

Jesuit College Prep Guide to Research and Research Papers

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INTRODUCTION GUIDE TO RESEARCH:

Research is the key to effective argument. The more research that you do, the more you will become an expert on the issues. It has been proven that the more you know about an issue and the more confident you feel about that knowledge, the more persuasive you will be in presenting that information. In other words, the more you know the better you argue. Whether you are writing a 5 or 50 pages research paper or preparing for a presentation, research is fundamental to effectively constructing an argument.

You can think of research as a trip to the mall. Sometimes you go to the mall just for the social situation and not really to buy something. You walk around browsing and sometimes you find something that you like. Other time you have a very specific and precise reason for going to the mall, which usually means a quick “find what you need and out” trip. Early in the research process you will probably do more of the former and as your arguments get more defined and refined the latter will become the preferred method of research. But always remember, just because you are in the library for a long time does not mean that you were working hard in the library. You should always look for ways to make yourself more efficient.

There are a few rules that you should keep in mind as you begin researching:

1. **Learn before you advocate**—most assignments start out as a general topic. Most of the time you must do research *before* you can know what your argument will be.
2. **Find out all sides to your proposition**—Begin your research as if you were a journalist. When investigating a story, journalists explore all sides of the story. You should also open yourself to exploring all sides of the issue—even sides you think you disagree with.
3. **Start with general sources and then complement with specific sources**—These general sources can give you a sense of what is generally said about your topic. Then, if need be, you can consult work in the field most relevant to your topic.
4. **Use the bibliographies, works cited and notes to find more sources**—Most scholarly and popular work cites other scholarly or popular work in the bibliography or works cited. So, while reading, jot down additional citations you see referenced that you may not have run across in your own research. Most of the time these citations can be an excellent addition to your research when you read the full article (and not just the snippet cited in another work).
5. **Make sure to copy your sources for verification purposes and future use**—Many instructors will require you to turn in copies of the first page of your sources. Other instructors may require you to produce the copies if requested. Further, you will always have full bibliographic sources when sitting down to write your paper if you have copied the materials.

PRE-RESEARCH PREPARATION:

Once you decide on your general topic area, you must start the process of developing arguments. The first thing that you should do is brainstorm on the topic area. You should ask yourself some general questions, such as:

What are recent events concerning the topic area?

What are the key terms for this topic area?

What are the sides? What are the core issues?

What are the key value or ethical issues involved?

What are the potential harm/ill areas?

What are potential cure mechanisms for the harm areas?

What are potential research sources both in terms of popular press and specialized press?

RESEARCH PROCESS:

It is important to differentiate between research tools and actual results of research. Research tools are the search engines, catalogs and indexes that list or catalog various research sources. Research sources are the actual books, articles and other documents that contain the information. Before you go to the library (whether it's a physical library or consulting the Internet for research), you should be sure to understand the various tools and sources you are looking for.

Sources:

1. **Books:** Books frame the issues and provide a good foundation for research. Sometimes you can find anthologies or collections of essays with chapters written by different authors. These can be especially useful because each author has a different perspective on your topic. However, if your topic is a recent or current event, books may not have been written about your topic yet. But even in that case, books may provide a broader foundation for the current event and can inform you about past examples of your topic.
2. **Popular Press and newspapers:** Popular press, including weekly magazines or daily newspapers, often provides a snapshot of issues. Although some newspapers and magazines provide more detailed analyses of issues, most of these articles are not written by experts on the topic. This may make the source less qualified or complete than, say, a peer-reviewed journal. However, popular press magazines and newspapers do let us know about recent events, culture and public opinion. Many newspapers also have editorial boards that take a position on a variety of topics. These editorials, then, can be useful in making your arguments, particularly if they agree with your thesis.
3. **Specialized journals:** Specialized journals are often the best source for in-depth analyses about topics. Articles in these journal are usually a part of an on-going debate in an academic discipline. In order to be published in a specialized journal, articles are peer-reviewed. In other words, other experts or professionals trained in that field will review the article before it is published. Then the author may have to make changes to have the article published. Reviewers look for complete and well-reasoned arguments as a part of their review. As a result, you can be reasonably sure that specialized journals reflect the best that field has to offer. Sometimes these journals can be difficult to wade through if articles use field jargon. But most journals try to make the articles accessible to the average person.
4. **Legal sources:** Some topics require you to read law reviews or court cases related to your topic. Again, law reviews are peer-reviewed and may have good citations included in the article. In reading court cases, you will often have access to both sides of the topic. Judges, when writing opinions that are later published, will discuss both sides of a topic before describing their decision. Sometimes these court cases or law reviews can have words that are hard to understand.
5. **Government sources:** If your topic is at all related to a current or past policy, you are likely to find research sources in the government. The executive branch, including most agencies that run the government on a day to day basis, have Internet sites. These sites have speeches, policy statements, as well as policy documents available to the public. Congress also has a website that contains government documents. In other words, policy documents, committee hearings, and Congressional records (that is record of the debates that on the floor of Congress) are available for the public. These government documents are available at libraries (like SMU) that serve as depositories. Some government documents are also on the Internet. Finally, the US Supreme Court also publishes its decisions, both in print and on the Internet. So, if your topic is related to a recent court decision or if you want to know if a topic has been ruled on by the Court, you can search for information.
6. **Advocacy groups:** In the last 30 years, government policy has been more and more influenced by advocacy groups. Also known as "think tanks", these groups are usually dedicated to advocating a particular position on one or more issues. These groups hire experts in their field to do research and write policy briefs on topics of interest to the group. These groups then publicize their work as well as testify before Congress on their specialized topics. It is important when using research from advocacy groups to know what values and political ideology might influence their work. In other words, if you only had sources from a liberal think tank, you may be missing an important other, more conservative, side to the issue. Non-governmental organizations fall under this category of advocacy groups. In addition to protest work, groups like Amnesty International or the ACLU employ experts to write and testify about different topics. Many of these documents are available in print or on the Internet. They can be an excellent source of information and help shape your argumentative thesis.

RESEARCH TOOLS:

Library On-line books catalogues—Most libraries have online catalogues of their collections you can access even before you go to the library. This will save you on time and hassle once you get to the library. Before you go be sure to find out the library's address, hours, visitor privileges/restrictions (i.e. do you have to be a student to use the library and check books out) and special collections (government documents, law reviews, court cases, etc.). If you cannot check out books, you can still copy chapters of useful books while at the library. Just be sure that you get all of the bibliographic information. The following libraries are useful in the Dallas area and most have online catalogues:

1. Jesuit College Prep
2. SMU—main library
3. SMU—law library
4. UT-Dallas
5. University of Dallas
6. UT-Arlington
7. Dallas Public Library—Downtown
8. Brookhaven
9. University of North Texas

Popular press magazines, journals and newspapers found in libraries—These indexes are usually found in libraries either on computer terminals or in print. Some of these indexes are accessible on-line. Most of them are searchable by subjects or keywords. Most indexes will generate citations for you that you would then go and copy from a journal, magazine or newspaper. A few of these indexes might have full text articles available on-line. These indexes can be useful for finding citations in scholarly journals or more obscure magazines.

General Indexes

Info Trac
Reader's Guide to Periodical Literature
Newspaper Indexes (New York Times, Washington Post, Los Angeles Times, Christian Science Monitor, Chicago Tribune, and Wall Street Journal)
PAIS Bulletin—Public Affairs Information Service—gives books, periodical and government document citations

Specific Indexes

Book Review Index
Social Science Index
Humanities Index
Business Periodicals Index
Economics Index
Science Index
Psychological Abstracts
Criminal Justice Periodicals Index
Index to Legal Periodicals
ERIC—Educational Resources Information Center
ABC Political Science
Index to Political Science Journals
International Political Science Abstracts

Government Documents

Monthly Catalog of Government Publications
Congressional Record
CIS Index/Abstracts—Congressional Information Service

Internet search engines—Most of us think of the Internet as source of information. This is certainly true. The Internet has provided unique challenges for those who do research for papers or presentations. First, we should not confuse search engines or tools with the research. Search engines enable us to find materials posted on the Internet with ease. There are a variety of websites that catalogue useful articles and documents. However, it is important to remember when citing the research you get off the Internet, that you cite the source not the tool. For example, if you find a newspaper article on google.com, the citation is not www.google.com. Instead, you would cite the sources as you would a newspaper article. Second, because the Internet is an open forum, you should also be wary of using websites put up by unqualified people. For a few topics, a website put up by random computer guy or girl in Anywhere, USA might be useful. But overall, you should stick to website maintained by credible organizations or government agencies. This ensures that there is some review of the material for accuracy and completeness of argument.

For more examples of search engines, think tanks and organization websites, see attached pages.

BASICS OF A RESEARCH PAPER:

A research paper makes an argument. A research paper takes a position on a topic and then supports that position with well-formed arguments. A research paper **is not** a report of some topic. The easiest way to avoid writing a report is to take a position on your topic. The starting point for a good research paper is a strong thesis statement. A good thesis statement has the following characteristics:

1. **Is a simple statement**—states one idea not a lot of ideas.
2. **Is a declarative sentence**—a statement, assertion or claim. A thesis statement usually does not include words like “because” since you only are setting out your claim. The rest of the paper is the “because”.
3. **Limits your topic to something specific**—if your original topic was World War II, a good thesis statement would narrow your topic.
4. **Suggest your paper’s purpose**—a good thesis statement will be used to structure the rest of the paper. In other words, the rest of the body of the paper (each paragraph) will support in one way or another the thesis statement. So, the thesis statement suggest the purpose of your paper. Though it is NOT proper academic form to simplistically state “This paper will discuss the negative aspects of globalization.”

The body of the paper should be used to develop complete arguments that support your thesis. Each paragraph should be a complete argument that logically supports your thesis statement. As you can see, if you follow this format, then the thesis stays the focal point of your paper. If you find yourself digressing into areas that do not support your thesis, you should eliminate them or put them in a footnote or endnote. A complete argument has the following parts:

1. **Claim**—the claim is the statement that you desire to be accepted as true. In writing, the claim is the topic sentence. Most claims are written as propositions and/or statements.
2. **Proof**—the second part of an argument is the proof. The proof is an illustration of the claim. Proof can take many forms including but not limited to facts, examples, statistics, testimony (expert, witness, and opinion), and premises. The proof stage is where you should incorporate your research.
3. **Analysis**—the third part of an argument is analysis. The analysis is the explanation of the proof and its relevance to the claim. The analysis illustrates the reasoning for making the jump from evidence to the claim. Use the analysis portion to explain the significance of the argument, explain the impact of your argument, and compare your arguments. This part is closely related to part two. However, you must have some explanation of how your evidence/support really does support your claim. Statistics, for example, do not have meaning unless you explain how the stats help prove your claim.

INCORPORATING RESEARCH INTO PAPERS OR PRESENTATIONS:

Once you have gathered your research, you should read it. If you have checked out books at the library, you may not need to read the whole book, only relevant chapters. In books or articles, be sure to read endnotes or footnotes for additional explanations or citations. **You should not use sources from the Internet, books or articles in your paper or presentation without properly citing them. Failure to properly cite sources is plagiarism.** Your instructor may have preferences about what citations method he/she prefers. The most common citation methods are Chicago and MLA. These methods are very similar. They each have guidelines for the following ways of incorporating research into scholarly research:

1. Direct quotes with parenthetical reference—this method uses quotes to supplement arguments. Direct quotes require opening and closing quotation marks around the material that is from the source. Remember, if the quote you use is more than four lines long, you must single-space, block quote the material. The citation is the author's last name and page number (that the quote was on in the original work). It goes in parentheses at the end of the quote. You must then provide a works cited page with the full bibliographic information.
2. Direct quotes with note—this method directly quotes material from a source but cites the source in a footnote or endnote. The full bibliographic source should go in the endnote or footnote. If you use more than one quote from the same source, you may be able to simply put the author's last name and page number. Again, direct quotes require opening and closing quotation marks around the material that is from the source.
3. Paraphrase with parenthetical reference—this method paraphrases material you read in a source. You do not need quotation marks. Paraphrasing means that you change the words but maintain the meaning of the original idea (that you read in your source). The citation is the author's last name and page number (that the quote was on in the original work). It goes in parentheses at the end of the quote. You must then provide a works cited page with the full bibliographic information. **We should be clear paraphrasing material does not mean that you paraphrase a full paragraph and then put a parenthetical citation at the end of the paragraph.** Paraphrasing should be used sparingly and usually no more than a sentence or two. If you need to use more than a line or two from your source, then you should directly quote the source. If you paraphrase a full paragraph, the reader has no way of knowing what is paraphrased and what is not. In other words, you are giving the impression that some of the paragraph is your own work when in fact it is not. This is plagiarism.
4. Paraphrase with note—this method paraphrases material you read in a source. You do not need quotation marks. The full bibliographic source should go in the endnote or footnote. If you use more than one quote from the same source, you may be able to simply put the author's last name and page number.
5. The use of notes for further development/explanation—you can also use endnotes or footnotes for further development of your ideas that do not fit in the flow of the paper. In those endnotes or footnotes, you may also quote or paraphrase sources using proper citation methods.

HOW TO PARAPHRASE PROPERLY:

Let's say that you are writing a paper about the Kennedy assassination in 1963; and want to include this is the original piece of evidence you found in John McAdams' book *The Kennedy Assassination*:

If you believe what the conspiracy books say the Warren Commission believed about the Single Bullet Theory, you would have to conclude the commissioners and staff of the commission were a bunch of fools. Conspiracy authors always show Connally seated directly in front of Kennedy, at the same height, and facing forward. You've seen Kevin Costner do this sort of thing. The graphic at right, taken from Groden and Livingstone's *High Treason* is an example of this. Could Commission Exhibit 399, which conspiracists have christened the "Magic Bullet," have done what the Warren Commission said it did?

Thomas Canning was a NASA scientist who studied the Single Bullet trajectory for the House Select Committee on Assassinations. He used the Betzner photograph to establish a line to the right of which Connally could not have been. He also estimated the rotation of Connally's torso from the Zapruder film. The result was an alignment that showed the bullet leaving Kennedy's throat to strike Connally in the back near the shoulder — which is where Connally was actually struck.

This how this information could be properly used in the paper:

One of the arguments the Warren Commission used to prove Lee Harvey Oswald was the lone gunman became known as the "Single Bullet Theory." This theory, developed by current New York Senator Arlen Specter, claimed that a single bullet, shot from Oswald's rifle, was responsible for all of the injuries to Texas Governor John Connally and President Kennedy, except for the final, and fatal, head wound. Critics have called this the "Magic Bullet Theory," claiming that this was impossible.¹

However, analysis done by NASA scientist Thomas Canning for the House Select Committee on Assassinations shows that this is possible. Canning's scientific analysis, through photographic evidence, shows that Connally was not seated directly in front of Kennedy, as many conspiracy theorists claim. He was actually seated to the center and left of Kennedy.² Photographic evidence also shows that Connally had turned his torso and that in a way that would have allowed him to be hit in the back near the right shoulder by the bullet leaving Kennedy's throat, the exact spot where Connally was actually struck.³ Using Canning's evidence makes it clear that one of the main arguments used by the conspiracy theorists is incorrect. A single bullet could actually do the damage that the Warren Commission claimed it did.

Chicago Style Endnote:

¹John McAdams, *The Kennedy Assassination* (Washington DC: CQ Press, 2007), 115.

²ibid

³ibid

CRITICAL EVALUATION OF INTERNET RESOURCES AND EVIDENCE:

Although we must incorporate outside sources into papers, not all evidence or support is created equal. Below are some general tests of evidence you should use to determine if you have provided sufficient and appropriate support for your paper:

1. Quantity—Is there enough evidence/support to make an argument?
2. Clarity—Is the evidence clear and meaningful or does it require explanation and interpretation on the part of the arguer? Absent an explanation for a claim, the words are meaningless.
3. More recent—Is the evidence the most recent or is it consistent with the most recent evidence? Does the authors claim assume a specific time frame?
4. Qualified—Is the author of the evidence qualified to make the claim? In the majority of your evidence from qualified sources or is it from the popular press?
5. Internally Consistent—Is the piece of evidence consistent with the conclusion and assumptions of the entire source?
Externally Consistent—Is the evidence and the conclusion of the source consistent, in consensus, or the exception within the field literature as a whole?

The Internet provides access to a staggering amount of information, but how much of it is useful or appropriate for a research paper? The researcher should aim to be a “smart consumer” when using the internet for research, as the net has no filters to edit information as do traditionally published materials.

AUDIENCE

Who is the intended audience for this website? Children, teens, adults? General audience, professionals, hobbyists, researchers? Members of a certain group or proponents of a certain viewpoint? Ascertaining WHY a website has been created (sell, advertise, inform, persuade) can help in clarifying the value of the site of your research. REMEMBER, the purpose of the site may not be stated directly.

ACCURACY

Web sites are may or may not be reviewed, refereed or verified by an author or a fact checker as are articles in published journals and books. Anyone can publish anything on the web so it is important to be sure that your sources from the web are credible. Remember that just because information has a position, perspective or a bias does not automatically mean the information is unreliable. Is your information from an organization or a think tank? Is the original (primary) information stated? Are the hyperlinks from the site still reliable? Who created or sponsored this site? What is the sponsor’s reputation? What credentials or experience does the author have? Does the author have other pieces on this subject? Dates are not always included on web pages (sometimes purposely) Look for a date to indicate the age of the information mounted on the site. When was the information last revised?

OBJECTIVITY

Is there bias evident on the site? Bias is not automatically a bad thing. When researching the goal is to find sources to back up your thesis, but you must be aware of the potential bias in a site. Check the address for clues:

- .edu – educational, usually colleges and universities
- .org – organizations, usually nonprofit
- .gov – governmental agencies
- .com – commercial company, usually for profit
- .net – network, typically an internet service provider
- .mil – military

Is there any bias evident in the site? Does the author present the information objectively? Does the author or sponsor have any known affiliations which would indicate a specific agenda or bias? To what extent does the information attempt to persuade or sway the audience? Does the information presented include vague generalizations, stereotypes or unsubstantiated accusations? Remember anyone can post a site.

ISSUES IMPORTANT TO INTERNET USE:

1. Just because something is on the net does not mean that it has authority. One would be foolish to accept medical advice from any random person on the street. Similarly, one would be foolish to accept all internet information as valid. The Internet is the ultimate citizens’ democratic forum – without the heckler’s veto. NO ONE checks anything on the net for accuracy before it is allowed to be posted. There are some services that weed through the junk and offer very valid sites.
2. The Internet is not a replacement for research; it is a tool. Similar to writing on the dry erase board as opposed to the dry Smartboard. The tool will NOT do the work for you. It is merely a different way to gather sources in order to research effectively. It is important to learn how to “frame” the questions you ask of the net. For example, to search “terrorism” will result in an unmanageable amount of information. The topic would be better narrowed to “terrorist base camps in Indonesia.” Hence it is very important to work in crafting a viable topic/thesis statement in order to get started with research.
3. Plagiarism is a serious problem with the internet. Entire papers can be downloaded in a few minutes. As with other sources, even changing a few words and claiming the information as one’s own is cheating.

PLAGIARISM (also see the section of this packet entitled “How To Paraphrase Properly”)

As adapted from Alexander Lindey, *Plagiarism and Originality* (New York: Harper, 1992), 12.

You probably have heard of lawsuits about plagiarism in the publishing and recording industries. You may also have had classroom discussions about academic plagiarism. Derived from the Latin word *plagiarius* (“kidnapper”), plagiarism refers to a form of cheating that has been defined as “the false assumptions of authorship: the wrongful act of taking the product of another person’s mind, and presenting it as one’s own.” To use another person’s ideas or expressions in your writing without acknowledging the source is plagiarism. Plagiarism, then, constitutes intellectual theft and often carries severe penalties ranging from failure on an assignment to expulsion from school.

Plagiarism in student writing is often unintentional, as when an elementary school student, assigned to do a report on a certain topic, goes home and copies down, word for word, everything on the subject in the encyclopedia. Unfortunately, some students continue to use such “research methods” in high school and even college without realizing that these practices constitute plagiarism. At all times during research and writing, guard against the possibility of inadvertent plagiarism by keeping careful notes that distinguish between your ideas and thoughts and material you gather from others. A writer who fails to give appropriate acknowledgement when repeating another’s wording or particularly apt term, paraphrasing another’s argument, or presenting another’s line of thinking is guilty of plagiarism. You may certainly use other person’s words and thoughts in a research paper, but the borrowed material must not appear to be your creation. Suppose, for example, that you want to use the material in the following passage, which appears on page 625 of an essay by Wendy Martin in the book Literary History of the United States published in 1998.

Some of Dickinson’s most powerful poems express her firmly held conviction that life cannot be fully comprehended without an understanding of death.

If you write the following sentence without any documentation, you commit plagiarism.

Emily Dickinson strongly believed that we cannot understand life fully unless we also comprehend death.

But you may present the material if you cite your source.

As Wendy Martin suggested, Emily Dickinson strongly believed that we cannot understand life fully unless we also comprehend death. (Martin 1998, 625).

The source is indicated, in accordance with Chicago style, by the name of the author and a page reference in parentheses. The name refers the reader to the corresponding entry in the works cited list, which appears at the end of the paper.

Martin, Wendy. *Literary History of the United States*. New York: Columbia University Press, 1998.

In writing your research paper, then, you must document everything that you borrow – not only direct quotations and paraphrases but also information and ideas. Of course, common sense as well as ethics should determine what you document. For example, you rarely need to give sources for common knowledge such as “George Washington was the first president of the United States.” But you must indicate the source of any appropriated material that readers might otherwise mistake for your own. If you have any doubt about whether or not you are committing plagiarism consult your instructor.

GUIDE TO SUCCESSFUL WRITING

Get Help

Writing is hard. Good writing does not come easily to ANYONE, even the greatest writers. It takes time, practice and effort. Never forget this.

Use your resources. In this class, that means your instructor. Bring in drafts, outlines, etc. Sometimes, you can just stop by to ask how to answer an argument or for research advice. Always know and use people who can help.

Let your research be your guide. Your authors will show you what arguments you should be making. Look for common arguments, and easily defensible arguments.

The Core Argument

If your thesis is vague, your paper will be vague. If your paper is vague, your grade will be low.

You cannot write a good paper if your argument does not make sense. Sit down before you start writing. Write down your thesis and ask yourself, "What do I have to prove to prove my thesis is correct?"

Your research has probably turned up many, many more arguments that you want. Pick the arguments you have the most sources defending and the arguments that make the most sense to you.

If you do not understand an argument made in a source, you will not make sense in the paper.

FOCUS: This is an important word for your paper. Always make sure every sentence you write is focused around proving your thesis is correct. If a sentence or paragraph does not advance the thesis in any way, or if it is off-track, cut it.

INTRODUCTION

ALWAYS put the thesis clearly in the first paragraph.

For social studies papers, **DO NOT** begin with a showing intro. It distracts from the focus of the argument.

No "epic" intros. **DO NOT** begin any paper, ever, for any reason, with a phrase like, "Since the beginning of time.. ." or "Throughout history.. ." or "Humans have constantly struggled to understand the meaning of life..."

WRITING THE BODY

Use transitions between arguments. Make the paper flow smoothly.

Do not use vocabulary or sentence structure you are not comfortable with. When in doubt, always use **THE SIMPLEST WORD AND SENTENCE STRUCTURE POSSIBLE TO GET ACROSS YOUR EXACT POINT**. Take the extra few seconds to make sure each sentence reflects exactly what you mean, and it makes sense in context.

DO NOT use passive voice.

Make references to history and other factual, researched evidence to support the argument.

Argue against yourself. Sometimes this means researching the other side of the topic as well.

Use endnotes (Turabian style for this class, see Guide). The more experts you have defending you, the more convincing your argument will be. The more convincing your argument, the higher your grade will be.

END IT!

Endings should leave the reader satisfied with the argument. It should not be overly complicated or very long.

It is often **NOT** helpful to simply re-state the thesis. If you have argued clearly all along, there should not be any real doubt about what you were trying to prove.

Never begin a final paragraph with "In conclusion..."

The best conclusions remind the reader of the important parts of the path taken to defend the thesis.

PROOFREADING

YES, YOU SHOULD!

Your writing will only get better if you proofread. If you write something and hand it in without proofreading (for every class you will ever take), your grade will be, on average, almost a letter grade lower than it should be.

THE SKILLS NEEDED TO WRITE AN EFFECTIVE SOCIAL STUDIES ESSAY OR TERM PAPER:

As adapted from John Amsco, United States History: Preparing for the Advanced Placement Examination (New York: Amsco School Publications, Inc., 1997) 120.

1. Analyze the question or topic
2. Organize the information
3. Develop a thesis
4. Write an introductory paragraph
5. Write the supportive paragraphs and conclusion

Analyze the question: Taking time to consider what the question really asks is often overlooked in the rush to start writing. Stop and ask yourself, “What is the key word or phrase in the question?” Underline it. It could be a verb such as “evaluate,” “assess,” “analyze,” “apply,” “account,” or “compare and contrast.” Often time Social Studies questions ask, “To what extent” is a given statement valid “In what ways” did one event or condition relate to another? All questions have one thing in common: they demand judgements about historical evidence. Therefore, be on your guard for questions that start out with the verbs “identify,” “describe,” or “explain.” A Social Studies question is never satisfactorily answered by simply reporting information. Such a question is usually followed by “analyze” or some other more demanding mental activity. Consider, for example, this essay:

Describe three of the following and analyze the ways in which each of the three has affected the status of women in American society since 1940:

Changing economic conditions

Rebirth of an organized women’s movement

Advances in reproductive technology

Persistence of traditional definitions of women’s roles

For this essay, it is not enough simply to describe changing economic conditions, women’s organizations, and so on. You must also analyze the effect that these factors had on the status of women. Here is a fairly sure guideline for any Social Studies essay question: If you think that you can write an essay without making some judgement that results in a thesis statement, you have not understood the question.

Organize the information. Many students start writing their answers to an essay question without first thinking through what they know, and they often write a stream of consciousness. You should spend five minutes planning before starting to write each standard essay question. This fact indicates how critical it is first to identify what you know about the question and organize your information. Listing facts pertaining to the question helps you organize your thoughts, so you will want to use abbreviations and other memory aids.

The value of taking a few minutes to organize your knowledge becomes quickly apparent. First, you learn whether you have enough information to answer the questions. Second, you can judge whether you have enough support for a potential thesis. It is obviously not very productive to select an essay or take a position that one cannot support.

Develop a thesis. A strong thesis is an essential part of every Social Studies essay. A thesis is more than a restatement of the question or a description of relevant information. A thesis requires some judgement and interpretation of the evidence.

Surprisingly, many students seem to have difficulty taking a position. Some are afraid of making a mistake. Others seem afraid of offending anyone. A few students may not like controversy, complaining, “Why does everything have to be an issue!” We need to go back to the nature of Social Studies. Social studies does not offer the certitude of mathematics or the physical sciences. Disagreement over the interpretation of events develops because of the limitations of both the evidence and the historians. Instructors are looking not for the “right answer” but for a writer’s ability to interpret the evidence and marshal support for that interpretation.

For a thesis to be well developed it should have some power to explain the issues in question. For example, the student mentioned above continued from the thesis statement with the following:

The young nation was struggling with questions such as the interpretation of the Constitution’s implied power, which created domestic strife, while attempting to gain respect from foreign nations over issues such as British retention of northwest forts and the right of deposit at New Orleans, both of which were crucial to American morale and trade.

The thesis not only took a position but also offered an interpretation of events. This interpretation became the organizing principle that guided the developments of the paper.

Write an introductory paragraph. Many students suffer from poorly organized essays with no thesis statements or a thesis so embedded into the essay that it takes several readings to find it. Therefore, you can probably improve your essay by using some organizing principles for writing an introductory paragraph.

An effective introductory paragraph usually contains three elements: (1) the background to your thesis, (2) the thesis statement, and (3) an introduction to the main ideas or points of the essay to be developed in the body or supporting paragraphs. This

THE SKILLS NEEDED TO WRITE AN EFFECTIVE SOCIAL STUDIES ESSAY OR TERM PAPER CONTINUED :

third element is sometimes called the essay's "blueprint" or "controlling ideas." By the end of the first paragraph, the reader should not only know your thesis but also have a clear idea of the main points to be developed in support of the thesis.

The model for expository, five paragraph essay illustrates how a well organized essay relates back to an effective introductory paragraph. This model also emphasizes the importance of restating the thesis as the supporting paragraphs are developed. Do not conclude from the model that an essay should consist of five paragraphs, however. The total number of paragraphs and sentences is for the writer to determine based on the amount of proof needed to support the thesis. What the model does suggest is that the introductory paragraph is crucial because it should shape the full essay. An effective introduction tells the reader the view you will develop in the essay (your thesis), and then explains how you will develop that view, identifying the main points you will be making in the body of you essay. If your introductory paragraph is properly written, the rest of the paper will be relatively easy to write, especially if you have already organized your information.

Write the supporting paragraphs. The number and length of the supporting paragraphs forming the body of the essay should vary depending on the thesis, the main points to be supported, and the amount of historical evidence. Assuming a strong thesis and well organized analysis to support it, the Social Studies student also must remember to include specific historical evidence for support. Many students fail to achieve the full potential of an essay because they seem content to use a few historical references and assume the power of their logical arguments will carry the thesis. The amount of historical support is a key factor in Social Studies grading. This does not mean providing "laundry lists" of information or detailed "stories." It does mean presenting relevant and analyzed historical information that supports the thesis. Remember the essay is also a measure of your knowledge of history, including proper names, people, places, events, laws, treaties, and movements. Do not hold back on the facts.

While length is no guarantee of a top grade, the longer essay often receives a higher grade because of its depth of analysis and factual support. However, the goal is not to fill up a specific number of pages, but to write an insightful, well supported paper. A concise essay in which every word has a purpose is better than an essay bloated with fillers and flowery language in an attempt to impress the reader.

The conclusion paragraph. The conclusion, usually one paragraph at the end of your essay, may restate your opinion (or thesis) and perhaps summarize the reasons that support your argument. When you write your conclusion, remember that you should compose a definite closing. Don't leave the reader wondering if you ran out of time or ran out of things to say. Tie all the important points together. Make a final statement about the main focus of your analysis. Give the reader something useful to think about as he or she sets down your paper.

MODEL FOR AN EXPOSITORY SOCIAL STUDIES ESSAY AND GRADING RUBRIC

Introductory paragraph: Background sentence 1: _____ . Background sentence 2: _____ . Thesis statement: _____ . First support of thesis : _____ . Second support of thesis : _____ . Third support of thesis : _____ .

Development of first support of thesis: Restate, add to, and thoroughly explain: _____ . Evidence: _____ . Evidence: _____ . Evidence: _____ .

Development of second support of thesis: Restate, add to, and thoroughly explain: _____ . Evidence: _____ . Evidence: _____ . Evidence: _____ .

Development of third support of thesis: Restate, add to, and thoroughly explain: _____ . Evidence: _____ . Evidence: _____ . Evidence: _____ .

Conclusion: _____

This general grading rubric is for you to better understand the grading of research papers and essays. Remember that spelling, punctuation, grammar, neatness, and meeting all deadlines are also considered and may alter the below criteria to some degree.

A – 90-100: Strong analytical focus. Exhaustive breadth and responsive to all elements of the issue or question. Evidence is presented in a convincing way to support the thesis. Shows signs of original thinking. No significant spelling or grammatical errors.

B – 80-89: Presents a thesis. Evidence is organized, supportive, and clearly linked to the thesis. Adequately responds to the important issues, but may not reflect significant original thought. Free of factual error. Minimal spelling or grammatical errors.

C – 70-79: States rudiments of a thesis or argument. Demonstrates comprehension of pertinent concepts and facts. Cites facts appropriate to the development of the thesis, but does not clearly link them to the thesis. Discusses some of the major issues. Incorrect factual examples and/or faulty or incomplete logic. Argument is incomplete. May contain several spelling and/or grammatical errors.

D – 65-69: Demonstrates marginal comprehension of pertinent concepts and facts. Presents descriptive narrative, but with little or no references to an organizing principle. Responds to some of the issues raised in the question. May contain numerous factual, spelling, and grammatical errors.

F – No thesis or thesis is not sustained. Breadth of coverage and depth of information barely adequate and contains numerous factual errors. Although some effort may be made to respond to the question, the information is not relevant. Numerous spelling and grammatical errors.

0 – No attempt to answer the question or issue in a meaningful way.

KEEP IN MIND AS YOU USE ACADEMIC WRITING FOR SOCIAL STUDIES ESSAYS:

- a. Write in third person. Avoid the use of first person (I, we). Essays in history are written in past tense, except when referring to documents or sources that currently exist (ie “the document implies”). The active voice is preferred over the passive voice because it is more effective in explaining cause and effect (ie “Edison created” is in the active voice; “was created by Edison” is in the passive voice).
- b. Use specific words that clearly identify persons, factors, and judgments. Avoid vague verbs such as “felt” and “says,” and vague references, such as “they” and “others.” Avoid absolutes, such as “all” and “none.” Stay away from superlatives...words that are in the extreme: nobody, everybody, always, never, greatest, worst, most, least, and so on. Rarely in Social Studies is evidence so absolutely conclusive that you can prove that there are no exceptions.
- c. Define or explain key terms. If the question deals with terms (such as “liberal,” “conservative,” “sectionalism,” or “manifest destiny”), an essential part of your analysis should include an explanation of these terms.
- d. Communicate awareness of the complexity of Social Studies by distinguishing between primary and secondary causes and effects, between the significant and the less important. Use verbs that communicate judgment and analysis (ie “reveal,” “exemplify,” “demonstrate,” “imply,” “symbolize”).
- e. Anticipate counter-arguments. Consider arguments that are against your thesis, not to prove them, but to show that you are aware of opposing points of view. The strongest essays confront conflicting evidence.
- f. Remain objective. Avoid rhetoric, especially on social issues. Academic writing is not the place to argue that one group was racist, or that one group was the “good guys” while another was the “bad guys.” Do not use slang terms. Avoid being too gushy or flag waving. “...so that he could someday become the best leader of the most powerful, just nation this beautiful world has ever seen.” Resist the use of cliches or trite observations. He stood up for what he believed in...Mountain out of a molehill...took the bull by the horns...forgive and forget...easier said than done, and so on. Abandon the “good-bad” scale of evaluation. “It was good for the nation.” “People were happy.” “His decision was the right thing to do.”
- g. Communicate the organization and logical development of your argument. Each paragraph should develop a main point that is clearly stated in the topic sentence. Provide a few words or a phrase of transition to connect one paragraph to another.
- h. The conclusion should focus on the thesis. Restate the thesis in a fresh and interesting manner or explain its significance. The conclusion should not try to summarize all the data or introduce new evidence. No conclusion is better than a meaningless effort. If you are running out of time, but have written a well organized essay with a clear thesis that is restated in the supportive paragraphs, a grader will easily recognize your organizational direction.
- i. Do not introduce the introduction, the body, or the conclusion. “ I’ll now begin the introduction. I’d like to conclude by...”
- j. Do not use contractions.

MODEL TITLE PAGE

(minimum 2 inch margin at top and bottom of page)

JESUIT COLLEGE PREPARATORY SCHOOL

WALL STREET'S FALL WAS INEVITABLE

A RESEARCH PAPER SUBMITTED TO

PROFESSOR'S NAME

SOCIAL STUDIES DEPARTMENT

BY

JESUIT STUDENT

DALLAS, TEXAS

MARCH 18, 2010

WHY AND HOW TO CREATE A USEFUL OUTLINE

Why create an outline? There are many reasons; but in general, it may be helpful to create an outline when you want to show the hierarchical relationship or logical ordering of information. For research papers, an outline may help you keep track of large amounts of information. For creative writing, an outline may help organize the various plot threads and help keep track of character traits. Many people find that organizing an oral report or presentation in outline form helps them speak more effectively in front of a crowd. Below are the primary reasons for creating an outline.

- Aids in the process of writing
- Helps you organize your ideas
- Presents your material in a logical form
- Shows the relationships among ideas in your writing
- Constructs an ordered overview of your writing
- Defines boundaries and groups

How do I create an outline?

- Determine the purpose of your paper.
- Determine the audience you are writing for.
- Develop the thesis of your paper.

Then:

- **Brainstorm:** List all the ideas that you want to include in your paper.
- **Organize:** Group related ideas together.
- **Order:** Arrange material in subsections from general to specific or from abstract to concrete.
- **Label:** Create main and sub headings.

Remember: creating an outline before writing your paper will make organizing your thoughts a lot easier. Whether you follow the suggested guidelines is up to you, but making any kind of outline (even just some jotting down some main ideas) will be beneficial to your writing process.

FOUR MAIN COMPONENTS FOR EFFECTIVE OUTLINES

(adapted from <http://owl.english.purdue.edu/>)

1. Parallelism - How do I accomplish this?

Each heading and subheading should preserve parallel structure. If the first heading is a verb, the second heading should be a verb. Example:

I. Choose Desired Colleges

II. Prepare Application

("Choose" and "Prepare" are both verbs. The present tense of the verb is usually the preferred form for an outline)

2. Coordination - How do I accomplish this?

All the information contained in Heading 1 should have the same significance as the information contained in Heading 2. The same goes for the subheadings (which should be less significant than the headings). Example:

I. Visit and evaluate college campuses

II. Visit and evaluate college websites

A. Note important statistics

B. Look for interesting classes

(Campus and websites visits are equally significant. They are part of the main tasks you would need to do. Finding statistics and classes found on college websites are parts of the process involved in carrying out the main heading topics.)

3. Subordination - How do I accomplish this?

The information in the headings should be more general, while the information in the subheadings should be more specific. Example:

I. Describe an influential person in your life

A. Favorite high school teacher

B. Grandparent

(A favorite teacher and grandparent are specific examples from the generalized category of influential people in your life.)

4. Division - How do I accomplish this?

Each heading should be divided into 2 or more parts. Example:

I. Compile resume

A. List relevant coursework

B. List work experience

C. List volunteer experience

(The heading "Compile resume" is divided into 3 parts.)

Technically, there is no limit to the number of subdivisions for your headings; however, if you seem to have a lot, it may be useful to see if some of the parts can be combined.

TYPES OF OUTLINES AND SAMPLES

Alphanumeric Outlines

This is the most common type of outline and usually instantly recognizable to most people. The formatting follows these characters, in this order:

- Roman Numerals
- Capitalized Letters
- Arabic Numerals
- Lowercase Letters

If the outline needs to subdivide beyond these divisions, use Arabic numerals inside parentheses and then lowercase letters inside parentheses. See the "Sample Outlines"

What is the assignment?

Your instructor asks the class to write an expository (explanatory) essay on the typical steps a high school student would follow in order to apply to college.

What is the purpose of this essay?

To explain the process for applying to college

Who is the intended audience for this essay?

High school students intending to apply to college and their parents

What is the essay's thesis statement?

When applying to college, a student follows a certain process which includes choosing the right schools and preparing the application materials.

Full Sentence Outlines

The full sentence outline format is essentially the same as the Alphanumeric outline. The main difference (as the title suggests) is that full sentences are required at each level of the outline. This outline is most often used when preparing a traditional essay. Select the "Sample Outlines" PDF in the Media Box above to download the sample of this outline.

Decimal Outlines

The decimal outline is similar in format to the alphanumeric outline. The added benefit is a system of decimal notation that clearly shows how every level of the outline relates to the larger whole. Select the "Sample Outlines" PDF in the Media Box above to download the sample of this outline.

SAMPLE OUTLINES--ALPHANUMERIC OUTLINE MODEL

The College Application Process

I Choose Desired Colleges

- A. Visit and evaluate college campuses
- B. Visit and evaluate college websites
 - 1. look for interesting classes
 - 2. note important statistics
 - a. student/faculty ratio
 - b. retention rates

II Prepare Application

- A. Write Personal Statement
 - 1. Choose interesting topic
 - a. describe and influential person in your life
 - (1) favorite high school teacher
 - (2) grandparent
 - 2. Include important personal details
 - a. volunteer work
 - b. participation in varsity sports
- B. Revise personal statement

III Compile Resume

- A. List relevant coursework
- B. List work experience
- C. List volunteer experience
 - 1. tutor foreign language summer camp
 - 2. counselor for suicide prevention hotline

SAMPLE OUTLINES--FULL SENTENCE OUTLINE MODEL AND DECIMAL OUTLINE MODEL

Full Sentence Outline Model

I. Man-made pollution is the primary cause of climate change.

A. Greenhouse gas emissions are widely identified by the scientific community to be harmful.

1. The burning of coal and fossil fuels are the primary releasers of hazardous greenhouse gasses.

Full sentence outlines are often accompanied with an APA reference list on a separate page. Quotes within the outline must also utilize APA in-text citations.

Decimal Outline Model

1.0 Choose Desired College

1.1 Visit and evaluate college campuses

1.2 Visit and evaluate college websites

1.2.1 Look for interesting classes

1.2.2 Note important statistics

INTRODUCTION TO CHICAGO STYLE

Because different disciplines utilize different citation styles, the language used to describe proper formatting might be confusing. For example, a Works Cited page refers to the page at the end of the paper where you present the list of sources that were either directly quoted or paraphrased in the paper. The title “Works Cited” is used when using MLA or Chicago styles of citation. However, when using APA style of citation, the title “References” refers to the page at the end of the paper where you present the list of sources that were either directly quoted or paraphrased in the paper.

Additionally, the terms “Works Cited” and “Bibliography” are not the same. On a “Works Cited” page, you only list items you actually have directly quoted from or paraphrased in your paper. A “Bibliography” combines the “Works Cited” as well as any material you consulted in writing your paper, but did not directly quote or paraphrase from. Check with your instructor about whether your not you need to include a bibliography. If you do, the style format remains the same for the works cited and bibliography.

For all style types, all of the entries are alphabetized by author’s last name or if no author present, by the first words of titles.

For all style types, each item listed on a “Works Cited” or “References” page must also have a proper in-text citation or parenthetical reference within the paper directly after the quote or paraphrased selection.

CHICAGO MODEL STYLE NOTES AND BIBLIOGRAPHY SYSTEM (CMS NB System) Template

Below are some common examples of materials cited in *The Chicago Manual of Style* documentation system. Each example is given first in humanities style (a note [N], followed by a bibliographic entry [B]) and then in author-date style (an in-text citation [T]). For numerous specific examples, see chapters 16 and 17 of *The Chicago Manual of Style*, 15th edition.

Online sources that are analogous to print sources (such as articles published in online journals, magazines, or newspapers) should be cited similarly to their print counterparts but with the addition of a URL. Some publishers or disciplines may also require an access date. For online or other electronic sources that do not have a direct print counterpart (such as an institutional Web site or a Weblog), give as much information as you can in addition to the URL. The following examples include some of the most common types of electronic sources.

Book

One author

N:

1. Author first name last name, *Book Title* (Publish location: Publishing Company, publication date), page number of information.

B:

Author last name, first name. *Book Title*. Publish location: Publishing Company, publication date.

T:

(Author last name publication date, page number of information)

Four or more authors

N:

13. First author listed first name last name et al., *The Book Title* (Publish location: Publishing Company, publication date), page number of information.

B:

First author listed last name, first name, second author listed first name last name, third author listed first name last name, third author listed first name last name, and last author listed first name last name. *Book Title*. Publish location: Publishing Company, publication date.

T:

(First author listed last name et al. publication date, page number of information)

Editor, translator, or compiler instead of author

N:

4. Editor first name last name, ed., *Book Title* (Publish location: Publishing Company, publication date), page number of information.

B:

Editor last name, first name, ed. *Book Title*. Publish location: Publishing Company, publication date.

T:

(Editor last name publication date, page number of information)

Chapter or other part of a book

N:

5. Article author first name last name, "Title of Chapter or Other Part of a Book," in *Title of Book*, Book author first name last name (Publish location: Publishing Company, publication date), page number of information.

B:

Article author last name, first name. "Title of Chapter or Other Part of a Book." in *Title of Book*. Book author first name last name, page range of chapter. Publish location: Publishing Company, publication date.

T:

(Article author last name publication date, page number of information)

Book published electronically

N:

2. Author first name last name, *Title of Book* (Publish location: Publishing Company, publication date), [http://URL](#) (accessed month day, year).

B:

Author last name, first name. *Title of Book*. Publish location: Publishing Company, publication date. [http://URL](#) (accessed month day, year).

T:

(Author last name publication year)

Journal article

Article in a print journal

N:

8. Author first name last name, "The Article Title," *Journal Title* volume number (year): page number of information.

B:

Author last name, first name. "The Article Title." *Journal Title* volume number (year): page span of article.

T:

(Author last name year, page number of information)

Article in an online journal

N:

33. Author first name last name, "Title of Article," *Title of Online Journal* volume number, number of edition (year), [http://URLinfo](#) (accessed month day, year).

B:

Author last name, first name. "Title of Article." *Title of Online Journal* volume number, number of edition (year), [http://URLinfo](#) (accessed month day, year).

T:

(Author last name year)

Popular magazine article

N:

29. Author first name last name, "Article Title," *Magazine Title*, month day, year of publication, page number of information.

B:

Author last name, first name. "Article Title." *Magazine Title*, month day, year of publication.

T:

(Author last name year, page number of information)

Newspaper article

Newspaper articles may be cited in running text ("As William Niederkorn noted in a *New York Times* article on June 20, 2002, . . . ") **instead** of in a note or an in-text citation, and they are commonly omitted from a bibliography or reference list as well. The following examples show the more formal versions of the citations.

N:

10. Author first name last name, "Article Title," *Newspaper Name*, month day, year of publication, specific section, specific edition.

B:

Author last name, first name. "Article Title." *Newspaper Name*. month day, year of publication, specific section, specific edition.

T:

(Author last name year)

Web site

Web sites may be cited in running text ("On its Web site, the Evanston Public Library Board of Trustees states . . .") **instead** of in an in-text citation, and they are commonly omitted from a bibliography or reference list as well. The following examples show the more formal versions of the citations.

N:

11. Author first name last name, "Article Title," Name Of Website, <http://www.URL> (accessed month day, year).

B:

Author last name, First name. "Article Title." Name Of Website. <http://www.URL> (accessed month day, year).

T:

(Web site host's name)

Item in online database

N:

33. Author first name last name, "Title of Article," Name of data base, <http://database'sURL>
(accessed month day, year).

B:

Author last name, first name. "Title of Article." Name of data base. <http://database's URL> .

T:

(Author last name year, Name of data base)

Youtube or Podcast

N:

17. Performer, Writer or Creator. *Title of Video or Podcast*, Running Time. Title of Source, Format, url
(access date).

B:

Performer, Writer or Creator. *Title of Video or Podcast*. Running Time. Title of Source, Format, url (access
date).

T:

(Performer, Writer or Creator, date posted)

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<http://www.jstor.org/stable/20049207?&Search=yes&term=superpower&term=lone&list=hide&searchUri=%2Faction%2FdoBasicSearch%3Fquery%3Dthe%2Blonely%2Bsuperpower%26wc%3Don%26x%3D10%26y%3D14&item=1&ttl=208&returnArticleService=showArticle>.
- India's Jumbo Election." *The Economist* vol 391 no 8627 (April 18, 2009): 12.
- Larson, Aaron A., M. Anne Britt and Christopher A. Kurby. "Improving Students' Evaluation of Informal Arguments." *The Journal of Experimental Education* 77, no 4 (2009): 339-365. Proquest. Jesuit College Prep., Dallas, TX. 21 May 2009 <http://proquest.umi.com/pqdweb/?index=0&did=1708213761&SrchMode=1&sid=1&Fmt=3&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1243357628&clientId=15518>.
- Mandelbaum, Michael. *The Ideas That Conquered the World: Peace, Democracy, and Free Markets in the Twenty First Century*. The United States: PublicAffairs, 2002.
- "Merkel Says Stasi Tried to Recruit Her." *The Irish Times* (2009): 14. Proquest. Jesuit College Prep., Dallas, TX. 20 May 2009 <http://proquest.umi.com/pqdweb/?index=0&did=1718762651&SrchMode=1&sid=1&Fmt=3&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1243357913&clientId=15518>.
- Mondello, Bob. *Charlton Heston, Old-School Gentleman, Dies at 84.NPR Movies Podcast*, 8 minutes; [National Public Radio](http://www.npr.org/templates/story/story.php?storyId=89421208). Audio file, <http://www.npr.org/templates/story/story.php?storyId=89421208> (April 10 2009).
- Preker, Alexander S. and April Harding. "Political Economy of Strategic Purchasing." in *Public Ends, Private Means: Strategic Purchasing of Health Services*, edited by Alexander Preker et al. Washington DC: The Johns Hopkins University Press, 1996. Ebrary. Jesuit College Prep., Dallas, TX. 20 May 2009 <http://site.ebrary.com/lib/jesuit/docDetail.action?docID=10176222&p00=public%20ends%2C%20private%20means%3A%20strategic%20purchasing%20%20health%20services>.

Shimabukuro, Jake. *Ukulele Weeps by Jake Shimabukuro*, 1 hour; YouTube, Video File.
<http://www.youtube.com/watch?v=puSkP3uym5k> (April 22, 2008).

Soss, Joe and Sanford F. Schram. "A Public Transformation? Welfare Reform as Policy Feedback." *American Political Science Review* vol 101, no 1 (2007): 111-127.

Van Belle, Douglas A. and Kenneth Mash. *A Novel Approach to Politics: Introducing Political Science Through Media And Popular Culture*. Washington DC: CQ Press, 2007.

White, Stephen. *Communism and Its Collapse*. Florence, KY: Routledge, 2000. Ebrary. Jesuit College Prep., Dallas, TX. 20 May 2009 <http://site.ebrary.com/lib/jesuit/docDetail.action?docID=5001339&p00=communism%20%20%20collapse>.

CHICAGO MODEL STYLE NOTES AND BIBLIOGRAPHY SYSTEM (CMS NB SYSTEM)

Annotated Bibliography – Works Cited

An Annotated bibliography is a list of sources one has used for researching a topic along with a summary and evaluation of each of the sources. Annotations are written in paragraph form. An annotation must: **summarize** the source (what is the point of this book or article? What topics are covered?); **assess** the source (why was this a useful source for this particular topic? Is the information reliable? What is the goal of this source?); **reflect** upon the source (how did this source help shape the argument? How can this source be used in the research project?). The lengths of the annotations vary significantly from the 3 sentence minimum to a couple of pages depending on the annotation's purpose.

Baker, Arlyn. "How Pakistan Failed Itself." *Time* 173, iss 20 (2009): 20.

Proquest. Jesuit College Prep., Dallas, TX. 25 May 2009

[http://proquest.umi.com/pqdweb/?index=0 &did=1710888461&SrchMode=1&sid=1&Fmt=3&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1243356118&clientId=15518](http://proquest.umi.com/pqdweb/?index=0&did=1710888461&SrchMode=1&sid=1&Fmt=3&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1243356118&clientId=15518).

Baker asserts that Islamabad is out of touch with the rest of Pakistan thus national policies established in the capital are either not relevant to or ignored by Pakistanis beyond the urban capital. The article offered many examples of recent Pakistani legislation and government decisions that were less than effective when implementation was attempted. This source was crucial in supporting the argument that the current government is weak against Taliban incursion in western Pakistan.

Batstone, William Wendall and Cynthia Damon. *Caesar's Civil War*. Cary,

NC: Oxford University Press, 2006. Ebrary. Jesuit College Prep., Dallas, TX. 20 May

2009 <http://site.ebrary.com/lib/jesuit/docDetail.action?docID=10160585&p00=caesar's%20civil%20war>.

Batstone and Damon give a detailed explanation as to why Caesar decided to cross the Rubicon in defiance of Pompey and the Roman senate. The authors relied on sources attribute to Caesar's men with him in Gaul to describe Caesar's political dilemma and subsequent decision to march on Rome. This book reinforces the theory that Caesar had no option other than assert himself against the impossible restrictions placed upon him by political rivals.

CIA. "Cuba." *The World Factbook*, April 23 2009. <https://www.cia.gov/library> (accessed April 25, 2009).

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INTRODUCTION TO MLA STYLE AND TEMPLATE

Because different disciplines utilize different citation styles, the language used to describe proper formatting might be confusing. For example, a Works Cited page refers to the page at the end of the paper where you present the list of sources that were either directly quoted or paraphrased in the paper. The title “Works Cited” is used when using MLA or Chicago styles of citation. However, when using APA style of citation, the title “References” refers to the page at the end of the paper where you present the list of sources that were either directly quoted or paraphrased in the paper.

Additionally, the terms “Works Cited” and “Bibliography” are not the same. On a “Works Cited” page, you only list items you actually have directly quoted from or paraphrased in your paper. A “Bibliography” combines the “Works Cited” as well as any material you consulted in writing your paper, but did not directly quote or paraphrase from. Check with your instructor about whether you not you need to include a bibliography. If you do, the style format remains the same for the works cited and bibliography.

For all style types, all of the entries are alphabetized by author’s last name or if no author present, by the first words of titles.

For all style types, each item listed on a “Works Cited” or “References” page must also have a proper in-text citation or parenthetical reference within the paper directly after the quote or paraphrased selection.

MLA TEMPLATE

Books

Generic For Hard Copy of a Book

Lastname, Firstname. Title of Book. Place of Publication: Publisher, Year of Publication. Print.

Example Book Single Author:

Works Cited

Mandelbaum, Michael. The Ideas that Conquered the World: Peace, Democracy, and Free Markets in the Twenty-First Century. New York: New York. 2002. Print.

In-text citation

(Mandelbaum 45).

Example Book Multiple authors:

Works Cited

Van Belle, Douglas and Mash, Kenneth. A Novel Approach to Politics: Introducing Political Science Through Media and Popular Culture. CQ Press: Washington, DC. 2007. Print.

In-text citation

(Van Belle and Mash 23).

Example Book Edited Collection:

Works Cited

Huntington, Samuel. “Democracy’s Third Wave”. The Global Resurgence of Democracy. Ed. Larry Diamond and Marc F. Plattner. Baltimore: The Johns Hopkins University Press, 1996. 3-25. Print.

In-text citation

(Huntington 22).

Generic For Electronic Book

Author. Book title. Place of Publication:Publisher. Publication Date. Database Service name. Library Name, City, State. <electronic address of the database>. Web. Date of access

Example Electronic Book Single Author

Works Cited

White, Stephen. Communism and Its Collapse. Florence, KY: Routledge. 2000. Ebrary. Jesuit College Preparatory School Library, Dallas, Texas. <<http://site.ebrary.com/lib/jesuit/Doc?id=5001339&ppg=5>> Web. May 5, 2009.

In-text citation

(White 5).

Example Electronic Book Two Authors

Works Cited

Batstone, William Wendell. And Damon, Cynthia. Caesar's Civil War. Cary, North Carolina:Oxford University Press. 2006. Ebrary. Jesuit College Preparatory School Library, Dallas, Texas. <<http://site.ebrary.com/lib/jesuit/Doc?id=10160585&ppg=5>> Web. May 5, 2009.

In-text citation

(Batstone and Damon 26).

Example Electronic Book Edited Volume

Works Cited

Preker, Alexander S. and Harding, April. "Political Economy of Strategic Purchasing." Public Ends, Private Means: Strategic Purchasing of Health Services, Eds. Alexander Preker et al. Herndon, VA:World Bank. 2007. Ebrary. Jesuit College Preparatory School. Dallas, Texas. 13-52. Web. May 5, 2009.

In-text citation

(Preker and Harding 45).

Generic For Article in a Magazine or Journal (printed copy)

Author(s). "Title of Article." Title of Periodical Day Month Year: pages. Print.

Example Magazine article with author (printed copy)

Generic For Article No Author (printed copy)

"title of Article." Title of Periodical day month year: pages. Print.

Example article no author (printed copy)

Examples article in magazine or journal with author

Works Cited

Gray, Mike. "Echoes of Prohibition." The Washington Post National Weekly Edition. 20-26 April 2009: 26-27. Print.

In-text citation

(Gray 26)

Example article in magazines or journal with no author

Works Cited

"India's Jumbo Election." The Economist 18 April 2009: 12. Print.

In-text citation

("India's Jumbo Election" 12)

Generic For Article in Scholarly Journal (printed copy)

Author(s). "Title of Article." Title of Journal Volume.Issue (Year): pages. Print.

Example article in scholarly journal (printed copy)

Example article in scholarly journal (printed copy)

Works Cited

Soss, Joe. and Schram, Sanford. "A Public Transformed? Welfare Reform as Policy Feedback." American Political Science Review.
Vol. 1010, No.1 (February 2007): 111-127. Print.

In-text citation

(Soss and Schram 119).

Generic For Website

Name of Site. Date of Posting/Revision. Name of institution/organization affiliated with the site (sometimes found in copyright statements). [electronic address]. Web. Date you accessed the site

Example of website

Works Cited

Stop Global Warming. Last modified: Sunday, June 21, 2009. Stop Global Warming Virtual March.

<<http://www.stopglobalwarming.org/default.asp>> Web. 21 June 2009.

In-text citation

("Stop Global Warming").

Example of Page on a website

Works Cited

CIA. "Cuba." The World Factbook, Updated April 23 2009. <<https://www.cia.gov/library>> Web. April 25 2009

In-text citation

(CIA).

Generic For Web based Publication

Author(s). "Title of Article." Title of Online Publication. Date of Publication. <electronic address full>. Web. Date of Access.

Examples Newspaper found online

Works Cited

Healy, Jack. "Banks Have Raised Billions Since Test, Geithner Says". New York Times. May 21, 2009.

<<http://www.nytimes.com/2009/05/21/business/economy/21geithner.html?scp=1&sq=banks%20have%20raised%20billions%20since%20test&st=cse>> Web. May 24, 2009.

In-text citation

(Healy).

Generic For Data base generated article

As above on the magazine or journal THEN name of the database or subscription collection, the name of the library through which you accessed the content, including the library's city and state, plus date of access. If a URL is available for the home page of the service, include it. **Do not** include a URL to the article itself, because it is not openly accessible.

The generic citation form for database would look like this:

Author. "Title of Article." Periodical Name Volume Number (if necessary) Publication Date: page number-page number. Database name. Service name. Library Name, City, State. <electronic address of the database>. Web. Date of access

Example Academic Journal on electronic database

Works Cited

Larson, Aaron. et al. "Improving Students' Evaluation of Informal Arguments". The Journal of Experimental Education. Vol 77(4) 2009:339-365. Proquest. Jesuit College Preparatory School, Dallas, Texas. <www.proquest.umi.com> web. May 22, 2009.

In-text citation

(Larson 340).

Example of popular press magazine with author on electronic database

Works Cited

Baker, Arlyn. "How Pakistan Failed Itself". Time. May 25, 2009:20 Proquest. Jesuit College Preparatory School, Dallas, Texas. <www.proquest.umi.com> Web. May 28, 2009.

In-text citation

(Baker 20).

Example of newspaper with no author on electronic database

Works Cited

“In Short”. The Irish Times. May 20, 2009. Lexis-Nexis Scholastic Edition. Jesuit College Preparatory School, Dallas, Texas.
<www.lexis-nexis.com> Web. May 25, 2009.

In-text citation

(“In Short”).

YouTube Video

Authors last name, first name. “Title of the video.” Date of video posted. Online video clip. YouTube. Access date. Full URL.
Web.

Examples of YouTube Video

Shimabukuro, Jake. "Ukulele Weeps by Jake Shimabukuro." 04 April 2008. Online video clip. YouTube. Accessed on 22 April 2008.
<http://www.youtube.com/watch?v=puSkP3uym5k> Web.

MLA Podcast

Author’s last name, first name. “Title of the podcast.” Air date/date created. Podcast. “Program title”. Source. Access date. Full
URL. Web.

Examples of Podcast

Mondello, Bob. "Charlton Heston, Old-School Gentleman, Dies at 84." 8 May 2008. Podcast. "NPR Movies." National Public Radio.
10 April 2009. <http://www.npr.org/templates/story/story.php?storyId=89421208>

MLA WORKS CITED EXAMPLE

Works Cited

- Baker, Aryn. "How Pakistan Failed Itself". Time. May 25, 2009:20 Proquest. Jesuit College Preparatory School, Dallas, Texas.
<www.proquest.umi.com> Web. May 28, 2009.
- Batstone, William Wendell. And Damon, Cynthia. Caesar's Civil War. Cary, North Carolina:Oxford University Press. 2006.
Ebrary. Jesuit College Preparatory School Library, Dallas, Texas.
<http://site.ebrary.com/lib/jesuit/Doc?id=10160585&ppg=5> Web. May 5, 2009.
- CIA. "Cuba." The World Factbook, Updated April 23 2009. <https://www.cia.gov/library> Web. April 25 2009
- Gray, Mike. "Echoes of Prohibition." The Washington Post National Weekly Edition. 20-26 April 2009: 26-27. Print.
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<http://www.nytimes.com/2009/05/21/business/economy/21geithner.html?scp=1&sq=banks%20have%20raised%20billions%20since%20test&st=cse> Web. May 24, 2009.
- Huntington, Samuel. "The Lonely Superpower." Foreign Affairs Vol 78, no 2 (1999): 35-49. Jstor. Jesuit College Preparatory School, Dallas, TX.
<http://www.jstor.org/stable/20049207?&Search=yes&term=superpower&term=lonely&list=hide&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Dthe%2Blonely%2Bsuperpower%26wc%3Don%26x%3D10%26y%3D14&item=1&t=208&returnArticleService=showArticle.> Web. 22 May 2009
- "Democracy's Third Wave". The Global Resurgence of Democracy. Ed. Larry Diamond and Marc F. Plattner. Baltimore: The Johns Hopkins University Press, 1996. 3-25. Print.
- "India's Jumbo Election." The Economist 18 April 2009: 12. Print.
- "In Short". The Irish Times. May 20, 2009. Lexis-Nexis Scholastic Edition. Jesuit College Preparatory School, Dallas, Texas.
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- Mandelbaum, Michael. The Ideas that Conquered the World: Peace, Democracy, and Free Markets in the Twenty-First Century. New York: New York. 2002. Print.
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- Preker, Alexander S. and Harding, April. "Political Economy of Strategic Purchasing."
Public Ends, Private Means: Strategic Purchasing of Health Services, Eds. Alexander Preker et al. Herndon, VA:World Bank. 2007. Ebrary. Jesuit College Preparatory School. Dallas, Texas. 13-52. Web. May 5, 2009.

Shimabukuro, Jake. "Ukulele Weeps by Jake Shimabukuro." 04 April 2008. Online video clip. YouTube. Accessed on 22 April 2008.

<http://www.youtube.com/watch?v=puSkP3uym5k> Web.

Soss, Joe. and Schram, Sanford. "A Public Transformed? Welfare Reform as Policy Feedback." American Political Science Review.

Vol. 1010, No.1 (February 2007): 111-127. Print.

Van Belle, Douglas and Mash, Kenneth. A Novel Approach to Politics: Introducing Political Science Through Media and Popular

Culture. CQ Press: Washington, DC. 2007. Print.

White, Stephen. Communism and Its Collapse. Florence, KY: Routledge. 2000. Ebrary. Jesuit College Preparatory School Library,

Dallas, Texas. <<http://site.ebrary.com/lib/jesuit/Doc?id=5001339&ppg=5>> Web. May 5, 2009.

MLA ANNOTATED BIBLIOGRAPHY

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Baker, Aryn. "How Pakistan Failed Itself". Time. May 25, 2009:20 Proquest. Jesuit College Preparatory School, Dallas, Texas.

<www.proquest.umi.com> Web. May 28, 2009.

Baker asserts that Islamabad is out of touch with the rest of Pakistan thus national policies established in the capital are either not relevant to or ignored by Pakistanis beyond the urban capital. The article offered many examples of recent Pakistani legislation and government decisions that were less than effective when implementation was attempted. This source was crucial in supporting the argument that the current government is weak against Taliban incursion in western Pakistan.

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INTRODUCTION TO APA STYLE

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For all style types, all of the entries are alphabetized by author’s last name or if no author present, by the first words of titles.

For all style types, each item listed on a “Works Cited” or “References” page must also have a proper in-text citation or parenthetical reference within the paper directly after the quote or paraphrased selection.

APA TEMPLATE

Because APA style is used less frequently at Jesuit, a less detailed APA style template has been provided; however, you may use the example “References” page that follows as a guide for ordering your information if your instructor requests you use APA style.

Generic For Newspaper Article

Author, A. A. (Year, Month Day). Title of article. *Title of Newspaper*. Retrieved date from <http://www.someaddress.com/full/url/>

Generic For Magazine or Scholarly Journal (print)

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical*, volume number(issue number), pages.

Generic For Magazine or Scholarly Journal (electronic)

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical*, volume number(issue number), pages.

Retrieved dates, from database or URL.

Generic For Book (print)

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher.

Generic For YouTube

Authors name (if authors name is not available, then use the screen name of the person posting). (date created/posted). Title of the video [Video File]. Video posted to full URL.

Generic For Podcast

Author’s last name, first name. (Date posted). Title of podcast. *Title of Program*. Podcast retrieved from full URL.

APA format for in-text citations

If single author listed:

(Author last name, year).

If no author listed, cite the source by its title in the signal phrase or use the first word or two in the parentheses:

(Shortened title, year)

If two authors listed:

(Author A last name and Author B last name)

REFERENCES (APA) EXAMPLES

References

- Baker, Aryn. (May 25, 2009) How Pakistan Failed Itself. *Time*. Retrieved on May 28, 2009 from Proquest database.
- Batstone, William Wendell. And Damon, Cynthia. (2006). *Caesar's Civil War*. Cary, North Carolina:Oxford University Press.
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<http://www.nytimes.com/2009/05/21/business/economy/21geithner.html?scp=1&sq=banks%20have%20raised%20billions%20since%20test&st=cse>
- Huntington, Samuel. (1999). The Lonely Superpower. *Foreign Affairs* Vol 78, no 2, 35-49. Retrieved on May 22, 2009 from Jstor database.
(1996). Democracy's Third Wave. *The Global Resurgence of Democracy* Ed. Larry Diamond and Marc F. Plattner.
Baltimore: The Johns Hopkins University Press, 1996. 3-25.
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Podcast retrieved from <http://www.npr.org/templates/story/story.php?storyId=89421208>
- Preker, Alexander S. and Harding, April. (2007). Political Economy of Strategic Purchasing.
Public Ends, Private Means: Strategic Purchasing of Health Services. Eds. Alexander Preker et al. Herndon, VA:World Bank. Retrieved on May 5, 2009 from Ebrary database.
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- Soss, Joe. and Schram, Sanford. (2007) A Public Transformed? Welfare Reform as Policy Feedback. *American Political Science Review*. Vol. 1010, No.1, 111-127.
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White, Stephen. (2000). *Communism and Its Collapse*. Florence, KY: Routledge. 2000. Retrieved on May 5, 2009 from Ebrary database.

ANNOTATED BIBLIOGRAPHY – REFERENCES (APA)

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Retrieved on May 5, 2009 from Ebrary database.

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CIA. (2009) Cuba. *The World Factbook*, Retrieved on April 25, 2009 from <https://www.cia.gov/library>.

The CIA World Fact book offers statistic and data in order to describe the economic, political and social situation in Cuba. Unemployment rates, literacy rates and poverty rates were particularly important in supporting the argument that Cuba has a government controlled, socialist economy. In addition the brief historic summary of Cuba on the site, CIA offers a broad overview of Cuba's political structure which was helpful in supporting the argument that Cuba's political system commands its economic and social systems.

RESEARCH HELP: HELPFUL DATABASES AND WEBSITES

Subscription Databases Subscribed to by Jesuit

Proquest: You can access academic journals on Proquest, which you can access at school or at home using the codes listed below. To access: click on Proquest from library shortcuts folder on a school computer or link to it from <http://proquest.umi.com/login>
Code: BPR2B9KKHQ
Pass: Welcome

Lexis/Nexis: useful database, particularly for newspapers, transcripts and law reviews. You can access from school. From school, simply go to www.lexis-nexis.com ; select sign in to your service/product sign in on the upper right hand corner of the screen; select scholastic edition. It knows you are on a Jesuit computer so you will not need to enter any codes. There is also a shortcut in library short cuts if you prefer.

Ebrary: Make use of this resource at school by linking to it through Moodle. This resource has online books that you can read and take selections from for your research.

Internet Research

Google:

Remember to be wary of just random websites when searching on the internet. You want to limit your internet work to only .orgs and .edu. This ensures you are working with organizations and educational institutions rather than random Joe Schmo websites. If you search using Google, the advanced search page allows you to only search for your topic on .orgs or .edu. Make use of this search feature when searching the internet.

Government resources: The government provides a wealth of information on both sides of issues. Many government agencies are non-partisan and therefore offer both sides of issues. You can access this analysis by searching: www.google.com/unclesam This is the google search engine but it only searches government documents, including state government, military documents, etc.

Government Accountability Office (GAO) <http://www.gpoaccess.gov/gaoreports/> When the government wants to study something it commissions a study from the GAO. The website listed above searches their reports for relevant issues.

Congressional Budget Office (CBO) <http://www.cbo.gov/> When the government wants to analyze the financial aspects of things, it commissions the CBO to study the issue.

www.house.gov

<http://www.senate.gov>

<http://www.whitehouse.gov>

www.cia.gov

www.state.gov

<http://thomas.loc.gov>-- congressional testimony, Congressional Record

www.internationalngos.org

www.firstgov.gov

Think Tanks: Think tanks are groups of analysts or scholars who usually specialize in particular research areas. These scholars then write essays, compile reports and/or testify before Congress on important legislation in their area. Often these scholars will write analysis of their issue and the election. These think tanks usually have a particular political leaning. You should not think this means the think tanks are “biased”. Instead, it just means that the think tank is writing from a particular political mindset. This helps you to seek out information that will help your research.

www.heritage.org Heritage Foundation (conservative think tank)

www.cato.org Cato Institute (libertarian think tank)

www.brookings.edu Brookings Institution (moderate to liberal think tank)

See also www.wheretodoresearch.com for a listing of think tanks

www.lib.umich.edu/govdocs/psthink (a website that lists additional think tanks and a brief description of their focus)

Rand Corporation www.rand.org

National Center for Policy Analysis www.ncpa.org

American Enterprise Institute www.aei.org

Center for the Defense of Free Enterprise www.cdfef.org

Institute for Policy Studies www.ips-dc.org

World Resources Institute <http://wri.igc.org/wri/> (this is a great environmental website, including section labeled Earthtrends)

Progressive Policy Institute www.ppionline.org

Sierra Club www.sierraclub.org

Center for the Study of the Presidency <http://www.thepresidency.org>

Center for Congressional and Presidential Studies great cite with links to lots of things (especially if you scroll down past the party websites): <http://www.american.edu/academic.depts/spa/ccps/>

You can also access a comprehensive listing of think tanks, categorized by topic at
<http://www.lib.umich.edu/govdocs/psthink.html>

Popular Press and Media

National Public Radio www.npr.org

PBS <http://www.pbs.org>

CNN www.cnn.com

Washington Post www.washingtonpost.com

The Economist www.economist.com

New York Times www.nytimes.com

Christian Science Monitor www.csmonitor.com

Washington Times www.washtimes.com

Boston Globe www.boston.com/globe

Los Angeles Times www.latimes.com

Houston Chronicle www.chron.com

RESEARCH HELP: HOW TO USE LEXIS, PROQUEST AND GOOGLE EFFECTIVELY

Most of you are familiar with research resources like Google News for newspapers. While this may be a useful resource, below are more suggestions for websites you should consult to ensure that you have a diversity of sources.

Proquest: click on **Proquest from library shortcuts folder on a school computer or link to it from <http://proquest.umi.com/login>**
Code: BPR2B9KKHQ

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Go to the advanced search page. Be sure to check the box for peer-reviewed scholarly journals. These journals will give you more in-depth analysis that has been verified by experts. Proquest also searches newspapers; however, lexis is a better resource for newspapers as it is more frequently updated and contains more resources.

Once on the advanced search page, you can type in search terms into the boxes. One benefit of Proquest is the ability to search terms within 5 or 10 words of another search term. Do this by dropping the down the box that says 'and' and selecting the w5 or w10 options. You can also search within paragraphs by selecting the pre1 connector option.

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Both of these options will take you to a page that shows links to news and legal research. If you want to search newspapers or transcripts, then you should click on news. If you want to search law reviews, then you should click on legal research. This will take you to the search page in whichever database you choose. You then enter keywords into the keyword search box. In news the terms that you enter into the keyword box will search the citation, abstract and first paragraph for the term. This will help narrow down the results by focusing only on articles that jump right into the discussion of your topic.

The disadvantage is that an article that does not contain the specific search term in the first paragraph will be excluded but might still be a good article. As a result, if you get only a few results and need more you should try a synonym or broader term to do the search again. In the legal research search box, it will search the word throughout the document. You can also enter multiple search terms into the search box so that it will search terms in conjunction with one another.

For example, you can search (death penalty) and (supreme court) by entering the combination of terms in the search box.

One of the benefits of lexis/nexis is that it allows you to search for words without a certain distance of one another. So if you want to make sure that the terms are close to one another (in order to narrow your search and exclude not relevant things) you can do (death penalty) w/10 (supreme court). This will search for every article that has death penalty as a phrase within 10 words on either side of supreme court.

You can also truncate your search terms to search for multiple endings. For example, if you wanted to search for newspaper articles about Iraq withdrawal, but you want to be sure to get articles that discuss withdrawal as well as withdrawing or withdraw from Iraq. You can search Iraq w/5 withdraw! The exclamation point on the end of the word tells lexis to search for all multiple alternative endings for the word.

You can also use the date boxes to ensure that you are getting the most timely information available. You can sort by relevance (articles where the search terms appear frequently) or by date (the most recent first if that is a big deal in your research).

If you want to search phrases on lexis, use parenthesis to set off the phrases.

If you want to search for political transcripts or tv show transcripts you can do so by clicking on news, then transcripts. If you want to access congressional testimony, once you have clicked on transcripts, scroll down the source box and click on political transcripts.

Google:

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