names (MLA or GPO).
- Use *hanging indentation* format. Indent the second line of an entry and all other lines half an inch or 5 spaces (if using a typewriter).
- All parts of a research paper should be double spaced. Double spacing should be used for your list of works cited, unless otherwise required by your teacher. Double space between entries.
- Titles of newspapers, magazines, and journals are not followed by punctuation.

An Edition Other Than the First

Peters, Michael. Everything You Always Wanted to Know About Keeping Your Classroom

Neat and Clean. 4th ed. Philadelphia: Lysol, 2005.

A Signed Article in a Reference Book

Roosevelt, Eleanor. "Defense of American Territorial Policies." 1952. The Annals of America. Chicago:

Encyclopedia Britannica, 2003.

Strier, Karen B. "Howler Monkeys and Spider Monkeys." Grzimek's Animal Life Encyclopedia. 2nd ed. 2004.

An Unsigned Article in a Reference Book

"Plagiarism." Def 1. The Oxford English Dictionary. 2nd ed. 1989.

"Wedding Dress." Encyclopedia of Superstitions. 1961. New York: MetroBooks, 2002.

"Whales." Macmillian Encyclopedia of the Environment. Ed. Stephen R. Kellert. 6 vols. New York:

Macmillian Library Reference USA, 1997.

Reference to an Introduction, a Preface, a Forward, or an Afterword

Coetzee, J. M., Introduction. The Confusions of Young Törless. By Robert Musil. Trans. Shaun Whiteside. New

York: Penguin, 2001. v-xiii.

An Article in a Scholarly Journal

Stephenson, Joan. "New Dawn for Botswana: Offering Free HIV Treatment and Hope." JAMA: The Journal of

the American Medical Association 292 (2004): 2565.

Trubowitz, Sidney. "The Why, How, and What of Mentoring." Phi Delta Kappan 86.1 (2004): 59-62.

An Article from a Monthly or Bimonthly Periodical

Buckland, Gail. "Indispensable Photographs." American Heritage Dec. 2004: 50-55.

Kitchens, Joe. "Implementing a Student Information System via the Web." Media & Methods Jan. - Feb. 2004: 25.

An Article from a Weekly or Biweekly Periodical

Cowan, Ron. "A Titan of a Mission." Science News 20 Nov. 2004: 328-329.

Seidenberg, Ivan. "Respectfully Submitted: An Agenda for Creating an Innovation-Centered Economy." Vital

Speeches of the Day Nov. 15, 2004: 84-87.

A Signed Article from a Daily Newspaper

Gorley, Veronica. "Our Streets are Safer for Pedestrians." Erie Times 6 Dec. 2004: 1+.

Stoller, Gary. "Airports Ride Out Troubles Better than Airlines." USA Today 6 Dec. 2004: B1.

An Unsigned Article from a Daily Newspaper

"Airbus Gets Tentative Approval to Build New Plane." Globe and Mail [Toronto] 30 Nov. 2004: B15.

"Scant Worry Over Weak Dollar." Wall Street Journal. 6 Dec. 2004: 16.

A Critical Analysis, Signed Excerpt

Kodama, María. "Jorge Luis Borges." Poetry Criticism. Ed. Ellen McGeagh. 32: 51-56.

Films or Video Recording

Biotechnology. Videocassette. Films for the Humanities & Sciences, 2003.

"The Great Gatsby." Channel One Connection. Prod. Elena Mannes. Discovery Networks, Los Angeles. 27
Jan. 2004.

October Sky. Dir. Joe Johnson. DVD Video. Universal Studios, 1999.

A Musical Composition

Beethoven, Ludwig van. Symphony No. 7 in A, op. 92.

Personal Photograph (for your scanned images!)

Begin with a description of the photo. Do not use italics or quotation marks. Indicate who took the photo and the date it was taken.

Mrs. Wittman in costume. Personal photograph by Joe Yearbook. 30 Nov. 2004.

Lecture

Layman, Douglas. "Puritanism." College Prep Communication 9. Fairview High School, Fairview, PA. 17
Nov. 2004.

Personal, Telephone, or Email Interview

Signorino, Sam. Personal interview. 23 Sept. 2004.

CITING ELECTRONIC RESOURCES

Uniform standards continue to develop to address dramatic changes in information formats. Web sources often challenge researchers to locate missing pieces of citations. While researchers should make every effort to locate that information, what is most important in documenting electronic resources is to give the reader as much specific information as possible (e.g., author, title, publication data) to identify the source you are citing.

Parenthetical notes: The information in your parenthetical notes must match the corresponding entries in your list of works cited. One of the most frequent questions students ask is, “How do I prepare a parenthetical note for a Web page if a Web page has no page numbers?”

The MLA has an answer: “...[N]on-print sources such as films, television programs, recordings, and performances and electronic sources with no pagination or other type of reference markers cannot be cited by page number. Such works are often cited in their entirety and often by title” (Gibaldi 239).

Do not include hyperlinks in your works cited; they are useful to online readers only. Turn off auto-formatting before you begin your draft, or enter Control Z to undo automatic hyperlinking by your word processor.

See page 31 of this Research Guide for Web sites with information on electronic citing.

World Wide Web (Internet Web sites, *NetTrekker*, *Web Feet*)

Format:

Author (if known). “Title of Page or Document (if applicable).” Title of Site or Larger Work. Date of electronic publication or most recent date posted. Name of any Associated Institution. Date of access.
<http://address/filename>.

Examples:

Valenza, Joyce. “Springfield Township High School Virtual Library.” 20 Jan. 2005. Springfield Township High School. 24 Jan. 2005. <http://mciu.org/~spjvweb>.

or

Major, Richard. “Habitat Fragmentation, its Effect on Biodiversity.” 2003. Australian Museum Online. 24 Jan. 2005. < http://www.amonline.net.au/factsheets/habitat_fragmentation.htm >.

Article in an online magazine (*Today's Science, The World & I*)

Format:

Author. "Title of Article." Title of Magazine Date of electronic publication. Date of access.

<<http://address/filename>>.

Example:

Sussman, Leonard. "The Essential Role of Human Rights" The World & I July 2003. 22 Jan. 2005.

<<http://www.worldandi.com/>>.

Journal material accessed from a subscription service (*CQ Researcher, EBSCOhost, Student Resource Center/GaleNet, etc.*)

Format:

Author. "Article Title." Periodical Title Date of print publication (if available): Pages. Database Name (if any).

Name of Providing Library, Consortium or Library System. Date of access.

<<http://addressofdatabasehomepage>>.

Examples:

Campbell, Julia. "Picture This: Inside the Graphic Novel." Literary Cavalcade May 2004: 18+. EBSCOhost.

Fairview High School Library. 25 Nov. 2004. <<http://search.epnet.com/>>.

or

Clark, Charles S. "The FBI Under Fire." CQ Researcher 11 April 1997. Fairview High School Library. 23 Jan.

2005. <<http://library2.cqpress.com/cqresearcher>>.

or

Leone, Mary. "Painting Impasto Landscapes." American Artist Aug. 1997: 32-38. Student Resource Center.

Gale Group. Fairview High School Library. 15 Jan. 2005. <<http://infotrac.galegroup.com/>

itweb/fairview/>.

Online Service/Database (*ABC-CLIO Databases, Student Resource Center/GaleNet, most Power Library resources, etc.*)

Format for an article that appeared in a book:

Author. "Article Title." Title of Book. City of Publication: Publisher, Date. Pages. Specific Database on

GaleNet or Larger Database. Name of Providing Library, Consortium or Library System. Date of

access. <<http://infotrac.galegroup.com/itweb/fairview/>>.

Example:

Lawson, Richard H. "Franz Kafka." Dictionary of Literary Biography, Volume 81: Austrian Fiction Writers, 1875-1913. Detroit: Gale Research Inc., 1989, pp. 133-168. Student Resource Center. Fairview High School Library. 20 May 2005. <<http://infotrac.galegroup.com/itweb/fairview/>>.

Format for a reference article (not previously published):

Author (if provided). "Article Title." Specific Database on Student Resource Center. Gale Group. Name of Providing Library, Consortium or Library System. Date of access. <<http://infotrac.galegroup.com/itweb/fairview/>>.

Example:

"Erich Fromm." DISCovering Authors on Student Resource Center. Gale Group. Fairview High School Library. 12 Jan. 2005. <<http://infotrac.galegroup.com/itweb/fairview/>>.

Non-periodical (encyclopedias, etc.)

Format:

Name of Author (if given). "Title of Part of Work." Title of Publication. Name of Editor, Compiler, or Translator (if relevant). Edition or release, if relevant. Publication medium (CD-ROM, diskette, etc.). City of Publication: Publisher, Year of publication.

Example:

Wallechinsky, David. "Olympic Games." Encyclopedia Encarta. CD-ROM. Redmond, WA: Microsoft, 2003.

Personal Subscription Service (one you might subscribe to at home)

Format:

Author (if available). "Title of Article." Title of Larger Work. Version (if available). Date of source. Name of Service. Date of access. Keyword: Word.

Example:

Jones, Charles O. "Political Party." World Book Online. 2003. America Online. 12 Jan. 2004. Keyword: Worldbook.

Email

Format:

Author's Name. "Subject Line from Posting." Personal email (or email to recipient's name). Date of message.

Example:

Smith, William. "Trial results." Email to John Henry. 29 May 1999.

Online Discussion Group or Weblog/Blog

Format:

Author (if given). "Subject of Message." Date of posting. Online posting. Name of Forum. Date of access.

<URL or email address of the list>.

Example:

Solymosi, Tibor. "The Virtues and Vices of the Blog." 21 May 2004. Online posting. Library Conferencing

Topic: Weblogging. 21 Jan. 2005. <<http://www.nicenet.org>>.

Online images (Photographs, Sculpture, Paintings found on the Internet, *AccuNet/AP Multimedia Archive*, etc.)

Format:

Artist if Available. Description or Title of Image. Date of image. Physical Source of Image/Collection (if available). Title of Database or Larger Site. Date of access. <<http://address.website.org>>.

Examples:

Iron Meteorite on Mars. 19 Jan. 2005. NASA. Mars Exploration: Home. 24 Jan. 2005.

<<http://marsweb.jpl.nasa.gov/>>.

or

Weaver, Bruce. Challenger Explosion. 28 Jan 1986. AccuNet/AP Multimedia Archive. 20 Dec. 2004.

<<http://ap.accuweather.com/>>.

or

Van Gogh, Vincent. Iris. 1889. Getty Museum. 20 July 2003. <<http://www.getty.edu/art/collections/objects/o947.html>>.

Online sound

Format:

Creator (if available). "Description or Title of Sound." Date of Sound. Title of Larger Site. Associated Organization or Institution. Date of access. <<http://address.website.org>>.

Examples:

"President's Radio Address." 22 Jan. 2005. President's Radio Address. 23 Oct. 2003.
<<http://www.whitehouse.gov/news/releases/2005/01/20050122.a.ram> >.

or

"Conversation 9326 with Defense Secretary Robert McNamara." 20 Dec. 1965. LBJ Whitehouse Tapes Archives. C-SPAN. 20 May 2004. <<http://www.c-span.org/>>.

Online video clip

Format:

Director (if available). Description or Title of Video Clip. Date of clip. Title of Larger Work or Site. Date of download. <<http://address.website.org>>.

Examples:

Hindenburg Broadcast. 6 May 1937. *MSN Encarta*. 24 Jan. 2005. <<http://encarta.msn.com/>>.

Online Television or Radio Program

Silberner, Joanne. "Food Labels." All Things Considered. 11 July 2003. National Public Radio. 12 Aug. 2004.
<<http://discover.npr.org/features/feature.jhtml?wfid=1331099>>.

APPENDIX B

FAIRVIEW SCHOOL DISTRICT

BOARD POLICY NO. 207 - ACADEMIC INTEGRITY

SECTION: PUPILS

TITLE: ACADEMIC INTEGRITY

ADOPTED: March 25, 1996; REVISED: August 16, 2004

1. PURPOSE

The Fairview School District is committed to encouraging strict standards of academic integrity to help students develop intellectually, creatively, and ethically. Honesty in all assignments is considered essential to the maintenance of such standards.

2. DEFINITIONS

Academic Integrity is the pursuit of scholarly activity free from fraud and deception.

Academic Dishonesty includes, but is not limited to, cheating, plagiarism, fabrication of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, to tampering with the academic work of other students. The person who gives another person answers on an exam, or writes a paper for another student, is equally guilty of academic dishonesty with the person for whom the answers or papers are provided.

Plagiarism is the presenting of ideas or statements of another writer without crediting the original source. Plagiarism is theft, even when it is unintentional. Plagiarism can occur in several ways. A writer commits plagiarism if s/he quotes a source without using quotation marks, or paraphrases a source without giving credit. Plagiarism also occurs when a writer summarizes a source's ideas or observations without giving credit to the source. See *Writer's Choice: Composition and Grammar*, pg. 321, Columbus, OH: Glencoe, 1993.

Examples of various types of plagiarism include but are not limited to:

1. Stealing, borrowing, buying or copying another person's work (i.e. homework, reports, take-home exams, tests and research papers, music, art, etc.).
2. Failure to cite a direct quotation.
3. Failure to cite a paraphrased passage.
4. Failure to provide a complete bibliography.

3. GUIDELINES

Substituting a few words of a direct quotation and calling this "paraphrasing" still constitutes plagiarism because most of the words remain the words of the source. Plagiarism must be avoided when researching. Students must learn to give credit to their sources, as well as to themselves. Understanding plagiarism and how to avoid it is an important lesson.

In order to avoid plagiarism, the following actions shall be instituted:

1. Teachers shall review the definition of plagiarism with their students and the expected ethical behavior on an annual basis.
2. The definition and expectations of students with regard to plagiarism shall be published in the student and district handbooks.

Discipline of Students

The district has adopted an Ethics Code and the Fairview School Community Ethics Pledge. All students are expected to abide by the terms of the Ethics Code in their scholastic efforts. Acts of academic dishonesty and/or plagiarism will be dealt with severely. Adhering to the guidelines of the student disciplinary code is the responsibility of both students and staff.

There should be clear, objective evidence that plagiarism or academic dishonesty has occurred. If there is reasonable suspicion of plagiarism or academic dishonesty, but no physical evidence, the teacher should check the bibliography or have the student summarize the work under different conditions. Any student suspected of plagiarism may be required to produce the sources in question.

The teacher should complete a disciplinary referral form, clearly documenting the violation. Evidence of the possible violation of the policy must accompany the referral form.

The consequences for acts of academic dishonesty or plagiarism includes the following:

1. Conference with the student.
2. Notification of parent(s)/guardian(s), faculty member involved, and building principal.
3. Disciplinary referral to the building administrator.
4. Grade consequences for incidents of academic dishonesty will follow a progressive disciplinary system:
 - a. For a **first offense**, a grade of zero will be assigned for the assignment. The student also will be required to redo the paper, project, or assignment. Should the student fail to complete the assignment, further disciplinary action will be taken.
 - b. The **second offense** of academic dishonesty will result in the lowering of the marking period grade for the class that the offense occurs in by one full letter grade.
 - c. A **third offense** of academic dishonesty will result in loss of credit for the semester and removal from the course that the offense occurs in.
5. Other appropriate consequences as determined by the administration.

The student shall be referred to the Guidance Department for follow-up.

WORKS CITED PAGE

The following serves as the works cited for this document as well as a sample of what a works cited page should look like.

Works Cited

“Academic Integrity.” Fairview School District: Policy Manual Guide. Fairview, PA:

Fairview School District, 16 Aug. 2004.

Anderson, Robert, et al. Elements of Literature: Fifth Course, Literature of the United States.

Austin, Texas: Holt, Rinehart, and Winston, 1993.

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 6th ed. New York: Modern

Language Association of America, 2003.

“Using MLA Style to Cite and Document Sources.” ONLINE! Retrieved 21 Dec. 2004.

<<http://www.bedfordstmartins.com/online/cite5.html>>.

Valenza, Joyce Kasman. Power Tools Recharged: 125+ Essential Forms and Presentations for

Your School Library Information Program. Chicago: American Library Association,

2004.