

# MICHELE CLARK RESEARCH GUIDE



By P. Myers

# RESEARCH GUIDE

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# VISIT LIBRARIES: SPARK YOUR IMAGINATION



Here are some general tips for using libraries:

- **OPAC (Online Public Access Catalog):** Most libraries have an online public access catalog (OPAC) to help you locate *books*. The web addresses of various library catalogs are listed below, and most of these can be accessed from any computer with an Internet connection. If you do not know how to use an OPAC, look on the page “Finding Sources” for directions.
- **Ask Questions:** If you cannot find information or do not know where to start, ask someone who works in the library for help. Before asking your question, think about how to phrase your question clearly and politely.
- **Take Your Time:** Be prepared to spend several hours in the library.
- **Show Me the Money:** Bring some money, as you will need it to make copies or buy some lunch.

## Michele Clark High School Library

Our school library has information on some topics. However, our library certainly will not have all the information on your topic. You will have to visit other libraries.

**OPAC:** Go to <http://micheleclark.org/library>, click the link for Library Catalog

**Library Databases:** Go to <http://micheleclark.org/library>, click the link for CPS Library Databases (passwords for the databases are on pages 7-8 of this guide)

## Chicago Public Library (CPL)

One nice feature of the CPL is that you can login to the CPL website to reserve (also called “hold”) books that you want to check out and have them sent to any branch. You will receive an e-mail when the books are ready and you can pick them at the branch you selected. This feature, as well as information about acquiring a library card, is found at <http://www.chipublib.org/howto/index.php>.

**Hours and Locations:** <http://www.chipublib.org/library/locator/>

**General Information:** <http://www.chipublib.org/howto/index.php>

**OPAC:** <http://www.chipublib.org/search/catalog/>

**Databases:**

[http://www.chipublib.org/cplbooksmovies/research/online\\_research.php](http://www.chipublib.org/cplbooksmovies/research/online_research.php)

(you must have your library card number and zip code to use these)

## Museum and Private Libraries

Chicago has many museum and private libraries. If you plan to visit these libraries, check their websites for more information about hours and rules. Be aware that some libraries have non-circulating collections, which means you cannot check out books, so plan to spend some time there taking notes and/or making copies. Also, they may have some databases that are available only if you visit the library itself.

Burnham and Ryerson Libraries at the Art Institute,

**Hours and General Information:** <http://www.artic.edu/aic/libraries/>

**OPAC:** <http://www.artic.edu/aic/libraries/research/index.html>

**For other collections or online resources, you must be at this library, and visit:**  
<http://www.artic.edu/aic/libraries/research/index.html>

Chicago History Museum Research Center

**Hours and General Information:** <http://www.chicagohistory.org/research>

**OPAC:** <http://www.chsmedia.org:8081/#focus>

**Online Collections and Resources:**

<http://www.chicagohistory.org/research/resources/online-resources/online>

Field Museum Library

**Hours and General Information:**

[http://www.fieldmuseum.org/research\\_collections/library/visitors.htm](http://www.fieldmuseum.org/research_collections/library/visitors.htm)

**OPAC:** [http://www.fieldmuseum.org/research\\_collections/library/harlow.htm](http://www.fieldmuseum.org/research_collections/library/harlow.htm)

**Online Collections and Resources:**

[http://www.fieldmuseum.org/research\\_Collections/library/collections.htm](http://www.fieldmuseum.org/research_Collections/library/collections.htm)

Newberry Library

**Hours and General Information:**

<http://www.newberry.org/collections/researchers.html>

**OPAC:** <https://i-share.carli.illinois.edu/nby/>

**Online Collections and Resources:**

<http://www.newberry.org/collections/collections.html>

# LIST KEYWORDS: UNLOCK YOUR SEARCH

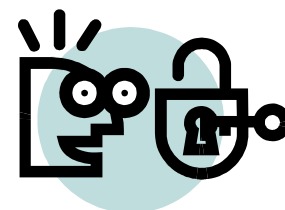


## What are keywords?

**Keywords are words and/or phrases related to your topic. Once you have chosen a topic, your first step should be writing a list of keywords.**

**Keywords will help you find information in:**

- Library's online computer catalog
- Books (using the Table of Contents and Index)
- Encyclopedias
- Library databases
- Internet websites



## To make a list of keywords for your topic:

1) State the topic of your investigation in a sentence:

I will research the **civil liberties** of **teenagers** in **school**.

2) List the keywords from your sentence as concepts:

CONCEPT A	CONCEPT B	CONCEPT C
<b>civil liberties</b>	<b>teenagers</b>	<b>school</b>

3) List related terms and synonyms for each concept:

CONCEPT A	CONCEPT B	CONCEPT C
<b>civil liberties</b>	<b>teenagers</b>	<b>school</b>
civil rights	adolescents	academy
freedom	juveniles	high school
human rights	minors	
legal rights	students	
natural rights	teens	
rights	young adults	
	youth	

4) Make a separate list of general categories and specific terms that do not quite fit in your list of concepts:

### General Categories

personhood  
U.S. laws

### Specific Terms

freedom of expression  
privacy rights  
rights of juveniles  
students' rights

# FIND SOURCES: NAVIGATE THE INFO SEA



## Types of Sources

Whether a certain type of source will work for your research project depends on: a) your topic and b) your evaluation of that source (see the section on evaluating information). Information for your research project might be found in:

- Books
- Databases
- Newspapers
- People
- Periodicals
- Primary Sources
- Websites

## Find Books

Most libraries have an online public access catalog (OPAC) to help you locate *books*. The web addresses of various library catalogs are listed on pages 1-2 and most of these can be accessed from any computer with an Internet connection. To use an OPAC:

- Type one of your keywords
- Once you have found a book you want, write the book's:
  - Title
  - Call number
- If you cannot find the book on the shelf, ask for help

## Use Online Library Databases

What is an online library database?

Online databases are password-protected, searchable collections of information. When you search an online database, the search usually has more options than you would find if you used a search engine on the free Internet. Also, the information you find is often more accurate, relevant, and authoritative than what you would find on the free Internet.

As a CPS student, you have access to several electronic databases. If you are a Chicago Public Library card holder, you have access to even more.

What types of documents do databases have?

Different databases provide different types of information, but most databases contain full-text articles from books, magazines, journals, and newspapers. Some databases have photographs, audio clips, and video clips.

How do I access databases?

The main databases that you will find useful are accessed through the Chicago Public Schools and the Chicago Public Library. Links to these databases are on our website, [micheleclark.org/library](http://micheleclark.org/library). Our CPS databases and passwords are included on 7-8 in this guide. Additional information about searching databases is located in this section.

# SEARCH ONLINE DATABASES: ANOTHER WORLD OF INFORMATION IS OUT THERE



## What are Online Databases?

Online databases are password-protected, searchable collections of information. When you search an online database, the search usually has more options than you would find if you used a search engine on the free Internet. Also, the information you find is often more accurate, relevant, and authoritative than what you would find on the free Internet.

As a CPS student, you have access to many online databases. If you have a Chicago Public Library card, you have access to even more. Links to these are on our website, [micheleclark.org/library](http://micheleclark.org/library). Passwords for CPS databases are included on pages 7-8.

## Get Some Help

Before searching in any database, look at the Help section in that database. Different databases have different ways to combine and truncate keywords.

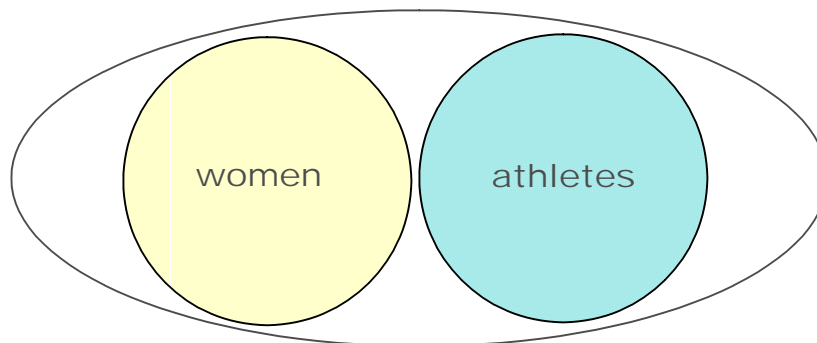
## Boolean Logic

Generally, you will get better results with databases if you use something called Boolean Logic. Basically, Boolean Logic involves using logical connectors to combine your search terms—a bit like knowing the order of operations in math. Here are the basics:

### OR broadens or expands a search

For example, if we search for “women **or** athletes”

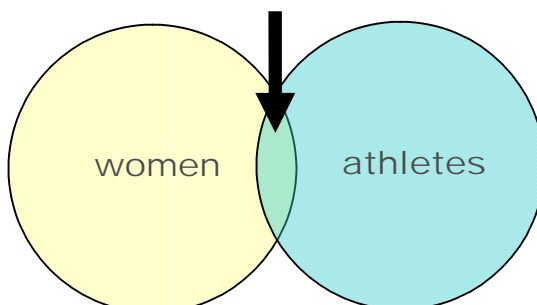
- we are saying “show me documents that mention women or athletes”
- results show documents that mention women and documents that mention athletes



### AND narrows a search

For example, if we search for “women **and** athletes”

- we are saying “show me documents that mention BOTH women and athletes”
- results show documents that mention BOTH women and athletes



## Using Keywords in Databases

We will use the example from the keywords handout, **civil liberties** of **teenagers** in **school**. We already grouped keywords into concepts and listed general categories and specific terms separately, as shown below:

CONCEPT A	CONCEPT B	CONCEPT C
<b>civil liberties</b>	<b>teenagers</b>	<b>school</b>
civil rights	adolescents	academy
freedom	juveniles	high school
human rights	minors	
legal rights	students	
natural rights	teens	
rights	young adults	
	youth	

### General Categories

personhood  
U.S. laws

### Specific Terms

freedom of expression  
privacy rights  
rights of juveniles  
students' rights

### HERE ARE SOME EXAMPLES:

SEARCH A: Stringing the main concept words together with "OR"

civil liberties **OR** teenagers **OR** school

- this would provide too many results, and most would not be related to the topic

SEARCH B: Stringing the main concept words together with "AND"

civil liberties **AND** teenagers **AND** school

- this search would provide fewer results than search A, and most of the documents would be related to the topic
- BUT, since this is such a narrow search, it would leave out many pertinent results

SEARCH C: Stringing each group of concepts together with "OR" and enclosing them in parentheses, then linking those strings with "AND". For most databases to search correctly, phrases should be in quotes.

("civil liberties" **OR** "civil rights" **OR** freedom **OR** "human rights" **OR** "legal rights"  
**OR** "natural rights" **OR** rights)

**AND**

(teenagers **OR** adolescents **OR** juveniles **OR** minors **OR** students **OR** teens **OR** "young adults" **OR** youth)


**AND**

(school **OR** academy **OR** "high school")

- this search would probably find all the pertinent results in a particular database

# ONLINE DATABASES AND WEB RESOURCES – 2008-2009

Go to <http://micheleclark.org/library> and click on CPS Databases

PRODUCT	DESCRIPTION	ADDRESS	PASSWORDS
<p>Gale Databases:</p>  <p><b>Student Resource Center – Gold</b></p>  <p><b>Student Resource Center – Junior</b></p>  <p><b>Kids InfoBits</b></p>  <p><b>Professional Collection</b></p>  <p><b>Gale Virtual Reference</b></p>  <p><b>Student Resource Center – Health Module</b></p> 	<p>A fully integrated database for high school containing thousands of curriculum-targeted primary documents, biographies, essays, critical analyses, full-text coverage of over 1,000 magazines, newspapers, over 20,000 photographs and illustrations, and audio and video clips.</p> <p>The middle school version of Student Resource Center-Gold.</p> <p>For K-5 students. Features a visually graphic interface, a topic tree search, and age-appropriate, curriculum-related magazine, newspaper and reference content.</p> <p>The Gale Professional Collection includes a custom collection of more than 300 full-text journals for educators and administrators.</p> <p>Gale E-Books: Multi-volume reference sets on Africa, African Americans, American Decades, World Biographies, Endangered Species, Energy, Civil War, American Revolution, World Wars I &amp; II, Harlem Renaissance, Countries, Women Writers, Modern Literature, and other topics.</p> <p>Over 1,400 essays on medical and health-related topics including diseases, treatments, and figures in the fields of science and health. Includes full-text medical periodicals, pamphlets, timeline, photographs and diagrams.</p> <p>Full-text of 126,500 poems, 5,000 short stories, 2,800 essays, 1,800 speeches, and 1,000 plays.</p>	<p><a href="http://access.gale.com/cps">access.gale.com/cps</a></p> <p><a href="http://access.gale.com/cps">access.gale.com/cps</a></p> <p><a href="http://access.gale.com/cps">access.gale.com/cps</a></p> <p><a href="http://access.gale.com/cps">access.gale.com/cps</a></p> <p><a href="http://access.gale.com/cps">access.gale.com/cps</a></p> <p><a href="http://access.gale.com/cps">access.gale.com/cps</a></p> <p><a href="http://access.gale.com/cps">access.gale.com/cps</a></p>	<p><b>Username:</b> 6620</p> <p><b>Username:</b> 6620</p> <p><b>Username:</b> 6620</p> <p><b>Username:</b> 6620</p> <p><b>Username:</b> 6620</p> <p><b>Username:</b> 6620</p> <p><b>Username:</b> 6620</p>
 <p><b>ABC CLIO</b></p>	<p>Reference resources for social studies, history, geography, current events, with teacher materials and links to textbooks. Includes essays, biographies, maps, images, eBooks, primary documents, activities and more.</p>	<p><a href="http://worldhistory.abc-clio.com">worldhistory.abc-clio.com</a>  <a href="http://worldgeography.abc-clio.com">worldgeography.abc-clio.com</a>  <a href="http://americanhistory.abc-clio.com">americanhistory.abc-clio.com</a>  <a href="http://stategeography.abc-clio.com">stategeography.abc-clio.com</a>  <a href="http://americangovernment.abc-clio.com">americangovernment.abc-clio.com</a></p>	<p><b>Username and Password:</b> 6620</p>

PRODUCT	DESCRIPTION	ADDRESS	PASSWORDS
	Millions of articles on as many topics. Includes Internet links, magazine articles, teacher resources, timelines and more. Select the appropriate grade level.  Includes Britannica's Spanish language version.	school.eb.com  spanish.eb.com	<b>Username and Password:</b> 6620
	Professional and educational magazine and journal articles. Includes <i>ERIC</i> , <i>WorldCat</i> , <i>Article-First</i> , <i>WilsonSelect</i> , and others.	firstsearch.oclc.org	<b>Authorization:</b> 100-111-270 <b>Password:</b> bxxd.puxx
	Grolier Multimedia and America the Beautiful reference materials for elementary, middle grades and up.	go.grolier.com	<b>Username and Password:</b> 6620
	4,000+ maps, current events materials, handouts, quizzes, games, lesson plans.	maps101.com	<b>Username and Password:</b> 6620
	Chicago Tribune Historical Archive (1845 to 1984), Chicago Tribune (1985 to present), Chicago Sun-Times (1986 to present). Also includes the Big6 Resource Center, Special Reports, & Map Database.	infoweb.newsbank.com	<b>Username and Password:</b> 6620
	TeachingBooks.net provides original, in-studio movies of authors and illustrators and a wealth of multimedia resources on K12 books that generate enthusiasm for books and reading.	teachingbooks.net/home	<b>Username:</b> your full CPS e-mail address <b>Password:</b> cps
	Teen Health & Wellness: Real Life, Real Answers provides students with curricular support and self-help on topics including diseases, drugs, alcohol, nutrition, fitness, mental health, diversity, family life, and more.	www.teenhealthandwellness.com	<b>Username and Password:</b> 6620
	A comprehensive collection of scholarship focused on the lives and events which have shaped African American and African history and culture.	www.oxfordaasc.com/public  access to this site made possible by the generous donation from Allstate Insurance	<b>Username and Password:</b> 6620cps
	CPL provides subscriber access to over 30 databases for children and adults, including <i>JuniorQuest Magazines</i> ; <i>ProQuest Newspapers</i> ; <i>SIRS Discoverer</i> ; Spanish-language databases; and <i>WorldBook</i> .	chipublib.org	Select <i>View All Online Resources</i> , then enter CPL card number.
	Reference and reading materials specially created in support of the CPS curriculum for teachers and students.	ecuip.lib.uchicago.edu	No password needed.
	Free online source for African American biographies, history, timelines, events.	thehistorymakers.com	No password needed.
	Free online resource for American history. A digital collection of more than 8 million primary source materials, including historic maps, documents, audio and video.	loc.gov	No password needed.
	Free, comprehensive reference source of Chicago history.	encyclopedia.chicagohistory.org	No password needed.

# QUESTION: KNOW WHERE YOU'RE GOING



## Focus Up!

Questions help you focus your research. If you do not have questions about your topic, then you do not have a clear direction for your research.

Before you are able to think of good questions, *you need to read extensively in your subject area*. Your reading will familiarize you with your subject area, helping you to narrow your topic and ask important questions.

## Question and Reflect While You Read

Here are some general questions to ask as you read:

- What are the main arguments?
- What evidence is provided?
  - Supporting
  - Countering
  - What counts as evidence?
  - What is the nature of the supporting evidence? For example, is it based on empirical research, ethical consideration, common knowledge, and/or anecdote?
- How does this idea relate to others, past and present? What ideas does it complement? What ideas does it contradict?
- What inferences are being made from what kind of data, and are these inferences legitimate?
- What are the short-term and long-term implications of the solution and/or consequences of the outcome?
- What are the biases or assumptions behind the inferences, selection or collection of data, or framing of the problem?
- What are the basic concepts or terms being used? How do these definitions affect the framing of the problem?
- What point of view is being expressed? What political, ideological, and/or paradigmatic considerations inform or govern or limit point of view?
- How would someone from a related but different discipline look at the problem, solution, and/or issue? Could an interdisciplinary approach improve the analysis, discussion, and/or evaluation?

Questions adapted with permission from: Nolen, Susan. "General Analytical Questions." University of Washington. [http://faculty.washington.edu/sunolen/528/gen\\_anal\\_qs.htm](http://faculty.washington.edu/sunolen/528/gen_anal_qs.htm) (accessed April 2-May 27, 2009).

and

"Critical Thinking Questions You Can Ask about Anything," Writing Across the Curriculum, University Writing Program, University of California, Davis. <http://wid.ucdavis.edu/handouts/critthink.htm> (accessed April 2-May 27, 2009).

# EVALUATE SOURCES: STOP AND THINK



You must carefully evaluate each source that you use. Here are some questions to help you evaluate sources. In the appendix, there is a website evaluation checklist.

## Authority

- Who wrote the book, article, or website?
- Is this person an expert in this subject area? Does he/she have credentials?
- How do you know the person's credentials are valid?
- If there isn't an author listed, is the information authored by a government, corporate, or non-profit agency? Is the agency or organization recognized in the field in which you are studying, and is it suitable to address your topic?

## Publishing Body

- Periodical articles
  - Is the article from a mass media/popular magazine, a substantive news source, or a scholarly journal?
  - Who is the intended audience (general readers, experts, practitioners)?
  - Is the purpose to inform, educate, persuade, entertain, sell, etc.?
  - Does the periodical have a particular editorial slant?
- Books
  - Is the book published by an academic press or a commercial publisher?
  - Does the publisher publish primarily scholarly or popular books?
  - Is the purpose of the book to inform, educate, persuade, entertain, sell?
- Web Sites
  - To what domain does the site belong (edu, gov, org, com, net, etc.)?
  - Is the name of the person or organization responsible for the overall site provided? Is there a link to information about their mission or purpose?
  - Is the purpose of the website to inform, educate, persuade, entertain, sell?

## Objectivity

- What is the author's point of view? Is the information biased?
- Is the evidence presented as fact or opinion?

## Currency

- When was this source written or published? Is currency important for your topic?

## Accuracy

- Do other sources verify this information?
- Does the author include a bibliography or links to other websites?
- What types of sources are cited?
- What kind of evidence is provided?

## Relevance/Coverage

- Is the information detailed?
- Does the source answer your questions?

Many of these questions were copied or adapted from: University of Washington, Bothell. "Evaluating Sources." CampusLibrary. <http://library.uwb.edu/guides/eval.html> (accessed April 2-May 27, 2009).

# WEBSITE EVALUATION WORKSHEET

	Yes	No	Don't Know
Accuracy			
• Can you find this information in other places?	___	___	___
• Is the information reliable and free of errors?	___	___	___
Authority			
• Who is the author or creator?	___	___	___
• Is the author associated with a reputable organization?	___	___	___
• Can the author be contacted from the website?	___	___	___
• Is there a list of sources used or recommended by the author?	___	___	___
• Is the URL domain non-commercial?	___	___	___
Currency			
• Has the information been updated recently?	___	___	___
Objectivity			
• Does the information show any obvious bias?	___	___	___
• Is the page designed to sway opinion?	___	___	___
• Is there any advertising on the page?	___	___	___
Relevance/Coverage			
• Is the information well-organized and detailed?	___	___	___
• Is the information relevant to your topic?	___	___	___

Copied and adapted from the booklet: School Districts 90, 97, and 200; Oak Park and River Forest, Illinois. "Research Guide." Oak Park District 97. <http://www.op97.k12.il.us/pub/researchbasics.pdf> (accessed May 25, 2009)

# TAKE NOTES: GETTING SOME DIRECTION



## Know what Kind of Ideas you Need to Record

Focus your topic before starting detailed research. Read with a purpose in mind and read carefully to ensure that you understand the ideas expressed before you take notes.

- Review the commonly known facts about the topic, becoming aware of the range of thinking and opinions on it.
- Choose an angle that is interesting to you, then formulate your research question. It should allow for reasoning and gathering of information. You may want to write a tentative thesis statement as a preliminary answer to your question.

## Don't Write Down Too Much

Your essay must be an expression of your own thinking, not a patchwork of borrowed ideas. Spend time understanding your sources and relating them into your own thinking. Use index cards or note sheets to record only ideas that are relevant to your particular focus. You should summarize ideas more often than you paraphrase or quote.

- Copy exact words only when the ideas are memorably phrased or surprisingly expressed. Use quotation marks to indicate that the words were copied exactly.
- Otherwise, compress ideas in your own words, as summaries. Paraphrasing is usually not the best use of your time. Choose the most important ideas and write them down as labels or headings. Then fill in with a few subpoints to explain.
- When paraphrasing, you must change text significantly (see the citation handout)
  - Read over what you want to paraphrase carefully. Look away from the text and write the idea in your own words without peeking.
  - Check your paraphrase against the original text to ensure you have not used the same phrases or words, and that the information is accurate.
- Don't depend on underlining or highlighting.

## Label Your Notes Well

Take notes in a way that allows for later use.

- Record bibliographic information on a master list, computer file, or with individual note cards for each source. Then you can quickly identify each note by the author's name and page number. When you refer to the sources in the essay you can fill in the details of publication easily.
- Try to put notes on separate cards or sheets. This will allow you to label the topic of each note. It also will help you group and synthesize your ideas, and will keep you focused. Shuffling notes can help you create new ideas. (The next page shows how to structure a note card.)
- Leave space in your notes for your own comments, questions, and reactions. These comments can become a virtual first draft of your paper.

Adapted from: Procter, Margaret. "Taking Notes from Research Reading." Advice on Academic Writing: Writing at the University of Toronto. <http://www.utoronto.ca/writing/notes.html> (accessed May 18-June 1, 2009)

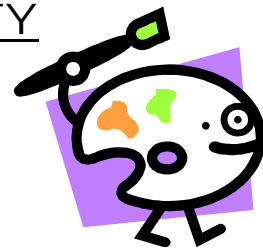
## USE INDEX CARDS TO TAKE NOTES

Many students find that using index cards to take notes is helpful. Doing so allows you to label the topic of each note, as well as group and synthesize your ideas. Here are some tips for filling out note cards:

- Put the general topic heading at the top of the note card.
- Summarize the main points in shortened note form rather than in full sentences.
- Write 1-3 main ideas on each card, with supporting details.
- Identify direct quotes with quotation marks and the author's name.
- Include the source number in the upper right corner.
- Write the page number(s) of the source after the notes.

Heading	The "Deaf World"	1
Notes— brief, in my own words	Defintion in my words: it is the cultural life of deaf people	Source Card number
	• deaf clubs	
	• deaf associations	
	• churches or other places where deaf people meet	
Page numbers	Many deaf more comfortable with other deaf people	
	• few or no hearing friends	
	• little trust of hearing people	
	pgs. 33-34	

# CITE AND WRITE RIGHT: RESPECT CREATIVITY



## Citation and Citation Styles

Citing sources means giving credit to the authors of the ideas you mention in your paper. You still have to summarize or paraphrase those ideas—or, if you wish to use the exact words of an author, use quotation marks.

The main citation styles are:

- American Psychological Association (APA)
- Modern Language Association (MLA)
- Turabian

Before you begin using a particular citation style, you should acquire a copy of the handbook that goes along with that style so that you know how to format your citations. The following lists the most recent version of each citation style handbook:

- For APA style, use the *Publication Manual of the American Psychological Association, Fifth Edition*
- For MLA style, use the *MLA Handbook for Writers of Research Papers, 5th Edition*
- For Turabian style, use the *Chicago Manual of Style, 15<sup>th</sup> Edition*

Additional information about citing sources—including examples, where to find in-depth information about citation styles, and online citation tools—is included on pages 17-21 and in the appendix.

## Avoiding Plagiarism

Using others' ideas without giving them credit is a serious offense called “plagiarism.” It includes intentionally copying someone else's words and/or accidentally using someone else's ideas without citing them properly (the latter often happens due to disorganization).

How to correctly include information from a source:

- Summarize (give the main ideas), paraphrase (rephrase a passage), or quote (put exact words of the author in quotation marks “ ”) the ideas
- If you choose to paraphrase, you must change the phrasing *significantly* (see the next page for concrete examples of this)
- Keep your notes organized so you do not accidentally use someone's ideas without citing them
- ALWAYS cite your sources (see section above, describing citation)

## Avoiding Plagiarism Con'd: Using Sources Correctly

**The following passage is quoted from F. R. Leavis's book *The Great Tradition*. The revisions show the difference between plagiarism and proper paraphrasing.**

### ORIGINAL TEXT BY LEAVIS:

Dickens, as everyone knows, is very capable of sentimentality. We have it in *Hard Times* (though not to any seriously damaging effect) in Stephen Blackpool, the good, victimized working man, whose perfect patience under infliction we are expected to find supremely edifying and irresistibly touching as the agonies are piled on for his martyrdom. But Sissy Jupe is another matter. A general description of her part in the fable might suggest the worst, but actually she has nothing in common with Little Nell: she shares in the strength of the Horse-riding. She is wholly convincing in the function Dickens assigns to her (235). -F. R. Leavis, *The Great Tradition*. New York: New York University Press, 1964.

### Revision 1:

Charles Dickens, most agree, can be sentimental. We see it in *Hard Times*, (although it doesn't cause any great problems) in Blackpool, who is an honest worker with whom we sympathize because he suffers a lot. Sissy Jupe is different. Although she sounds like a sentimental character, she is very different from Little Nell. She takes part in riding horses, and Dickens makes her very convincing in that role.

### Comment on Revision 1:

Revision 1 demonstrates the work of someone who either intends to commit plagiarism or who doesn't realize what plagiarism is. Plagiarism cannot be avoided just by substituting a few words and transforming some sentences. This version is plagiarism because it copies Leavis's sequence of ideas, a type of fingerprint that will give away the guilty student writer. The student has not cited Leavis as the source and has not used the information meaningfully.

### ORIGINAL TEXT BY LEAVIS:

Dickens, as everyone knows, is very capable of sentimentality. We have it in *Hard Times* (though not to any seriously damaging effect) in Stephen Blackpool, the good, victimized working man, whose perfect patience under infliction we are expected to find supremely edifying and irresistibly touching as the agonies are piled on for his martyrdom. But Sissy Jupe is another matter. A general description of her part in the fable might suggest the worst, but actually she has nothing in common with Little Nell: she shares in the strength of the Horse-riding. She is wholly convincing in the function Dickens assigns to her (235). -F. R. Leavis, *The Great Tradition*. New York: New York University Press, 1964.

### Revision 2:

Sometimes Dickens is sentimental. Examples of his sentimental characters include Blackpool in *Hard Times* and Little Nell. Sissy Jupe is another character that might be considered sentimental at first glance, but she is different. She has greater depth and is more convincing as a character than the others.

### Comment on Revision 2:

Examples like Revision 2 typically result from sloppy note taking. The writer was probably trying to get the bare essentials and intended to put them into his/her own words later. However, the writer forgot how closely tied these words are to the original. Notice that Revision 2 is limited to the ideas in the original. This revision is plagiarism because the student copied Leavis's ideas without giving him credit and

because there is no evidence of the student's own thought here. It could be saved from plagiarism by citing Leavis as the source and including some original insight.

#### ORIGINAL TEXT BY LEAVIS:

Dickens, as everyone knows, is very capable of sentimentality. We have it in *Hard Times* (though not to any seriously damaging effect) in Stephen Blackpool, the good, victimized working man, whose perfect patience under infliction we are expected to find supremely edifying and irresistibly touching as the agonies are piled on for his martyrdom. But Sissy Jupe is another matter. A general description of her part in the fable might suggest the worst, but actually she has nothing in common with Little Nell: she shares in the strength of the Horse-riding. She is wholly convincing in the function Dickens assigns to her (235). -F. R. Leavis, *The Great Tradition*. New York: New York University Press, 1964.

#### Revision 3:

Dickens' novel *Hard Times* rises above sentimentality. Some characters, for instance, Stephen Blackpool, do appear sentimental (Leavis 235). Blackpool exceeds all reasonable expectation in tolerating a drunken woman who repeatedly robs him, runs off, and throws herself on his mercy when she needs help. Likewise, his patient, calm manner towards his bully of an employer (never once does he lose his temper) is unrealistic and calculated to squeeze sympathy from a reader. Sissy Jupe, however, is a more complete character. Instead of making her a mere victim, Dickens develops her role. He gives her a consistent strength and point of view. For example, when her teacher asks if a nation with fifty millions of money was a prosperous nation, she answers, "...I couldn't know whether it was a prosperous nation...unless I knew who had got the money, and whether any of it was mine" (Dickens 982).

#### Comment on Revision 3:

Revision 3 is an example of the proper use of a source. This student has picked up some ideas but has looked for other examples to support them. Notice that this version has its own topic sentence. This student, therefore, was independently following a plan and not simply taking another author's material.

Information about revision copied from: School District of Springfield Township. "Plagiarism." Research Guide: Springfield Township High. <http://www.sdst.org/rguide/plagiarism.html> (accessed April 2-May 27, 2009).

# EXAMPLES OF APA CITATION STYLE

## Book

Baxter, C. (1997). *Race equality in health care and education*. Philadelphia: Ballière Tindall.

Author's Last Name, Author's First Initial. (Publication Date). *Title of book*.  
Publication city: Publisher.

## Book with Two Authors

Baxandall, R., & Gordon, L. (2000). *Dear sisters: Dispatches from the women's liberation movement*. New York: Basic Books.

Author's Last Name, Author's First Initial & Second Author's Last Name, Second Author's First Initial. (Publication Date). *Title of book*. Publication city: Publisher.

## Book with Two Editors

Kanon, R., & Kozhemiakin, A. (Eds.). (1997). *Sports in the new Russia*. New York: St. Martin's.

Editor's Last Name, Editor's First Initial & Second Editor's Last Name, Second Editor's First Initial. (Eds.). (Publication Date). *Title of book*. Publication city: Publisher.

## Online Database Article

Olsson, L. (Winter 1996). Developing female rugby players. *International Sports Review* 30 (4), 875-900. Retrieved April 10, 2002 from Academic Search Premiere.

Author's Last Name, Author's First Initial. (Publication Date). Title of article.  
*Periodical's Name* issue number (volume number), page numbers. Retrieved Month day, year from Title of Database.

## Website

Myers, P. (April 28, 2009). *Booklists on Library Thing*. Retrieved May 18, 2009 from <http://micheleclark.org/library>

Author's Last Name, Author's First Initial. (Publication Date). *Title of article*.  
Retrieved Month day, year, from website address

## EXAMPLES OF MLA CITATION STYLE

### Book

Butterworth, Rod. Signing Made Easy. Cincinnati, OH: Perigree, 1989.

Author's Last Name, Author's First Name. Title of Book. Publication City, State:

Publisher, Publication Year.

### Book with Multiple Authors

Lane, Harlan, Robert Hoffmeister, and Ben Behan. A Journey into the Deaf World.

Pittsburgh, PA: Dawnsign Press, 1996.

Author's Last Name, Author's First Name, Second Author's First and Last Names,

and Third Author's First and Last Names. Title of Book. Publication City,

State: Publisher, Publication Year.

### Book with Multiple Editors

Hill, Charles A. and Marguerite Helmers, eds. Defining Visual Rhetorics. Mahwah,

NJ: Lawrence Erlbaum Associates, 2004.

Editor's Last Name, Editor's First Name and Second Editor's First and Last Names,

eds. Title of Book. Publication City, State: Publisher, Publication Year.

### Online Database Article

Fox, Justin. "Who Wants to Be an Internet Billionaire?" Fortune 8 Nov. 1999: 40- .

Student Resource Center Gold. Gale. Michele Clark Library, Chicago, IL. 15

Apr. 2009 < <http://find.galegroup.com/>>.

Author's Last Name, First Name. "Title of Article." Title of Book or Magazine. Day

Month Year: Pages. Name of Database. Subscription Service. Library Name,

Library City, State. Day Month Year retrieved <website address>.

### Website

Berke, Jamie. "Sign Language Games." About.com. 14 Oct. 2006. 13 Nov. 2007

<<http://deafness.about.com/od/expressionandfun/a/signlangplay.htm>>.

Author's Last Name, Author's First Name. "Title of Webpage." Title of Website. Day

Month Year of website. Day month year retrieved <website address>.

# EXAMPLES OF TURABIAN CITATION STYLE

## Book

Sheehan, Neil. *A Bright Shining Lie*. Columbus: Paperpress, 1988.

Author's Last Name, Author's First Name. *Title of Book*. Publication City: Publisher, Year Published.

## Book with Multiple Authors

Lane, Harlan, Robert Hoffmeister, and Ben Behan. *A Journey into the Deaf World*. Pittsburgh: Dawnsign Press, 1996.

Author's Last Name, Author's First Name, Second Author's First and Last Name, Third Author's First and Last Name. *Title of Book*. Publication City: Publisher, Year Published.

## Book with Multiple Editors

Russon, Anne, Kim Bard, and Sue Taylor Parker, eds. *Reaching Into Thought: The Minds of the Great Apes*. New York: Cambridge University Press, 1996.

Editor's Last Name, Editor's First Name and Second Editor's First and Last Names, eds. *Title of Book*. Publication City: Publisher, Publication Year.

## Online Database Article

Wolters, Timothy S. "Electric Torpedoes in the Confederacy: Reconciling Conflicting Histories." *Journal of Military History* 72, no. 3 (July 2008):755-83.  
<http://search.ebscohost.com/login.aspx?direct=true&db=khh&AN=33018309&site=ehost-live> (accessed August 18, 2008).

Author's Last Name, First Name. "Title of Article." *Title of Book or Magazine* issue number, no. volume number (Magazine date): Pages. Website address (accessed Month Day, Year).

## Website

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

Author's Last Name, Author's First Name and Second Author's First and Last Names. "Title of Page." Title of Website. Website address (accessed Month Day, Year).


# USE SOURCE CARDS TO WRITE CITATION INFO IN MLA FORMAT

Our school library provides cards on which you can record your sources using MLA formatting. **IF YOU ARE NOT USING MLA FORMATTING, DO NOT USE THESE CARDS.** Instead, consult the book for your chosen citation style (listed in the citation section of this guide).

Here are some tips for filling out source cards:

- For books (including encyclopedias), look at the **title page** and the **other side of the title page** to find citation information.
- For encyclopedias and periodicals, seek the author's name at the beginning of the article, or the end of the article.
- For periodicals, some of the information may be found on the spine or cover.
- For a webpage, explore the website for some information (such as the title of the website). The author's name or copyright date may be listed at the beginning or end of the webpage, but this information may not be listed. Look carefully!
- If you have made a real effort to find all the information about a source, but cannot find certain things, leave those blank on your source card.

Book with an Author: Source Card	
Student Name: Keisha Greenley	Source <u>1</u> Call # <u>305.908 LAN</u> Library <u>Harold Washington</u>
Author(s) <u>Lane, Harlan, Robert Hoffmeister, and Ben Behan</u> (if noted) Last Name, First Name <i>for 2<sup>nd</sup> and 3<sup>rd</sup> authors, First Name Last Name</i>	
Title of Book <u>A Journey into the Deaf World</u> Underline	
Editor(s) or Compiler(s) <u>Ed.</u> (if noted)	
Publication City <u>Pittsburgh, PA</u>	
Publisher <u>Dawnsign Press</u>	
Publication Year <u>1986</u>	
<i>MLA Example:</i> Jefferson, Thomas, and Maria Cosway. <u>Jefferson in Love: The Love Letters Between Thomas Jefferson &amp; Maria Cosway</u> . Ed. John P. Kaminski. Madison, WI: Madison House, 1999.	
For exceptions, multiple authors, and more information please ask our librarian.	



Notice that I left this line blank. This book has no editor; it only has authors.



# WRITE A THESIS STATEMENT: HAVE A POINT!



## What a Thesis Statement Is and How to Write One

A thesis statement is your argument; it is the position you take regarding your topic. The thesis statement is usually the last sentence in the first paragraph of your paper.

To construct a good thesis statement, you must read extensively in your topic area. After examining and thinking about the perspectives on your topic, you should notice relationships between the facts. Then, brainstorm to generate ideas that may help you formulate a thesis statement. See the appendix for great resources to help with this.

As you continue to research, read, and write, you may change your thesis. That's fine; just make sure that that your paper supports what you assert in your thesis statement.

## Examples of Thesis Statements

**A thesis statement is an assertion, not a statement of fact or an observation.**

- **Fact or observation:** People use many lawn chemicals.
- **Thesis:** People poison the environment with chemicals merely to keep their lawns weed-free.

**A thesis takes a stand rather than announcing a subject.**

- **Announcement:** The thesis of this paper is the difficulty of solving our environmental problems.
- **Thesis:** Solving our environmental problems is more difficult than many environmentalists believe.

**A thesis is the main idea, not the title. It is a complete sentence.**

- **Title:** Social Security and Old Age.
- **Thesis:** Continuing changes in the Social Security System makes it almost impossible to plan intelligently for one's retirement.

**A thesis statement is narrow, rather than broad. If the thesis statement is sufficiently narrow, it can be fully supported.**

- **Broad:** The American steel industry has many problems.
- **Narrow:** The primary problem of the American steel industry is the lack of funds to renovate outdated plants and equipment.

**A thesis statement is specific rather than vague or general.**

- **Vague:** Hemingway's war stories are very good.
- **Specific:** Hemingway's stories helped create a new prose style by employing extensive dialogue, shorter sentences, and strong Anglo-Saxon words.

**A thesis statement has one main point rather than several. More than one point may be too difficult for the reader to understand and the writer to support.**

- **More than one main point:** Stephen Hawking's physical disability has not prevented him from becoming a world-renowned physicist, and his book is the subject of a movie.
- **One Main point:** Stephen Hawking's physical disability has not prevented him from becoming a world-renowned physicist.

The "examples" section of this handout was adapted by Libby Brunsvold from *The Scott Foresman Handbook for Writers*, 3rd ed., by Maxine Hairston and John J. Ruskiewicz, NY: Harper Collins, 1993, and *Writing with a Thesis*, 5th ed., by David Skwire, NY: Holt, 1990.

# RESOURCES TO HELP YOU RESEARCH: THINK OUTSIDE OF THE BOX



## BRAINSTORMING

<http://www.unc.edu/depts/wcweb/handouts/brainstorming.html>

## CITATION INFORMATION

### Citing Your Sources Using Online Tools

Please note, using these online citation generators is *not* a guarantee that your citations are correct. Always check the formatting to ensure it is done correctly.

- <http://www.bibme.org/>
- <http://citationmachine.net/>
- <http://www.noodletools.com/login.php>

### In-Depth Information About Using Citation Styles

These books, which provide detailed citation information, are available in our library:

- *Cite Right : a Quick Guide to Citation Styles--MLA, APA, Chicago, the Sciences, Professions, and More* (All styles)
- *Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success* (All styles)
- *MLA Handbook for Writers of Research Papers* (MLA)
- *A Manual for Writers of Research Papers, Theses, and Dissertations* (Turabian)

This website contains thorough treatment of citation styles as well:

[http://www.tcc.fl.edu/about\\_tcc/academic\\_affairs/division\\_of\\_library\\_services/research\\_guides/apa\\_mla\\_turabian\\_citation\\_guides](http://www.tcc.fl.edu/about_tcc/academic_affairs/division_of_library_services/research_guides/apa_mla_turabian_citation_guides) (All styles)

## PARAPHRASING

Examples of paraphrasing are shown on the following webpages:

<http://owl.english.purdue.edu/owl/resource/619/01/>  
<http://infolit.library.dal.ca/tutorials/Paraphrasing/page147.html>  
<http://www.princeton.edu/pr/pub/integrity/08/plagiarism/>  
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#original>

## THESIS STATEMENT

[http://www.indiana.edu/~wts/pamphlets/thesis\\_statement.shtml](http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml)  
<http://www.unc.edu/depts/wcweb/handouts/thesis.html>  
<http://www.english.upenn.edu/Grad/Teachweb/scthesis.html>  
<http://depts.washington.edu/pswrite/thesisstmt.html>  
<http://daphne.palomar.edu/di/ts1.htm>

# SUGGESTED WEBSITES FOR RESEARCH

## General Sites

Broward College Pathfinders

<http://libguides.ucl.broward.edu/pathfinders>

Camden County Libraries Pathfinders

<http://www.camden.lib.nj.us/reference/subject.htm>

Chicago Public Library Catalog

<http://www.chipublib.org/search/catalog/>

Chicago Public Library Databases

[http://www.chipublib.org/cplbooksmovies/research/database\\_atoz.php](http://www.chipublib.org/cplbooksmovies/research/database_atoz.php)

Chicago Public Library Topics

<http://www.chipublib.org/cplbooksmovies/poptopics/index.php>

[http://www.chipublib.org/cplbooksmovies/research/online\\_research.php](http://www.chipublib.org/cplbooksmovies/research/online_research.php)

Chicago Public Schools Databases

<http://www.cps.k12.il.us/aboutcps/departments/libraries/db.shtml>

Internet Public Library Pathfinders

<http://www.ipl.org/div/pf/>

Methuen High School Media Center Pathfinders

<http://www.methuen.k12.ma.us/pathfinders/>

### **You also may want to try this:**

- 1) Go to an internet search engine.
- 2) Type your topic in broad terms, then type the word “pathfinder” or “topics.”  
For example, if you were doing a biology research project, you would try searching for “biology pathfinder” or “biology topics.”
- 3) Look at the results. If there are pathfinders for your topic, they will probably provide links to websites of reasonably good quality.

## Primary Source Research

Note: Some of these sites may have links to password-protected databases reserved for use by students of that school. You will not be able to access those databases, but there are many useful links on the sites that are free to use.

<http://memory.loc.gov/ammem/index.html> (Library of Congress American Memory)

<http://www.ahslibrary.net/categories.php?view=4> (Anderson High School Library)

<http://www.library.mun.ca/guides/howto/primary.php> (Memorial University Libraries)

<http://www6.district125.k12.il.us/~mlacogna/study/primary.pdf> (Adlai Stevenson)

<http://library.millsaps.edu/index.php/help/research-guides/library-resources/how-to-find-primary-sources-in-the-library-and-online/> (Millsaps College)

<http://www.eduplace.com/ss/hmss/primary.html> (Education Place)

[http://www.lausd.k12.ca.us/Los\\_Angeles\\_HS/Library/PrimarySources.htm](http://www.lausd.k12.ca.us/Los_Angeles_HS/Library/PrimarySources.htm) (L.A.)