Solving the Research Puzzle

A QUICK-FIX GUIDE

FOR PUTTING ALL THE PIECES TOGETHER!

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SECTION I: RESEARCH OVERVIEW

Just as there are steps you take to drive a car and shoot a basketball, there are steps you should take to complete a research project. We use maps or GPS systems to help us find our way. We read play books to know what to do for the game. It's the same with research. If you don't follow a plan, you are less likely to reach your goal.

Ineffective Model

Analyzing 10%   Planning 10%

Searching 80%

Effective Model

Analyzing 25%

Searching 15%

Planning 60%
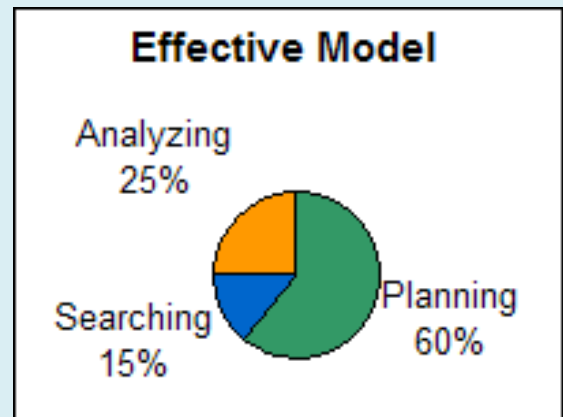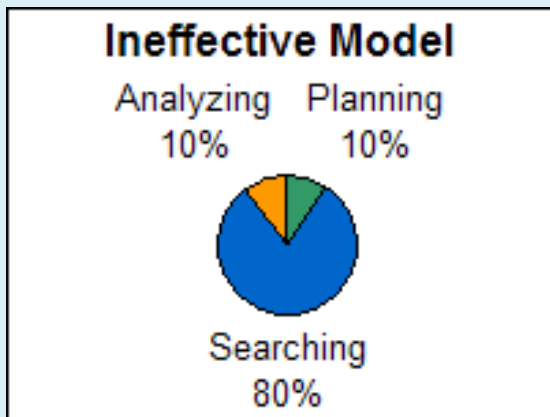
from Payton Educational Consulting Copyright 2004 ©

When assigned a research projects, some students jump right in and start hunting for their information. According to Tammy Payton at Payton Educational Consulting, this is often the most ineffective process. Instead, students need to spend more time planning. She created the graphs above to compare different approaches and how one technique is more effective than the other.

Piecing It Together With The Big6

One popular strategy, The Big6™, is used to organize the process

Although there are many ways to plan your research, one of the most popular is called the Big6. It's not so important that you remember the term "Big6" but that you go through the steps. This research guide book will take you through each step.

The "Big6™" is copyright © (1987) Michael B. Eisenberg and Robert E. Berkowitz. For more information, visit: www.big6.com

A Snapshot of the Big6:

Step 1: Task Definition

Developing the idea, topic, problem, task, etc.

Step 2: Information Seeking Strategies

Identifying the sources and resources needed to complete the project.

Step 3: Location and Access

Tracking down the sources needed.

Step 4: Collecting and Use of Information

Taking notes. Compiling resources.

Step 5: Synthesis

Interpreting, grouping and combining information. Creating the final product.

Step 6: Evaluation

Reflecting on the product and process.

You can also check out this site to get additional tips about the overall research process (click on the graphic).

Noodletools will help you think about assignment and topic development, along with providing help throughout the process: http://www.noodletools.com/

SECTION II. IDENTIFYING YOUR TOPIC

This is perhaps one of the most important steps. A weak topic will create many problems along the way. Take your time to select one that interests you. If you can't select your own, make sure you clearly know what you are being asked to study.

One way to think about your assignment is to consider the acronym RAFT. Some teachers set out their assignments using this method.

Reason/Role of the writer: **What is your purpose as the writer?** *To explain? To compare? To persuade? To entertain? To teach?*

Audience: **Who are you writing to or who will use your final product?** *Children? Teens? Teachers? Experts? Parents? College administrators?*

Format: **In what form do you have to present your findings?** *Essay? Brochure? Video? PowerPoint? Wiki?*

Topic: **What is idea, question, problem, issue you have to explore? Did the teacher assign it? Do you get to select it?**

WAYS TO GENERATE TOPICS

Brainstorming

Talking it out with others, including people who are different than you.

Listing/Freewriting

Read newspapers, magazines, internet articles, etc.

Questioning (see next page for possible question starters)

Ask yourself:

    Why?

    Which? ← **These Three Questions Can Be Very Powerful!**

    How?

    Who?

    What?

    When?

    Where?

    What makes it interesting?

    Why is it important?

    What is the history of it?

    Visit the Question Matrix at
http://www4.nau.edu/assessment/oaalibrary/documents/QuestionMatrix.pdf

Resources from the Net

that can help you generate ideas:

Topic Ideas and Subject Headings:
http://www.contracosta.cc.ca.us/library/guides/topics.htm

Hot Topics and Resources Connected to Them:
http://library.sau.edu/bestinfo/Hot/hotindex.htm

Old Dominion University Idea Generator:
http://www.lib.odu.edu/libassist/idea/index.php

The Virtual Library's Topics and Subtopics: http://vlib.org/

SECTION III: FIGURING OUT WHAT KINDS OF INFORMATION IS NEEDED

PRINT REFERENCES

Encyclopedias
Do you need a great starting point? Do you need a general description of the topic and basic information? Do you want additional key words and references?

Dictionaries
Do you need to know the definition, spelling, pronunciation, history or form of a word or term?

Almanacs and Yearbooks
Do you need recent isolated facts and figure? Do you need quick information from a yearly resource that isn't necessarily based on history?

Manuals and Handbooks
Do you need to learn about a process or organization? Do you need to know how something is done or how a group works?

Atlases
Do you need maps and information about locations and countries? Do you need to know about the climate, environment, historical changes, etc.?

Directories
Do you quickly need limited information such as a phone number, a name, a school, an agency or organization?
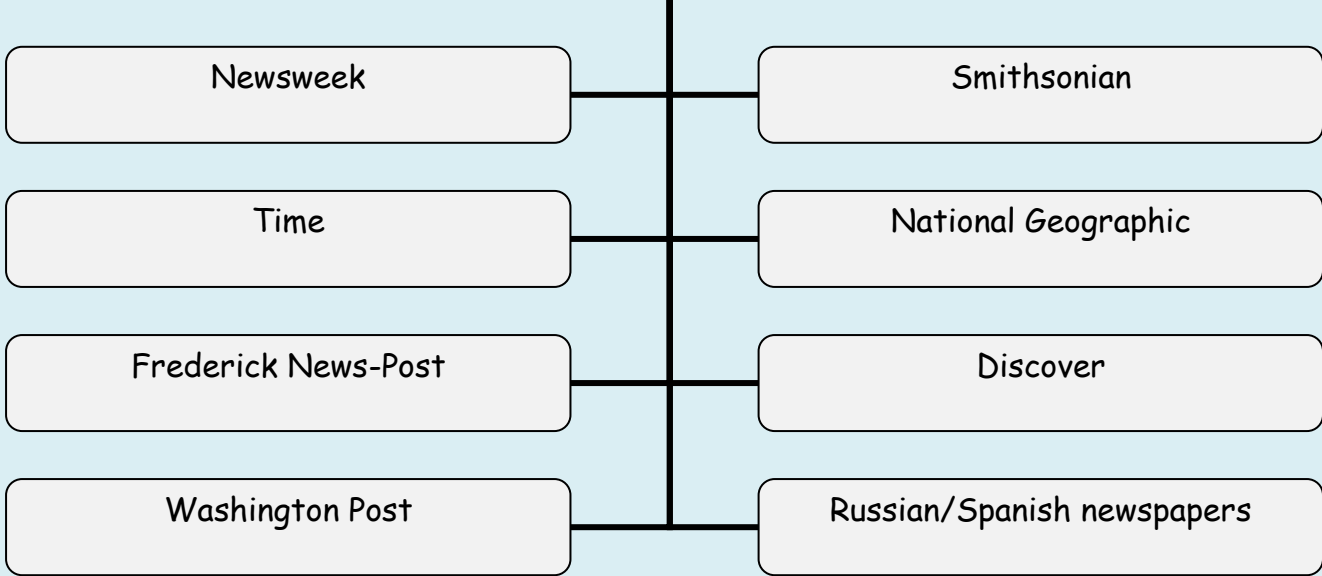
Biographies
Do you need to know about a person?

OTHER PRINT NONFICTION RESOURCES

There are many valuable reference materials that aren't found in the reference section. Some of these materials are newspapers, magazines and other periodicals. We save many back issues of magazines so if you don't see the issue you need, please ask.

A SAMPLING OF MAGAZINES & NEWSPAPERS

Newsweek	Smithsonian
Time	National Geographic
Frederick News-Post	Discover
Washington Post	Russian/Spanish newspapers

PRINT REFERENCE BOOKS BY CATEGORY

General Reference (000s)	Social Studies (mostly in the 300s and 900s)
Computers and Computer History (004)	Encyclopedia of American Social History (301)
Dictionary of Historic Documents (016)	Gale Encyclopedia of Multicultural America: Primary Documents (305.8)
Guinness Book of World Records (031)	Encyclopedia of War Crimes and Genocides (364.1)
Oxford Dictionary of Thematic Quotations (082)	Great Events from History (909)
World Book Encyclopedia (131)	Encyclopedia of America Biography
Bartlett's Familiar Quotations (808)	American Decades (973)

Science and Technology (500s and 600s)	Literature (mostly in the 800s)
Encyclopedia of Psychology (150)	Encyclopedia of World Literature in the 20th Century (803)
The Dream Encyclopedia (154)	World's Best Poetry (808)
The Gale Encyclopedia of Science (503)	Dictionary of Imaginary Places (809)
Notable Scientists (509)	Contemporary Women Poets (811)
Drugs Alcohol and Tobacco: Learning about Addictive Behavior (613)	Shakespearean Criticism (822)
How Products are Made: An Illustrated Guide to Product Manufacturing (670)	Contemporary Authors (920.03)

Art, Music and Sports (mostly 700s))	Geography (mostly in the 900s)
Encyclopedia of World Art (703)	Hammond Atlas of the World
Encyclopedia of American Architecture (720)	Historical Atlas of the United States
New Rolling Stone Encyclopedia of Rock and Roll (781)	National Geographic Atlas of the World
The Oxford Dictionary of Dance (792)	Atlas of Historical Maps of Maryland
Great Athletes (796)	

• • •

Remember, using print resources can be quicker and easier to use than electronic sources.

Also, print resources may be more reliable and contain more accurate information.

• • •

ON-LINE RESOURCES

Free Information Sites
Resources from various organizations, government agencies, topic groups, etc. Often found during random searching.

Databases
An organized list of information or collection of resources. More likely to help you find what you need

Electronic Indexes
An alphabetical listing of topics, ideas, articles, etc. Saves time and helps with grouping resources

Electronic Abstracts
Short summaries of resources and articles

E-Books
Books and complete publications reproduced online

Traditional Print Resources Put Online
Atlases, encyclopedia, almanacs, etc.

Search Engines
Used to collect any sites that fit a certain keyword or criteria.
This is NOT a resource for facts.
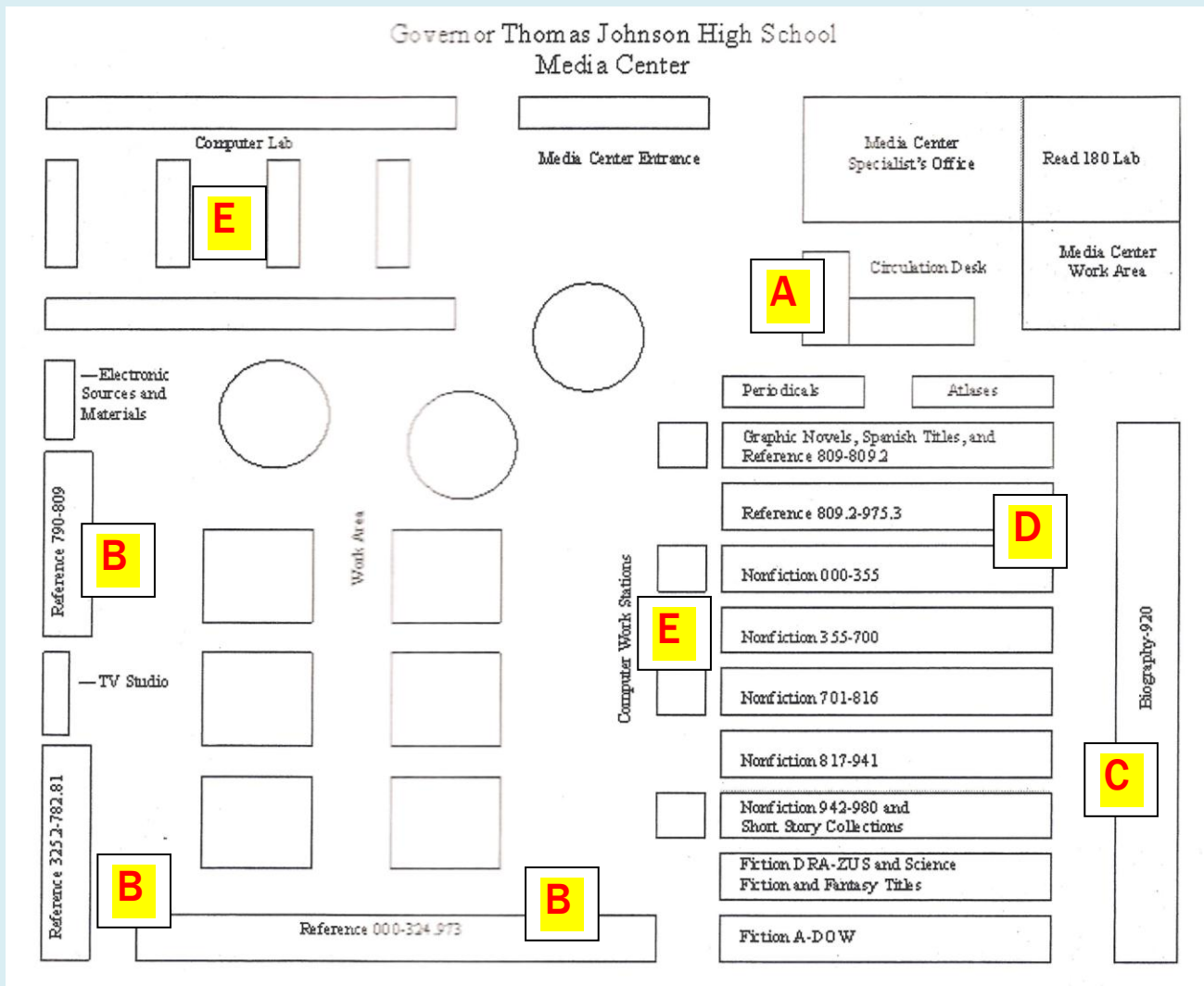It helps you FIND resources with facts.
You can't cite Google, Yahoo, etc. as sources! They are tools.

SECTION IV: LOCATING THE RESOURCES

WELCOME TO THE MEDIA CENTER

Use the map below to wander around and see what's here! The main areas you will be interested in are:

A. The check-out desk where you can ask questions

B. The reference sections along the back side and back wall of the library

C. The biography cases along the left hand side

D. The final reference and nonfiction rows

E. The computers

Governor Thomas Johnson High School
Media Center

Computer Lab

Media Center Entrance

Media Center Specialist's Office

Read 180 Lab

Media Center Work Area

Circulation Desk

A

E

Electronic Sources and Materials

Reference 790-809

B

Work Area

TV Studio

Reference 325.2-782.81

B

B

Reference 000-324.973

Computer Work Stations

Periodicals

Atlases

Graphic Novels, Spanish Titles, and Reference 809-809.2

Reference 809.2-975.3

D

Nonfiction 000-355

E

Nonfiction 355-700

Nonfiction 701-816

Nonfiction 817-941

Nonfiction 942-980 and Short Story Collections

Fiction DRA-ZUS and Science Fiction and Fantasy Titles

Fiction A-DOW

Biography-920

C

PRINT RESOURCES

The easiest way to locate print resources in our library is to use the computer to access PAC or card catalog system. Follow the directions below to access the on-line catalog.

1. Log on using your standard user name and student ID password.

2. Click on the Media Center folder.

3. Click on PAC.

4. A basic screen will appear with the search box.
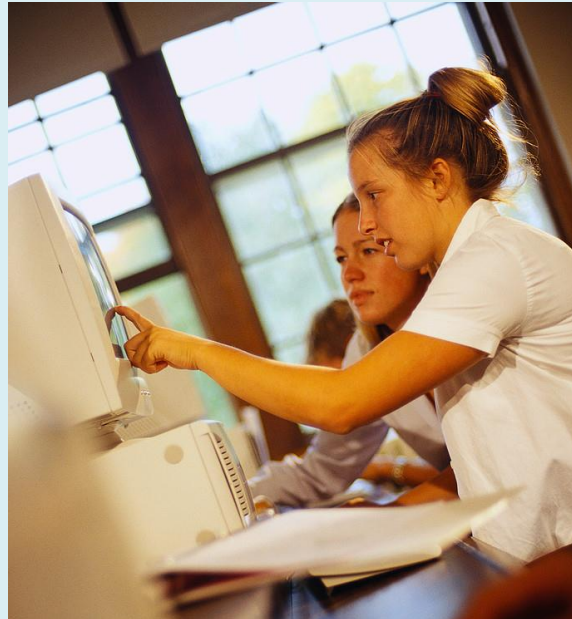
You can search many different ways, some which should be familiar if you remember our old OPAC system.

TRY USING KEYWORDS?

Enter your key word
Words in a phrase should be grouped using quotation marks: "Civil war fatalities"
Usually will received many results unless keywords are too narrow or specific

DO YOU KNOW THE TITLE?

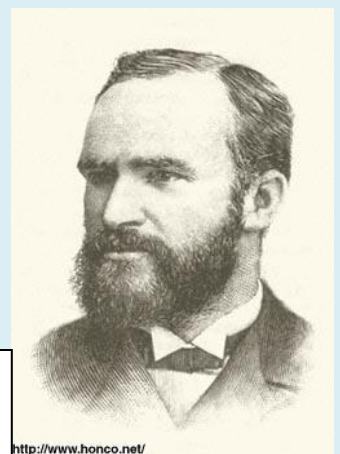Insert the words you remember from the title
Results should be narrower

HOW ABOUT THE AUTHOR?

Enter the last name of the author first
If you don't know the complete last name, enter the first couple of letters you remember

If the computer is down or you can't get to a computer, you can follow the Dewey Decimal system of cataloging. The basic order and location is charted below.

This is Melvile Dewqey, in case you were wondering! ☺

http://www.honco.net/

THE DEWEY DECIMAL SYSTEM

000 Generalities

010 Bibliography
020 Library & information sciences
030 General encyclopedic works
040 Unassigned
050 General serials & their indexes
060 General organizations
070 News media, journalism, publishing
080 General collections
090 Manuscripts & rare books

100 Philosophy and Psychology

110 Metaphysics
120 Epistemology, causation, humankind
130 Paranormal phenomena
140 Specific philosophical schools
150 Psychology
160 Logic
170 Ethics (moral philosophy)
180 Ancient, medieval, Oriental philosophy
190 Modern Western philosophy

200 Religion

210 Natural theology
220 Bible
230 Christian theology
240 Christian moral & devotional theology
250 Christian orders & local church
260 Christian social theology
270 Christian church history
280 Christian denominations & sects
290 Other & comparative religions

300 Social sciences

300 Sociology and anthropology
310 General statistics
320 Political science
330 Economics
340 Law
350 Public administration
360 Social services; associations
370 Education
380 Commerce, communications, transport
390 Customs, etiquette, folklore

400 Language

410 Linguistics
420 English & Old English
430 Germanic languages German
440 Romance languages French
450 Italian, Romanian languages
460 Spanish & Portuguese languages
470 Italian languages, Latin
480 Hellenic languages, Classical Greek
490 Other languages

500 Natural sciences & mathematics

510 Mathematics
520 Astronomy & allied sciences
530 Physics
540 Chemistry & allied sciences
550 Earth sciences
560 Paleontology, paleozoology
570 Life sciences
580 Botanical sciences
590 Zoological sciences

600 Technology (Applied sciences)

600 General technology
610 Medical sciences and medicine
620 Engineering & allied operations
630 Agriculture
640 Home economics & family living

700 The Arts

710 Civic & landscape art
720 Architecture
730 Plastic arts, sculpture
740 Drawing & decorative arts
750 Painting & paintings (museums)

650 Management & auxiliary services 660 Chemical engineering 670 Manufacturing 680 Manufacture for specific uses 690 Buildings	760 Graphic arts, printmaking & prints, postage stamps 770 Photography & photographs 780 Music 790 Recreational & performing arts
800 Literature & rhetoric	**900 Geography & history**
810 American literature 820 English & Old English literatures 830 Literatures of Germanic languages 840 Literatures of Romance languages 850 Italian, Romanian literatures 860 Spanish & Portuguese literatures 870 Latin 880 Hellenic literatures, Classical Greek 890 Literatures of other languages	900 World History 910 Geography and travel 920 Biography, genealogy, insignia 930 History of the ancient world 940 General history of Europe 950 General history of Asia, Far East 960 General history of Africa 970 General history of North America 980 General history of South America 990 General history of other areas

MAKE SURE YOU HAVE THE REQUIRED AMOUNT AND TYPE OF RESOURCES FOR YOUR ASSIGNMENT!

EVALUATING PRINT RESOURCES

When considering whether or not the resource you selected is any good, you want to think about:

Accuracy   Authority   Arrangement/Presentation   Timeliness   Thoroughness

ASK YOURSELF THE FOLLOWING QUESTIONS:

Authority

- ○ What makes the writer or author an expert?

- ○ Could the author be biased or one-sided for any reason?

- ○ Is the author well-known in the field or has a lot of experience?

○ Is the publisher a college, university or major scholarly organization?

○ Is the publisher a reputable company?

Arrangement/Presentation

○ How is the information presented?

○ Is the information written and presented in a way you understand?

○ Does the information include a variety of resources?

Timeliness

○ When was it published?

○ Is the information something that needs to be updated?

○ How current is the information?

Thoroughness

○ Does the resource answer important questions?

○ Does the resource cover different topics within the subject?

○ Does the resource provide details for locating additional information from other sources?

Resources from the Net

that can help you evaluate print resources:

[Finding Information about the Book](http://www.readwritethink.org/materials/hints-on-print/index.html) at http://www.readwritethink.org/materials/hints-on-print/index.html will help you know what to look at and look for in a print resource.

[ReadWriteThink](http://www.readwritethink.org/lesson_images/lesson147/NonfictionBooksEval.pdf) has a usable book evaluation form at http://www.readwritethink.org/lesson_images/lesson147/NonfictionBooksEval.pdf

ELECTRONIC RESOURCES

You can access electronic resources several different ways. You can tap into the valuable Frederick County Public Schools online databases through the media center file on the network. If you aren't at school, you can go through the FCPS webpage.

1. First go to fcps.org, the Frederick County Public School's homepage.

   LINK: http://www.fcps.org/fcps/site/default.asp

2. Then click on FAMILIES and STUDENTS in the Contents menu bar on the left.

3. Then click on RESEARCH PORTALS in the Contents menu bar on the left.

This page is important because it will also provide you with access to print collections: books, encyclopedias, etc. But you will only be able to see the listings, not the actual text. Clicking in the title "You See More," will allow you to search school libraries to materials you may want to check out later.

LINK: http://www.youseemore.com/FCPS/

To access the databases, look at the right hand menu bar. Click on High School Research Portal to bring up the chart of databases like the one below.

LINK: http://acad.fcps.org/portals/hs.htm

FCPS High School Research Portal

Subscription Databases (User name and password included below)	
ISSUES & CONTROVERSIES	Through topical essays Issues & Controversies provide a thorough review of all sides of an issue. USER NAME: fredco PASSWORD: fredco
MyRoad™	Collegeboard.com's college and career planning Web site. My Road provides career and college guidance. This site provides personality assessments to assist in career selections, as well as tips on applying for colleges.
SIRS Discoverer on the web	SIRS Discoverer is a general reference database for children grades 1-9 with full-text articles and images. Features include activities such as science experiments, craft projects, writing activities, biographies of every U.S. President and other notable people, fiction articles, and country facts. Discoverer WebFind is a database of carefully chosen Internet resources on almost any subject appropriate for researchers in grades. Online tutorial available. USER NAME: fcpstjhs PASSWORD: patriots

SIRS Knowledge Source	[SIRS Knowledge Source](#) is a collection of 6 databases for students in grade 6-12. Full-text articles, graphics, photographs, government documents, primary sources, ebooks, and previewed websites. USER NAME: fcpstjhs PASSWORD: patriots
INFOTRAC GALE GROUP	Thomson Gale's [Student Resource Center](#) contain magazine and newspaper articles, primary source documents, multimedia content, and the Gale "Discovering", "Exploring", and "Junior Reference" series. USER NAME: fcpstjhs PASSWORD: patriots
Science RESOURCE CENTER THOMSON GALE	Also from Thomson Gale researching science topics has never been easier with [Science Resource Center](#). USER NAME: fcpstjhs PASSWORD: patriots
THE WORLD ALMANAC REFERENCE DATABASE	Search [The World Almanac](#) reference database for facts, figures and other statistical information on topics of general interest. **Please note:** World Almanac is no longer being provided as a stand-alone product it is incorporated within Facts on File's Issues & Controversies. USER NAME: fredco PASSWORD: fredco
WORLD BOOK	[World Book Online](#) provides full-text of print version plus additional articles, an atlas, multimedia content, and "Behind the Headlines" (current events) as well as an intermediate-level [Spanish Encyclopedia](#). New to the district is [World Book Advanced](#). Integrating both primary and secondary databases in a single search this database is tailored for the needs and skills of more advanced researchers. USER NAME: fredco PASSWORD: fredco

Your Opinion Counts!! These Resources Are For You, Let Us Know How You Like Them. [Send Us](#) Your Input About What's Being Offered and How You Use Them. Thanks.

Reference Sites

[Answers.com](#)

[Biography.com](#)

[CIA World Factbook](#)

[Dictionary.com](#)

[Encarta](#)

[Frederick Co. Public Library](#)

[How Stuff Works](#)

[InfoPlease](#)

[Internet Public Library](#)

[Library of Congress](#)

[Library Spot](#)

[MerriamWebster Dictionary](#)

[National Geographic Maps](#)

[Nat'l Science Digital Lib.](#)

[Occupational Outlook Hdbk](#)

[Ref Desk](#)

[Sailor Reference Services](#)

[Time 100](#)

The Free Dictionary	A Million Lives	USA.gov
Current Events	**Homework Help for Kids**	**Search Engines for Kids**
BBC News (Americas)	Discovery School	All the Web
CNN Headline News	Homework Spot	Ask.com
Frederick News Post	Homework Help	Brainboost
Fox News	**Create Your Sources!**	Google
Google News Search	Citation Machine	KartOO
MSNBC	Citation Maker (O.P.E.N.)	Librarians' Internet Index
PBS NewsHour	EasyBib	Yahoo
SunSpotWays	KnightCite	
Washington Post		
Time		
NY Times Student		

Resources from the Net

that can help you tame the Wild, Wild Web:

Suggestions for websites to use based on your needs:

http://www.noodletools.com/debbie/literacies/information/

5locate/adviceegine.html

Going beyond Google by using more specific websites:

http://oedb.org/library/college-basics/research-beyond-google

EVALUATING WEBSITES AND WEBPAGES

Anyone can put anything on the internet, and in many situations, there is no one monitoring the accuracy of the content. With print materials and resources, there is often a reputable publisher that employs people to fact check, investigate claims and ensure that the information is correct at the time.

It's usually a good idea to use the FCPS information databases first because they are reputable and compile the best resources. But if these don't have what you're looking for, before diving in and wasting time recording information that may not even be true, take a couple of minutes to investigate the page. The best investigators always ask a lot of questions! Your questions will fall into several categories that could be remembered by the acronym, CARS.

Robert Harris, an educator for many years and writer, has explored the use of technology in language and literature study. He focuses on the critical thinking skills, particularly when conducting research. He posted his method for thinking about the value of websites using the CARS acronym.

Summary of the CARS Checklist for Research Source Evaluation

taken from http://www.virtualsalt.com/evalu8it.htm

Credibility	trustworthy source, author's credentials, evidence of quality control, known or respected authority, organizational support. Goal: an authoritative source, a source that supplies some good evidence that allows you to trust it.
Accuracy	up to date, factual, detailed, exact, comprehensive, audience and purpose reflect intentions of completeness and accuracy. Goal: a source that is correct today (not yesterday), a source that gives the whole truth.
Reasonableness	fair, balanced, objective, reasoned, no conflict of interest, absence of fallacies or slanted tone. Goal: a source that engages the subject thoughtfully and reasonably, concerned with the truth.
Support	listed sources, contact information, available corroboration, claims supported, documentation supplied. Goal: a source that provides convincing evidence for the claims made, a source you can triangulate (find at least two other sources that support it).

STEP-BY-STEP

Below is another checklist you can use to help evaluate webpages. This checklist is based on thinking through the website in a linear, step-by-step order.

Evaluating Websites		
What can the address tell me?	**Who is publishing the page and what could this mean about the content of the site?** An individual person may have his/her name in the address. A company may be providing the information. A reputable organization may be backing the information.	
	What is the domain abbreviation and what does this say about the content of the site? Commercial sites: com Educational sites: edu Government sites: gov Organizations: org State abbreviation: varies Military: mil Varies: net	
What identifying information should I locate on the page?	**What is the date, with the year, on the page and how does this impact the quality of information?** Old information may not be as valid as new. Maybe no one's checking up on the page either.	
	Who is in charge of the information of the page and what could this mean about the truthfulness of the page? Agency Business Individual Organization Government State agency	
	What could be the purpose of the page? To inform To entertain To persuade To sell, which is the same as persuade	
	How credible is the information provider? What qualifies him/her/it to be an expert?	

How strong is the content of the page?	**Does it use language appropriate to the topic?** Are there a lot of typos or basic language that shows weak knowledge or just surface understanding? Is the language "loaded" or biased?
	What sources, links, and citations or footnotes are included? Are the resources clearly marked and accessible? Do they seem reputable and credible? Are other opinions or sides included to give you both sides?
	Who else links to the page? Check by typing the address in alexa.com. Click on "overview." Also you can "google" it by typing "link:" in the address bar. Paste in the URL right after the colon. Considering who links to the page is like considering recommendations. Do reputable groups also value this page or is the page only connected to different parts of its own site?

Considering all the variables above, how valuable will this webpage be for meeting my purpose?

SECTION V: DETERMINING WHAT THE INFORMATION MEANS

NOTE-TAKING STRATEGIES (MORE INFORMATION TO BE ADDED!)

How will you keep track of your information and what you learn? For example, will you record single pieces of information on each index card? Will you use note-book paper divided into categories or questions you want to answer? Will you take notes using a data chart or other graphic organizer?
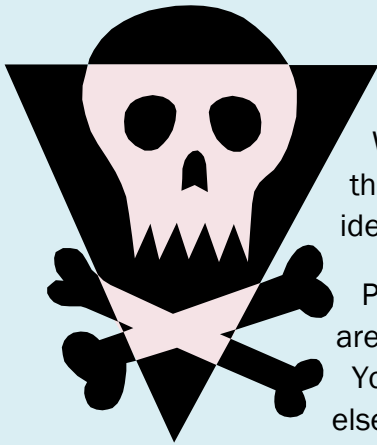
Examples of some note-taking techniques:
http://web4j1.lane.edu/libraryservices/guide/04_organizing/notetaking.html
Online note-taking tool:
http://interactives.mped.org/view_interactive.aspx?id=722&title=
Note-taking model in action:
http://www.readwritethink.org/materials/factfrenzy/opening.html

AVOIDING THE PLAGUE AS IN PLAGIARISM

Would you steal someone's shoes? Would you steal your friend's poem? Would you steal someone's car? Hopefully, you said no. But did you know that many people steal every day, especially in school. They steal people's ideas, words, images and other items through plagiarism.

Plagiarism is taking someone else's ideas and words and pretending they are your own. Not only is this stealing, but it's also lying and disrespectful. You must give credit. There is nothing wrong with giving credit to someone else. There are, however, serious consequences if you don't give credit.

WHAT EXACTLY IS PLAGIARISM?

➢ Copying exact ideas without quoting it and including reference to who came up with the ideas
➢ Paraphrasing ideas and language without telling who developed the original idea
➢ Copying or turning in someone else's paper as if it were your own
➢ Buying or downloading a paper from the internet or essay service and pretending it was your work

WHAT ARE THE *POSSIBLE* CONSEQUENCES?

➢ Earn a zero on the assignment and parent contact
➢ Referral to the office for cheating

- ➢ Parent conference
- ➢ Unable to apply for National Honor Society or have membership revoked
- ➢ Colleges may see this on your transcript
- ➢ In college, you may be expelled
- ➢ You could also be brought to court and charged with copyright violation in some situations
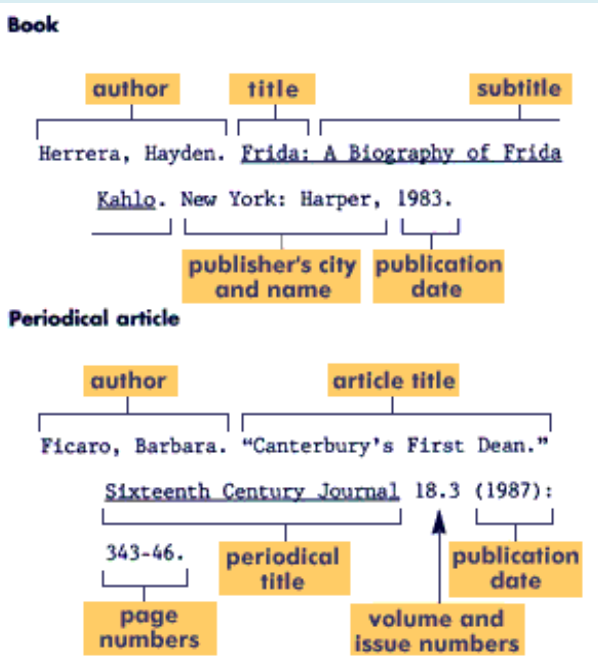
WHEN SHOULD YOU NOTE AND QUOTE?

- ➢ Using another person's idea, information or opinion
- ➢ Inserting the exact words gets quotation marks around it
- ➢ Cutting and pasting specific images from a site
- ➢ Even paraphrasing or summarizing requires you to give credit, but no quotation marks
- ➢ When paraphrasing, try covering up the material you plan to paraphrase and try putting it in your own words without looking at it or using any of the same words. Don't forget that you still have to give credit!

WHAT INFORMATION DO YOU TYPICALLY NEED?

- ➢ Author first and last name(s)
- ➢ Title of the piece (title of the individual section if it is part of a larger publication or site)
- ➢ When it was written or updated
- ➢ Publisher company, city and state
- ➢ Distinguishing identifiers such as volume and issue number
- ➢ Page numbers where you found the information

Additional resources to help explore plagiarism: *http://eduscapes.com/tap/topic24b.htm*

Book

author   **title**   **subtitle**

Herrera, Hayden. Frida: A Biography of Frida

Kahlo. New York: Harper, 1983.

publisher's city and name   **publication date**

Periodical article

author   **article title**

Ficaro, Barbara. "Canterbury's First Dean."

Sixteenth Century Journal 18.3 (1987):

343-46.   **periodical title**   **publication date**

page numbers   **volume and issue numbers**

The labeled examples ABOVE from Bedford/St. Martin's show you how to set up MLA-style citations.

KEEPING TRACK OF SOURCES

There are several strategies you can use to keep track of your sources. Some students compile all their information in a document on their computer. Other students use index cards. Some students create codes and use the code to refer back to a certain reference. Ask your teacher to find out what is expected of you. The bottom line is: Gather all the information you can about the source so you won't have to go back and hunt it down later.

Most likely you will have to use the Modern Language Association (MLA) format of citing sources when creating your Works Cited pages and internal citations.

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When creating your Works Cited page, remember to:

➢ Alphabetize each entry by first letter

➢ Underline all titles of books, magazines, films, etc.

➢ Put quotation marks around the titles of poems, short stories, and articles

➢ Indent the 2nd line, the 3rd line, and all subsequent lines of each citation

Studyguide.org provided the following examples to help you format you citations (http://www.studyguide.org/MLAdocumentation.htm).

Correct Citation	Type of citation
Gorman, Elizabeth. Prairie Women. New Haven: Yale University Press, 1986.	Book (One author)
Caper, Charles and Lawrence T. Teamos. How to Camp. Philadelphia: Doubleday, 1986.	Book (Two authors)
Ellis, Doris et.al. History of Japan. New York: Harcourt, Brace and World, Inc., 1989.	Book (Three or more authors)
Vanderkirk, Pamela, ed. Ten Short Plays. Los Angeles: Nowell Book Co., 1982.	Book (One editor)
Lockhard, David J. and Charles Heimler, eds. The Oregon Trail. New York: Bonanza Books, 1992.	Book (Two editors)
Carlson, David et.al., eds. Encyclopedia of Animal Life. Boston: Houghton Mifflin Co., 1985.	Book (Three or more editors)
Hawthorne, Nathaniel. Twice-Told Tales. Ed. George Parsons Lathrop. Boston: Houghton, 1883. 1 Mar. 2002. <http://eldred.ne.mediaone.net/nh/ttt.html>. Keats, John. Poetical Works. 1884. Bartleby.com: Great Books Online. Ed. Steven van Leeuwen. May 1998. 5 May 2003 <http://www.columbia.edu/126/>.	Book Online Book Online (Part of a project)
Roberts, Sheila. "A Confined World: A Rereading of Pauline Smith." World Literature Written in English. 24(1984): 232-38. Rpt. in Twentieth Century Literature Criticism. Ed. Dennis Poupard. Vol. 25. Detroit: Gale, 1988. 399-402.	Gale Literary Criticism (previously published scholarly article in a collection)

Stowe, Harriet Beecher. "Sojourner Truth, the Libyan Sibyl." 1863. <u>The Heath Anthology of American Literature</u>. Ed. Paul Lauter et al. Vol. 1. Lexington, Heath, 1994. 2425-33.	**One volume of multivolume work**
Frost, James. "Strawberries in a Field." <u>Perrine's Literature: Structure, Sound, and Sense</u>. Ed. Thomas R. Arp and Greg Johnson. New York: Heinle and Heinle, 2002.	**Poem**
Frost, James. "Strawberries in a Field." Literature Resource Center. Alabama Virtual Library. 15 March 2004. <<u>http://www.avl.lib.al.us</u>>.	**Poem Online**
Crane, Stephen. "The Open Boat." Literature Resource Center. Alabama Virtual Library. 12 March 200, <<u>http://www.avl.lib.al.us</u>>.	**Short Story Online**
Barnridge, Thomas H. "Baseball." <u>World Book Encyclopedia.</u> 2001.	**Encyclopedia (Author)**
"Egypt." <u>The New Encyclopedia Britannica.</u> 2002.	**Encyclopedia (No author)**
"Egypt." <u>Encyclopedia Britannica Online</u>. Vers. 97.1.1. Mar. 1997. Encyclopedia Britannica. 29 Feb. 2000 <http://www.search.eb.com/>.	**Encyclopedia (Internet)**
<u>The Empire Strikes Back.</u> Dir. George Lucas. Perf. Mark Hamill, Harrison Ford, Carrie Fisher. Twentieth Century Fox, 1980.	**Film**
United States Office of Management and Budget. <u>Budget of the United States Government, Fiscal Year 1999.</u> Washington: GPO, 1999.	**Government Publication**
Whitehurst, Daniel, former mayor of Fresno. Personal interview. 5 Mar. 2003.	**Interview (Personal)**
Cannon, Angie. "Just Saying No to Tests." <u>U.S. News & World Report.</u> Oct. 1999: 34.	**Magazine**
Cannon, Angie. "Just Saying No to Tests." <u>U.S. News & World Report</u> 18 Oct. 1999: 3. Alabama Virtual Library. Vestavia Hills High School Library, Vestavia Hills, AL. 28 Feb. 2003. <http://www.avl.lib.al.us>.	**Magazine, Online News Subscription Service (Alabama Virtual Library)**
Elliott, Michael. "The Biggest Fish of Them All." <u>Time</u>. 8 March 2003. 11 March 2003. <<u>http://www.time.com/time</u>>.	**Online Magazine**
Barrow, Matthew. "Skipping School? Plan On Walking." <u>Sacramento Bee.</u> 13 Oct. 1999, California final ed.: A1+.	**Newspaper Article**

Bradley, Donald. "Is There a Right Way?" <u>Kansas City Star</u> 23 May 1999: 2-4. SIRS Researcher. Alabama Virtual Library.. 28 Feb. 2003. <<u>http://www.avl.lib.al.us/</u>>.	**Newspaper Article, Online News Subscription Service (SIRS)**
"Charles Frazier." <u>Contemporary Authors Online</u>. 2001. Galegroup.com. Alabama Virtual Library. 28 February 2003 <<u>http://www.avl.lib.al.us/</u>>.	**Gale Literary Criticism Online (No author)**
McCarron, Bill. "Images of War and Peace: Parallelism and Antithesis in the Beginning and Ending of Cold Mountain." <u>The Mississippi Quarterly.</u> 52.2 (1999): 273. Galegroup.com. Alabama Virtual Library. 25 February 2003. <<u>http://www.avl.lib.al.us</u>>..	**Gale Literary Criticism Online (Author)**
Achenbach, Joel. "America's river." <u>Washington Post</u>. 5 May 2002. 20 July 2003 <http://www.washingtonpost.com/wp-dyn/articles/A13425-2202May1.html>.	**Newspaper Article**
Smith, Greg. "Rhesus Monkeys in the Zoo." No date. Online image. <u>Monkey Picture Gallery.</u> 3 May 2003. <http://monkeys.online.org/rhesus.jpg>.	**Published Photograph**
<u>Civil War Diary</u>. Videotape. New World Entertainment, 1990.	**Videotape**
"Castles in Medieval Times." <u>yourchildlearns.com</u>. 2000. Owl and Mouse Educational Software. 9 March 2003. <http://www.yourchildlearns.com/castle_history.htm>.	**Web Page that is part of a larger web site**
Schrock, Kathleen. "Digital Gadgets." <u>Kathy Schrock's Guide for Educators</u>. 20 February 2002. Discovery Channel. 11 March 2003. <http://school.discovery.com/schrockguide/gadgets.html>.	**Web page (Personal or professional)**
"Langston Hughes Poetry Circles." February 2003. National Council of Teachers of English. 10 March 2003. <http://www.ncte.org/special/LangstonHughes/>.	**Web page (Professional organization)**

Word of Warning:

Many people use helpful formatting tools like Citation Machine (http://citationmachine.net/) and Easybib (http://www.easybib.com/). You can even find these tools linked to our media center webpage. Please double-check their results because they have incorrectly formatted some references.

Resources from the Net that can help

you cite your valuable information:

MLA pdf reference with examples and model bibliography:
http://dept.sccd.ctc.edu/cclib/Research_Help/Citation_Style_Guides/mla.pdf

Bedford St. Martins: This is a great resource for finding out about different ways to cite your sources! http://www.bedfordstmartins.com/online/citex.html

The University of Washington interactive citation game at
http://depts.washington.edu/etriouw/gameindex.htm

SECTION VI: ORGANIZING THE INFORMATION

GROUPING AND CATEGORIZING (MORE WILL BE ADDED!)

It's not enough to just copy down a bunch of facts and then smush them all together into some paragraphs. People have already done that. Instead, you need to think about and look for patterns in the information you have collected. You need to develop what YOU think based on the information you have collected from experts.

It's kind of like building a house. Many of the same materials are used to build every single house: wood, bricks, windows, roof, door, etc. But what makes each house different is the how the current owner creates his home.

- ✓ Look for common facts and ideas and sort them into groups

- ✓ Look for ideas that are really different and determine why

- ✓ Try summarizing the most important ideas and then pulling the facts to support each idea.

- ✓ Eliminate repetitive and irrelevant facts and ideas.

PREPARING FOR SHARING

Remember the beginning of this resource when we discussed RAFT. Your audience and format will become more important as you think about your end product. Think about what you need to do with your information.

Do you have to:

- **?** Write an essay
- **?** Create a multi-media presentation
- **?** Give a speech
- **?** Design a campaign
- **?** Create a brochure

Each of these products requires special formats, which are important. But don't spend all your time playing around with the format! The most significant and most difficult aspect of your research will be putting it all together so it reflects new ideas and shows what you think and have learned. Share your work before your final presentation and get other people's feedback. Pick people who will be honest and give you helpful advice that you can actually use to make your work better!

SECTION VII: EVALUATING THE PROCESS AND PRODUCT

Double-check the rubric or assignment sheet that tells you what you need to accomplish.

But keep in mind that you should have pride on your work and accomplishments, and not just focus on the grade and what the teacher says.

Use the different steps of the Big6 to reflect on the process and your success! Most likely, you will have to do research again, whether it's researching information for a new car or research for a science class! The more skills you have, the quicker and more successful you will be!

1. Define 2. Identify 3. Locate
RESEARCH
4. Interact 5. Synthesize 6. Evaluate

1 TOPIC SELECTION: Was your topic/question too narrow? Too broad? Just right? Did your final product focus on the topic/question?

2 IDENTIFICATION OF SOURCES: Did you brainstorm many different types of sources? Did you find any new types of sources you may use next time? Did you use a variety of different types of resources, not just online sources?

3 LOCATING SOURCES: How easy or difficult was it to locate good, reliable information from print resources? How about online resources? Other resources? What new skills did you learn related to tracking down information.

4 INTERACTING WITH INFORMATION: Did you take the time to think about your information and what it meant? Did you follow the guidelines for avoiding plagiarism? Did you use proper note-taking formats and avoid copying or highlighting everything? Did you take notes and recorded your citations?

5 SYNTHESIZE: Did you make higher-level connections and develop your own ideas using the facts you collected? Did you organize your ideas clearly? Did you create the best presentation of your information as possible?

6 EVALUATE: What did you think about your effort and results? What things did you learn about yourself? The topic? The process? What would you do differently?