

EAST WOODS LIBRARY RESEARCH GUIDE

Today's students live in a world that is virtually exploding with information. The ability to find and use information is a skill that students will need in order to succeed both personally and professionally. Students need to be prepared for secondary education, careers, and their lives. The American Association of School Librarians advises that learners need improved opportunities for success which will empower them "to contribute to the knowledge base, think about it, question, share, and interact with it." (*New National School Library Standards*).

Information literacy is the term applied to the skills of information problem-solving, skills that equip individuals to take advantage of the opportunities inherent in the global information society. In an effective information literacy curriculum, students' experience with information moves away from learning traditional library location skills taught in isolation. Rather, students learn information literacy skills that are integrated into the core curriculum. Based upon *Bloom's Taxonomy* and the *Big 6 Method of Information Problem Solving* by Eisenberg and Berkowitz, this type of curriculum offers learning experiences that engage students in higher order thinking skills, which are transferable to other learning situations and which prepare students for life-long learning.

East Woods students develop the skills needed to become effective users and communicators of information in many different formats. Students have frequent opportunities to utilize print resources, as well as access digital resources and collaborate in intellectual networks. Students learn to seek information, evaluate and apply it, and assess whether the information found has met their needs. This allows them to generate products that demonstrate new learning.

This East Woods Research Guide reinforces the Library and Information Skills Curriculum and is designed to guide students through the ever-changing nature of information gathering and the research process.

The systematic approach to planning, organizing, and presenting information provides step-by-step guidelines for the successful completion of research projects. The guide introduces effective research strategies, contains links to organizers and worksheets, and includes instructions for constructing bibliographies, including formats for citing online information sources. The guide introduces basic concepts for all grades, and contains additional sections for Upper Grade students that expand upon the basics.

This spiraling upward approach is an invaluable resource for our students during their years at East Woods, and beyond.

AN OVERVIEW OF THE RESEARCH PROCESS

Do you have a research assignment? Get step-by-step help in planning, searching for, evaluating, and using the information that you find. Below is our guide with links to tools that will help you complete your assignment.

QUICK LINKS TO TOOLS	QUESTION	CORRESPONDING SECTION OF RESEARCH GUIDE
<u>Graphic Organizers</u>	<p>What is my teacher asking me to do?</p> <p>What do I know about my topic?</p> <p>What kind information do I need to find?</p>	<u>STEP ONE:</u> TASK DEFINITION/ INFORMATION PLANNING
<u>Identifying Keywords</u> <u>Identifying Descriptors</u>	<p>Which keywords should I use for searching?</p> <p>Which sources should I use?</p> <p>How can I improve my search?</p>	<u>STEP TWO:</u> INFORMATION SEEKING STRATEGIES
<u>EWS Online Databases</u> Public library catalogs: <u>Nassau</u> <u>Suffolk</u>	<p>How do I access information?</p> <p>Where can I look beyond the library?</p> <p>Where in my source will I find the information that I need?</p>	<u>STEP THREE:</u> LOCATION & ACCESS
<u>Evaluating Web Sites</u> <u>Avoiding Plagiarism</u> <u>Bibliography Form</u>	<p>How do I know if my Internet sources are accurate?</p> <p>What will I do with the information that I find?</p> <p>How do I keep track of my information?</p>	<u>STEP FOUR:</u> USE INFORMATION
<u>Basic guide to essay writing</u> <u>Citing sources inside of a paper</u> <u>Creating a bibliography</u>	<p>Do I have enough information?</p> <p>How do I organize my facts?</p> <p>How can I communicate what I've learned?</p>	<u>STEP FIVE:</u> SYNTHESIS/ ORGANIZING INFORMATION
<u>Proofreading & Grammar Help</u> <u>General Checklist</u>	<p>Does my work need to be revised?</p> <p>Should I ask someone else to evaluate my work?</p> <p>What will I do differently in the future?</p>	<u>STEP SIX:</u> EVALUATION

STEP ONE: TASK DEFINITION—PLANNING FOR INFORMATION



The first step in the research process is recognizing the information task and defining the need for information. At this stage, students need to be able to:

- Recognize what problems need to be solved and which questions need to be answered
- Understand what type of information is needed, such as text, charts, maps, etc.
- Relate information needs to what students already know
- Brainstorm, map out, or web ideas
- Relate the information known/needed within a frame of reference: who, what, where, when, how, why
- (Upper Grades) Formulate a variety of research questions including closed-ended and open-ended questions

STRATEGIES

- Make sure you understand the assignment or research question; reword the assignment in your own words.
- Make sure you understand how much time you will have to complete your assignment and meet different checkpoints along the way.
- If your assignment allows for personal choice within a subject area, try to choose a topic that is of interest to you—one that you would like to investigate further.
- Brainstorm! Write down everything that comes to mind on your topic.
- Use a graphic organizer ([See Appendix A](#)) to organize your thoughts, or create an outline, or a series of lists.
- Conduct a pre-search to see if the topic you choose is “do-able.” You may need to rethink your topic if there is not enough information, or narrow down your topic if there is too much material. Generally speaking, you will need to find about three different information sources for your research project.
- Decide on storage methods for information sources gathered during your research (which may be required by your teachers). These include outlines, index cards, photocopies of materials, summarized and paraphrased information notes.
- Utilize Google Apps to create documents, slide presentations, spreadsheets, and other forms, and access them via any digital device.

STEP TWO: INFORMATION SEEKING STRATEGIES—SEARCHING



Once the information problem has been identified, the next step is to determine the words and phrases that will be used to search for information and the identification of possible information sources. At this stage, students need to be able to:

- Identify keywords and concepts, subject headings and descriptors
- List a range of possible information sources in different formats
- Understand the importance of using more than one source of information
- Search library catalogs to select potential information sources
- Search online databases to select potential information sources
- Understand the difference between Internet search tools: search engines, directories, and meta (or mega) search engines
- Refine searches by broadening or narrowing as appropriate

Strategies

- Use a general reference source such as an encyclopedia to identify key words and phrases.
- Use a library catalog to perform a keyword search.
- Identify subject headings used in the library catalog.
- Identify descriptors used in the catalog such as geographic place names and dates. These descriptors will help to narrow your search.
- Use a range of different online search tools to conduct online searches. ([See Appendix B](#) to understand the different search tools). Use Boolean operators to expand or narrow searches. These include the words *and*, *or*, and *not*. For example, a search for dolphins *and not* Miami, will search for marine mammals and eliminate sources that include information on the Miami Dolphins football team. A search for heart *and* disease will locate sources that include both terms.
- Enclose words inside of quotation marks to conduct a phrase search and use the plus (+) sign without a space before another word or phrase to add a search element. For example “Henry Ford” +“Model T” will narrow a search and make it more specific than a search for Henry Ford alone.
- Use the asterisk (*) as a wildcard to include more than one possible search term. An asterisk added to a root word will search for all possible endings with that word. For example, *whal** will search for whale, whales, whaling, and whalers.
- Keep track of search terms that are successful. It is likely that the same combination of words will work in different sources.

STEP THREE: LOCATION AND ACCESS OF INFORMATION



During this step, students need to be able to track down the information sources found during their searches. This may entail physically locating a book on a shelf in the library, locating an article within a reference source, or accessing an online database and locating an electronic source of information. At this stage, students need to be able to:

- Understand that libraries are organized and that knowledge of one library can generally be applied to others
- Learn that most school libraries and small-medium sized public libraries use the same Dewey Decimal classification system for the arrangement of library materials
- Understand that the Dewey call number for an information source will specify *where* that information source will be located in a library
- Know that it is possible to check the holdings of a library without actually visiting the library in person
- Understand the concept of inter-library loan, where one institution loans materials to another
- Understand that information exists in many different formats
- Learn how to locate information within information sources

STRATEGIES

- Visit the East Woods Library first. In most situations, materials will have been identified to serve students' needs.
- Check your textbooks for suggested book lists at the ends of chapters for titles related to your topic.
- Keep track of the Dewey call numbers of the sources you use. If you visit another library, the same numbers will help you to locate information in another library.
- Use an online library catalog to check whether your public library has materials, or whether another library may agree to let you borrow their materials. Most libraries in both Nassau and Suffolk Counties will loan materials to one another. You will need to bring your library card with you to place an initial request.
- Learn to find information inside of sources: use indexes, cross-references, and chapter and section headings to pinpoint information.
- When using an online information source, use the Help section to view a demonstration or tutorial on how to use the database more efficiently.
- Historical documents and primary source materials are valuable references.
- Don't forget that people are wonderful sources of information. Think about interviewing someone considered to be an expert in the field you are researching.

STEP FOUR: USE OF INFORMATION



Once information sources are located, students need to examine the sources to determine their appropriateness and relevance to the research questions. Once a decision has been made to use a source, complete details about the information source need to be recorded for the bibliography section of the paper. At this stage, students need to be able to:

- Evaluate all sources for currency, accuracy, and relevancy
- Learn to carefully evaluate online sources that have been found via search engines
- Scan, skim, read, hear, and view appropriate resources
- Extract information: take notes, photocopy/highlight, scan, or download and save
- Record all of the information needed to identify and give credit to information sources that will be recorded in the bibliography

STRATEGIES

- When reading, pay attention to chapter headings, sub-headings and words in bold print. Take note of charts, diagrams, maps, or other visual elements that you may want to record.
- If the currency of your information is important, pay attention to copyright dates, and note how recently online sources have been updated.
- Understand that virtually *anyone* can post information on a website. All sites that are not posted by a recognized, authoritative source should be evaluated carefully before being considered for use. (See the next section on [Evaluating Web Sites](#)).
- Determine if a specific method of note-taking is required by your teacher. Some will require index cards, others will require a specific outline method such as the Harvard Outline. Unless one method is specifically required, Upper Grade students are encouraged to choose the note-taking method that works best for them. Other methods for Upper Grades students include photocopying and highlighting materials, scanning images, or selecting and saving online documents and images to Google Drive, or a network folder.
- Save *all* information needed to identify the information sources used.

EVALUATING WEBSITES



Be aware that virtually anyone can create a website and post it online. Unlike conventional publishing criteria, there are very few rules for controlling what type of information can be posted on a website. It's possible to find accurate information posted by reputable sources, but misleading and inaccurate information can also be found. Students searching on their own are advised to use the

A-B-C-D method of Web evaluation:

A=Authority

Think: Who is responsible for creating the information? Beware of pages whose author cannot be identified! A legitimate information provider will clearly label a Web page and provide information about the author or organization responsible for the site. Many times, a site's address will provide some clues. In most Web addresses, the three letters that follow the first period usually identify the domain extension and the type of information source. Some of the most common include:

.com - [a commercial source](#)

.edu - [an educational source, such as a university](#)

.gov - [a government source](#)

.mil - [a military source](#)

.net - [a network site, or companies mostly doing e-commerce](#)

.org - [a site posted by an organization](#)

*****Note** ~ (tilde) -- when you see this symbol following a domain name, it usually denotes a personal page or site attached to an established site.

Bottom line: Students should choose sites that are posted by recognized, reputable information providers. Contact information for the author or group should be provided on the website so that the users can email questions or comments.

B=Bias

Think: Students should evaluate whether or not a website has a particular purpose or whether there is some sort of bias or hidden agenda. Is the website offering all sides of an issue, or only presenting part of a picture? Does a group with a biased or special interest in a topic sponsor the site? If students are looking for objective information, they may need to look further.

What can you tell about the following site?

<https://www.serendipity.li/jsmill/newdecl.html>

Bottom line: Make sure that the site doesn't have a hidden purpose (unless you need one, e.g. for a debate).

C=Comprehensive & Current Content

Think: Students need to evaluate if the content is appropriate for their needs. Material should be recent, accurate, and free of obvious mistakes. Coverage of a topic should be complete and contain enough information.

Bottom line: Several online sites may provide similar information; compare and choose the site that provides the most valuable information in the most useful format for students.

D=Design

Think: Is the website easy to navigate? All links to other pages within the site should work, as well as links to other sites. The page design should be pleasing and uncluttered, with easy-to-understand buttons and icons.

What do you think of the design of the following sites? Are these websites easy to use?

bensguide.gpo.gov/

<https://www.nasa.gov/stem/forstudents>

Bottom line: Why settle for a poorly designed site that's difficult to navigate, when there are probably better ones out there that are better choices for students?



PLAGIARISM: HOW TO IDENTIFY IT AND AVOID IT



According to the *World Book Encyclopedia* (2015, 15: 505), “plagiarism, pronounced PLAY juh rihz uhm, is the act of presenting another person’s work or ideas as one’s own. For example, a student who copies words and ideas from a website or book without identifying the sources has committed plagiarism. Plagiarism is regarded as morally wrong.”

An important aspect of research is discovering new information about a topic or person and incorporating this new information into student work. Regardless of the source of this information, including but not limited to books, magazine articles, websites, or through interviews by email, students need to learn how to give credit to the ideas and works of others. Failure to give credit is plagiarism.

It is especially important to avoid plagiarism when doing research online. It is very easy to copy, cut, and paste text, pictures, audio and video clips when surfing, and forget to note the sources of multimedia. Students need to be aware that it is extremely important to note and keep track of all sources and properly cite the works and ideas of others in a bibliography or works cited page. See Appendix D for examples of citing sources within papers and for a chart that will help students determine *when* credit is to be given:

The following strategies will aid students:

1. Determine whether or not information is **common knowledge**. This includes facts that are likely to be known by a lot of people and can usually be found *undocumented* in several general sources. For example, consider the statement:

John F. Kennedy was elected president in 1960.

This is considered common knowledge, or generally known information. **You do not need to document this information.**

However, you *do* need to cite the source for facts that are not generally known, or for ideas that interpret facts. For example:

Kennedy’s ability to diffuse the Cuban Missile Crisis is considered by many to be his most important act as president (Grolier Multimedia Encyclopedia, 2017).

This is an example of an interpretation of facts and **you do need to document this information and give credit in your bibliography.**

2. The skill that will be used most often in using someone else's words or ideas is *paraphrasing or summarizing*. **Although you are using your own words to paraphrase, you may still need to give credit to the source of your information.**

Write your paraphrase and summary without looking at the original text, so that you are relying on your memory and writing in your own words. Begin your summary with a statement giving credit to your source, such as: *According to John Dewey...*

Then check your version against the original to make sure that your summary is accurate and that you haven't mistakenly borrowed an exact phrase.

3. If you use *any unique words or phrases* that you cannot, or do not want to change, put those words inside of quotation marks and give credit to your source. For example:

According to Bill Gates (1996, 152), the Internet "will open up undreamed of artistic and scientific opportunities to a new generation of geniuses—and to everybody else, too."

In this case, Gates' exact words have been used and enclosed within quotes, and the date of the quote appears after his name in parentheses, as does the page number for this quote. When quoting directly, or even indirectly (using a paraphrase instead of a direct quote), make sure to mention the person's name near the quote, either at the beginning, middle or end. Include the publication date inside of parentheses and include the page number if using an exact quote.

When a longer quotation of three or more lines is to be included, the following rules for blocked quotations apply: The quoted passage is set apart in a separate paragraph with a double space before the quoted section. Indent the entire passage containing the long quote by using the tab button from the left margin. The quoted passage is single-spaced and does *not* need to be enclosed in quotation marks, since the single spacing is a substitute for quotation marks (Teachers usually require that the rest of the paper be double-spaced). For example:

Writing a complicated research paper can, at times, be frustrating for many students. Towards the end of the project, some students are often rushed and don't take the time to edit their final work. In her *A+ Guide to Writing Research and Term Papers* (Scholastic, 1981,72-73), Louise Colligan warns:

At this point, you may even be tempted to simply recopy your rough draft as it stands and hope for the best. Try to resist this urge to wrap up the project quickly. The editing and polishing you do at this point will make the difference between a mediocre paper and a first-rate one.

4. When researching, note-taking, and downloading information, make sure to mark *everything* that is someone else's words with quotation marks. **Keep track of all your sources at the time of use**, so that you avoid having to backtrack later and find a URL, or source not mentioned. When you copy or reprint any diagrams, pictures, charts, or multimedia, **you must document the source.**

5. When in doubt about whether or not to cite a source, it is always better to be safe and avoid plagiarizing. **When in doubt, document your source!**

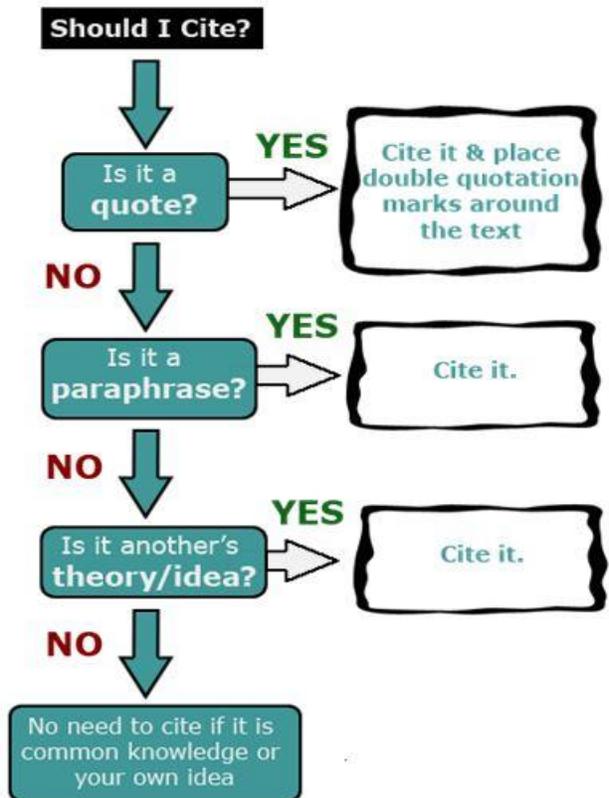
When to Cite (Give Credit to) a Source of Information

Determine whether or not the information is **common knowledge**.

Cite, when you use **paraphrased ideas** from another source that are not **common knowledge**.

Cite, when you use **direct quotations**.
"Exact words"

Cite, when you use **specific statistics** from another source.



Source of Graphic: University of Western Australia



Don't Cite:

Commonly Known Facts

The Mexican War lasted approximately two years between 1846 and 1848.

After the Mexican War, the United States increased in size.



Cite:

Not Common Knowledge

In the first year of the war, battles were fought in four theaters of military operations: northern Mexico, California, New Mexico and on the waters adjacent to these areas (Bowman, 173).

(Author, page)

In 1846, the U.S. annexed California, and in 1848, Mexico officially recognized that all of Texas including the formerly disputed areas, was now part of the U.S. (Grolier Online).

(Online encyclopedia)

STEP FIVE: SYNTHESIS—INTERPRETING AND ORGANIZING INFORMATION



During this next step, students need to carefully evaluate the information gathered, compare information from different sources, and draw conclusions based upon their needs. At this stage, students need to be able to:

- Draw conclusions based upon information found
- Synthesize or blend newly found information with previous information to create a new interpretation or analysis
- Compare the information found with the original information problem and locate additional information if necessary
- Summarize and paraphrase information in their own words
- Organize information in a logical order
- Create an original product

STRATEGIES

- Compare the information from all of your sources. Decide which are the most important parts that should be included in your final product.
- Summarize what you have learned in your own words, remembering to give credit to the thoughts and words of others.
- Determine if your paper has a specific purpose (i.e. to inform, persuade, entertain). This will determine the tone that you use to communicate your information.
- Organize information in the order that it will appear in the final product. The standard format would include the following components: an introduction, the body of the research paper with all supporting information sources, and a conclusion. A title page ([See Appendix C](#) for sample) and Works Cited list, also known as a bibliography ([See Appendix D](#)) complete the research paper.
- Check that you have addressed all of the required topics and sub-sections of your research assignment and haven't left anything out.
- Create an original final product. If a research paper is not the required final product, other suggestions include a journal, speech, videotape, or multimedia presentation.
- Make sure that you have given credit to all of your sources and (Grades 6-8) that you have inserted references in parentheses inside the text of your written work and have provided a Works Cited page ([See Appendix D](#)).

STEP SIX: EVALUATE THE PRODUCT AND THE PROCESS



In this crucial step, students determine how well the final product addresses the original information problem/assignment, and they reflect upon the steps taken to create the product. Students may evaluate their own work and/or be evaluated by their peers, before handing in their work to teachers. Students need to be able to:

- Determine how well the final product meets the information needs and has satisfied the assignment
- Consider if the research strategies used were adequate or should be modified for future use
- Identify problems that arose during the research process including time management, organizational skills, or location of materials
- Re-assess understanding of the research process and formulate future goals for improvement

STRATEGIES

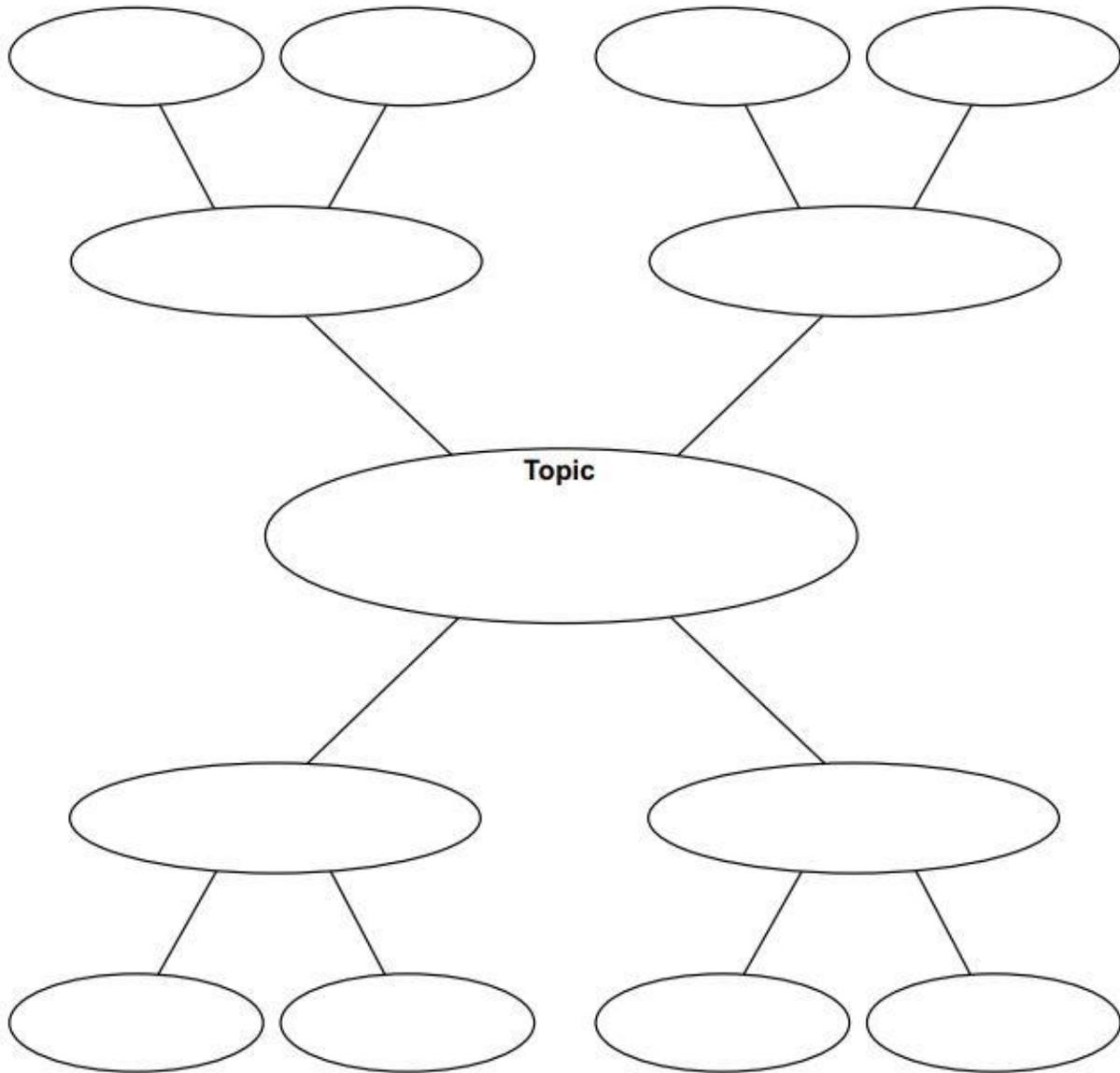
- Examine the strengths and weaknesses of your work. Check the accuracy of your facts, grammar, spelling, punctuation, and for overall appearance.
- Are you satisfied with the results? Edit your work, revising as necessary.
- Check that you have used the correct bibliographic format to cite all of your information sources.
- Use a general checklist (See Appendix A) or devise a checklist relevant to your project.
- Seek external feedback: peer review, teacher comments, etc.
- Self-reflect: think about the process. Which strategies worked and which didn't? What changes or modifications will you make for future research projects?

APPENDIX A: ORGANIZERS & GENERAL CHECKLIST



Cluster/Word Web 1

Write your topic in the center circle and details in the smaller circles. Add circles as needed.



For more downloadable resources and lessons, visit hmhco.com/free-resources.

WANTED: INFORMATION FOR YOUR BIBLIOGRAPHY (4th–5th GRADE)



You will need to save all of the sources of information that you use for your report. These may be books, articles from either the print or online versions of encyclopedias, or information from the Internet. Be sure to copy down all information at the time of use, so that you don't have to go back and retrace your steps. This form has enough space to write down five separate sources. The first step is to identify your type of information source, then fill in the information needed. [Click here for a pdf version of this form.](#)

Source #1. This source is a **Book:**

Author (if known) _____
Title of book or article _____
Publisher _____
Copyright Date _____

Source #2. This source is a **Print Article from a Magazine or Newspaper:**

Author (if known) _____
Title of article _____
Title of Magazine or Newspaper _____
Date of Publication _____
Pages _____

Source #3. This source is a **Print Article from a Reference Set, such as an encyclopedia:**

Author (if known) _____
Title of book or article _____
Publisher _____
Copyright Date _____

Source #4. This source is an **Article from an Online Database, such as *Grolier Online*:**

Author (if known) _____
Title of article _____
Title of Database _____
URL (Web Address) _____

Source #5. This source is a **Web Site on the Internet:**

Author or Organization (if known) _____
Title of Web Site _____
URL (Web Address) _____

GENERAL CHECKLIST

Use this checklist to evaluate your research project. For each step of the research process there is a checkpoint. [Click here for an editable Google Doc](#). You will be prompted to make a copy.

1. PLANNING

Did you

- Determine that you understood the assignment?
- Choose a topic that interests you--one for which you will be able to find information easily?
- Identify the main ideas to research?
- Decide on a storage method to be used throughout the research process?

2. SEARCHING FOR INFORMATION

Did you

- Explore different sources of information?
- Determine and keep track of which keywords and descriptors worked?
- Use different search strategies to refine a search term?

3. LOCATING AND ACCESSING INFORMATION

Did you

- Locate sources outside of the school library?
- Locate at least 2 sources of information in *at least 2 different formats* (e.g. print, online)?
- Use indexes, chapter headings, and tables of contents to find information?

4. USING INFORMATION

Did you

- Make certain that the information that you're collecting is what you need for your topic?
- Evaluate websites that you plan to use?
- Remember to write *in your own words*?
- Write down in your source log all of the information you will need to identify your sources (title, author, publisher, copyright date, page, URL, etc.)?

5. INTERPRETING AND ORGANIZING INFORMATION

Did you

- Organize your information in a logical order?
- Make sure you covered all requirements of your assignment?
- Add an introductory paragraph and a closing paragraph?
- Add a Bibliography/Works Cited page to clearly list all of your sources?

6. EVALUATE THE PRODUCT AND PROCESS

Did you

- Evaluate your work checking facts, grammar, spelling & overall appearance?
- Reflect on the entire process and consider making modifications for the future?

APPENDIX B: UNDERSTANDING THE WORLD WIDE WEB



SEARCHING THE WEB STRATEGIES FOR SEARCHING ONLINE LIBRARY CATALOGS, SEARCH ENGINES, SUBJECT DIRECTORIES & META SEARCH ENGINES

Millions of information sources are virtually at your fingertips. Using the Web, you can gain access to listings of library holdings, and search for documents, pictures, video clips, and audio clips. But in order to avoid wading through millions of hits, you need to know *where* to search, and how to develop a *successful search strategy*.

General Search Strategies

- Identify key words to use in searching
- Identify variations or synonyms for the search words
- Enclose phrases inside of quotation marks
- Use *and*, *or*, and *not* to combine search terms
- Use + and – signs immediately before a word to include or exclude a word (for example, dolphins –Miami looks for sites with dolphins but not Miami Dolphins)
- Use the asterisk * as a wild card to look up different forms of a root word (for example, los* searches for lost, loss, lose, losing, losers, etc.)
- Add the word *title* followed by a colon immediately before a word or phrase to search for pages that have the search term in the title of the page (for example, Title: “George Washington” will search for pages with George Washington at the top of the page)
- Check syntax and spelling
- Try the same search query at more than one site
- Keep record of your sources for your bibliography

Subject Directories

These popular directories are maintained by people, who sort results by category. In most cases, searches done on these directories will yield a more *limited* number of hits, as compared to those done by search engines.

Search Engines

Search engines use specialized “robotic spiders” which are programmed to retrieve information.

Meta Search Engines

These are powerful tools that **search several search engines and directories at the same time**, in most cases, eliminating duplicate sites, and sorting by relevance.

APPENDIX C: SAMPLE TITLE PAGE

East Woods School

**Words and Pictures:
The Mythic Vision in Tales and Art**

By

Roberta Student

**History 8th Grade
Submitted to Mr. Carter
January 10, 2019**

APPENDIX D: SAMPLE IN-TEXT CITATION & CITATION GUIDE

SAMPLE IN-TEXT CITATION

Below is a sample of text from a research paper with references inserted inside the text. The page that follows lists all of the sources mentioned in parentheses in the text of this page (Works Cited), as well as sources that were consulted to write this page but were not mentioned (Works Consulted). See the introductory section of [Citing Sources in a Bibliography](#) for guidelines to follow for citing.

Sample Text

In-text citation, also known as parenthetical reference, is “the newly recognized format for acknowledging borrowed information within your original text. No longer are footnotes used, unless you need to clarify or add some information. This format is actually easier than footnoting” (Springfield Township High School, 2015). The Modern Language Association (2009) has established the revised format for citing all types of sources and is universally recognized as the method used in most schools.

When reading a paper using in-text citations, the reader can immediately identify the source of information or a quote without having to flip to a back page interrupting the flow of a paper (Valenza 2000). When you are using the exact ideas or words of someone else, you put the person’s name in parentheses near the quote, either at the beginning, middle or end. You also include the date and page number if you are using an exact quote. Punctuation usually follows the parenthesis [*An example of this is the first sentence of this paragraph. In this case, there is no page number, because the source is from a Web page*]. If you use the name of your source in a sentence, then you only have to include the date in a parenthesis [*The last sentence of the first paragraph is an example of this*]. Any sources that you use in your paper this way will appear in the “*Works Cited*” section.

There will also be times that you will read books, encyclopedias, magazine or newspaper articles, or use a Web site to get background information on your topic. If the information is what is generally considered to be common knowledge, then you will not need to mention the sources inside your text.

These sources will be included in your “*Works Consulted*” section. Up until now, you have all probably used this format at the end of your papers, but have called it your *bibliography*.

Regardless of whether you label your references as Works Cited or Works Consulted, the format that you use to list your sources is *exactly the same*. All of your sources will appear as citations in one alphabetically ordered list, according to the author’s last name. If your source does not have an author (as most Web pages don’t), then you alphabetize by the first prominent word of the title, leaving out the words *a*, *an*, and *the*.

SAMPLE WORKS CITED AND WORKS CONSULTED

These usually appear on a separate page at the end of the research paper

WORKS CITED

Modern Language Association. *Ask the MLA—The MLA Style Center*.
<<https://style.mla.org/category/ask-the-mla/>>.

"The Research/Inquiry Process." *Research Guide: LibGuides at Springfield Township High School*.
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Turabian, Kate. *A Manual for Writers of Term Papers, Theses, and Dissertations, 6th edition*. University of Chicago Press, 1996.

EWS LIBRARY: CITING SOURCES IN A BIBLIOGRAPHY

As you do your research, make sure to save the information that you will need to cite or identify your sources in your **bibliography**, which comes at the end of your paper. The bibliography is **also known as the Works Cited page**. Remember that information may come from many places including books, websites, magazines, encyclopedias, as well as exhibits, and interviews with people. Each source that you use will be mentioned as a separate bibliographic entry or citation. For most books, you will find the information needed for the citations in your bibliography on the reverse side of the title page. Database articles often include the citation information you will need at the end of each article.

At East Woods, we use **MLA format** and use the guidelines established by the Modern Language Association. The most recent version is MLA 9. MLA uses the concepts of sources and containers; the source is part of a larger whole, and the larger whole can be thought of as a container that holds the source. For example, an article may be contained in an encyclopedia. The article is the source, and the encyclopedia is the container.

Things to remember:

- Put all of your sources a-b-c order, by the authors' last names, or by title if there is no author
- Don't count the words **a**, **an**, or **the** when alphabetizing. Use the second word in the title to alphabetize
- *Italicize* titles of books, magazines, encyclopedias, database titles, and Web sites
- Enclose titles of articles and Web pages in "quotation marks"
- Use periods and commas to separate the different parts of your entries and at the end of each (see examples below)
- The first line of each entry is aligned with the left margin. Indent the second line and all other lines below the first line of each entry 5 spaces. This is called a hanging indent, which can be selected from the Format Menu of Word. To create a hanging indent in Google Docs, [click here](#).
- Single-space within all entries, but leave a double space between each source
- Don't number your sources

MLA Core Elements



Automatic Citation Maker in Google Docs

Install the [EasyBib Bibliography Creator](#) as an Add-on in Google Docs, or use the [citation creator here](#).

Frequently Asked Questions about MLA Style [Click here](#) for MLA's answers to common questions on citations, for example, "If a title begins with a numeral, how should the title be alphabetized?"

Use these links to connect to examples of how to cite:

[Print Sources](#)

[Online Sources](#)

[Non-Print Sources](#)

[Sample Bibliography](#)

How to Cite Print Sources (books, articles, etc.)

A book by one author

Format:

Author's last name, first name. *Title of book*. Publisher, publication date.

Example:

Allaby, Michael. *Hurricanes*. Facts on File, 1997.

A book by two authors

Format:

First Author's last name, first name. Second author's first name last name.

Title of book. Publisher, publication date.

Example:

Swisher, Robert and Charles R. McClure. *Research for Librarians*. American Library Association, 1984.

A book by three or more authors

Format:

First Author's last name, first name and others. *Title of book*. Publisher, publication date.

Example:

Williams, Aretha and others. *Drama and Melodrama*. Grove, 1997.

A book introduction, preface, foreword, or afterword

Format:

Last Name of author of introduction, First name. Introduction (or other section).

Title of book in which introduction appears. By author of book. Publisher, publication date.

Example:

Cronkite, Walter. Preface. 1984. By George Orwell. Signet Classic, 1983.

A book with no author, but with an editor

Format:

Editor's last name, first name, editor. *Title of book*. Publisher, publication date.

Example:

Dryden, John, editor. *A collection of Critical Essays*. Prentice-Hall, 1963.

When an author is an organization, use the name of the organization:

Example:

United Nations. *Consequences of Population Growth in Developing Countries*. Taylor and Francis, 1991.

Encyclopedia article, or other article in an alphabetically arranged print reference book

Format:

Author's last name, first name [if no author, title comes first]. "Title of Article."
Title of encyclopedia. Year of edition, volume number: pp.

Example:

Mazo, Earl. "Richard M. Nixon." *World Book Encyclopedia*. 2015, vol. 15, pp. 75-79.

A magazine article

Format:

Author's last name, first name. [if no author, then title of article comes first].
"Title of article." *Title of Magazine*. Date of issue, pp.

Example:

Fischer, David. "Strange But True Facts About Sports." *Sports Illustrated for Kids*.
September 1987, pp. 90-91.

A newspaper article

Format:

Author's last name, first name [if no author, title comes first]. "Title of article."
Title of Newspaper. Date of issue, section (if known): pp.

Example:

Quindlen, Anna. "Reading and Writing." *The New York Times*. 13 Feb. 1994,
pp. 27.

How to Cite Online Sources (Web, database, e-mail, etc)

A site on the World Wide Web

Format:

Author or Group responsible. "Title of specific page or document."
Title of Site. Day Month Year of electronic publication.
address/filename.

Example #1:

Massicot, Paul. "Animal Info: Giant Panda." *Rare and Endangered Animals*.
2019.
www.animalinfo.org/species/carnivor/ailumela.htm.

Example #2:

The British Museum. "Temples." *Ancient Egypt*. 1999.
www.ancientegypt.co.uk/temples/index.html.

An article in Gale Research in Context

You will find the source citation for most entries at the end of each article.

Example:

"Immigration." *Gale Middle School Online Collection*, Gale, 2021. *Gale In Context: Middle School*,
gale-xana.orc.scoolaid.net/apps/doc/CCIJA492178411/MSIC?u=nysl_li_bocesnas&sid=MSIC&xid=8197eb38.
Accessed 2 March 2021.

Article in an online reference database such as *Grolier Online* and for articles in the *NOVEL* database

Format:

Author's last name, first name. "Title of Article." *Title of Reference Work*. Year of electronic publication. *Title of Database or Online Service*. address/filename.

Example:

Cook, Sarah Gibbard. "Berlin, Germany." *Encyclopedia Americana Online*. Mar. 1997. *Grolier Online*, grolier.go.com.

A *BrainPOP* Video

Format:

Title of Video. FWD Media. *BrainPOP*. address/filename.

Example:

Cesar Chavez. FWD Media. *BrainPOP*.
www.brainpop.com/socialstudies/famoushistoricalfigures/cesarchavez/.

Online sound (such as a podcast)

Format:

Creator if Available. "Description or Title of Sound." Date of Sound.
Title of Online sound. address/filename.

Example:

"This Week's Saturday Radio Address." 10 Oct. 2008
Whitehouse Briefing Room.
www.whitehouse.gov/WH/html/briefroom.html.

An e-mail message

Format:

Sender's last name, first name. "Re: Subject Line from Posting."
Received by name of recipient, Day Month Year of Message.

Example:

Lowry, Lois. "Re: Question About Your Book." Received by Student Jones,
19 Sept. 2010.

Online Video Clip (including *You Tube*, *Vimeo*, *School Tube*, etc.)

Format:

Name of creator (if known). "Title of video clip." Date of publication.
Video Host Site. address/filename.

Example:

Fox News Channel. "Egypt Faces Economic Instability-Post Mubarak."
15 Feb. 2011. *You Tube*.
www.youtube.com/watch?v=Exl868y0Kh4.

How to Cite Non-Print Sources (e.g. audio files, DVDs, exhibits, interviews)

An audio file such as an MP3 music file (including downloads from iTunes) *Format:*

Name of performer. "Title of song." *Title of Album*. Recording label, year produced.

Example:

Jones, Norah. "Light as a Feather." *The Fall*. Blue Note Records, 2009.

A DVD, Film or Video

Format:

Title. Director (Dir.) and the lead actors (Perf.) or narrator (Narr.); the distributor; the year of the film's release.

Example:

Finding Neverland. Dir. Marc Forster. Perf. Johnny Depp, Kate Winslet. Miramax, 2004.

An interview

Format:

Name of person interviewed. Type of interview. Day Month Year of interview.

Example:

Shields, Nancy. Telephone interview. 26 Mar. 2019.

A museum exhibit or a painting, sculpture or other art form

Format:

Name of Person Responsible for Exhibit. *Title of Exhibit*. Date exhibit or artwork created. Exhibit or Art Medium. Name of Museum or Gallery, city where exhibit/artwork is located.

Examples:

Ingres, Jean-Auguste-Dominique. *Odalisque*. 1814. Louvre Museum, Paris.

Ashoona, Kiawak. *Smiling Family*. 1966. McMichael Canadian Art Collection, Kleinburg, ON.

A personal letter

Format:

Author's last name, First name. Letter to Name of recipient. Day Month Year.

Example:

Steinbeck, John. Letter to Princess Grace of Monaco. 6 Nov. 1962.

A television program

Format:

"Title of Episode." *Title of Program*. Narrator. Narrator's name (if significant). Television network, location of broadcast network, Day Month Year of broadcast.

Example:

"New Orleans." *American Experience*. Narr. Jeffrey Wright. PBS. WGBH, Boston, 12 Feb. 2007.

Sample Bibliography in MLA Citation Format

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www.ancientegypt.co.uk/temples/index.html.

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Fox News Channel. "Ancient Egyptian Gymnasium Discovered by Archaeologists"
7 Nov. 2017. *YouTube*.
https://www.youtube.com/watch?v=qRwy-_2vSeA.

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gale-xana.ora.scoolaid.net/apps/doc/CCIJA492178411/MSIC?u=nysl_li_bocesnas&sid=MSIC&xid=8197eb38. Accessed 2 March 2021.

Lowry, Lois. "Re: Question About Your Book." Received by Student Jones,
19 September 2018.

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Big 6.org. *TheBig6 Information & Technology Skills for Students*
<https://thebig6.org/>

Modern Language Association. *Ask the MLA—The MLA Style Center*.
<https://style.mla.org/category/ask-the-mla/>.

Purdue University. *Purdue OWL: MLA Style*.
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html.

"The Research/Inquiry Process." *Research Guide: LibGuides at Springfield Township High School*.
<http://sdst.libguides.com/content.php?pid=184760>.