

**GUILFORD HIGH SCHOOL  
GUILFORD MIDDLE SCHOOL**

**Guilford, CT**

**RESEARCH  
STYLEBOOK**

**REVISED 2006**

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## RESEARCH STYLE BOOKLET

### I. PURPOSE OF BOOKLET

This booklet will provide you with a foundation for the process of writing a research paper and will serve as a style guide for assignments given by Guilford High School teachers. **HOWEVER, ALWAYS ADAPT TO THE SPECIFIC REQUIREMENTS OF THE ASSIGNMENT MADE BY YOUR TEACHER.**

#### A. Analytical research paper

In the analytical research paper you establish a hypothesis about a controversial issue. This hypothesis becomes the thesis. Your goal is to convince the reader that your thesis is valid. The evidence for establishing the validity of your thesis must come from research.

#### B. Research Requirements and Style

You should also note that research style varies from style guide to style guide. If you learn to work with this guide, you should be able to adapt to any other research style required in or out of the high school environment.

For additional assistance in the actual writing of the paper, refer to the *MLA Handbook for Writers of Research Papers*, 5 ed. by Joseph Gibaldi, which can be found in English classes, the media center and computer labs.

### II. THE RESEARCH PROCESS: (Before beginning, be sure to read/review all steps to familiarize yourself with the research process.)

#### STEP ONE: ESTABLISHING AND NARROWING THE TOPIC

Select a topic that is suitable for the assignment and one that interests you. Try to avoid topics that are:

1. Too general. You will need a topic that can be covered in depth within the page limits of your assignment.
2. Too personal. If you are exceedingly involved with a topic you may become too emotional about it and fail to convince your reader that the thesis is valid.
3. Too familiar. If you already know the subject well, you might become bored with it.
4. Too local. A topic that applies just to your school or community may be too difficult to research.
5. Too complex. Be wary of topics that require a great deal of technical or scientific terminology unless you are really familiar with that terminology.

#### STEP TWO: LOCATING PRELIMINARY REFERENCES

You will now need to see whether you can locate sufficient sources to handle the topic you have chosen. Remember, some of the sources you locate at this point will be repetitious and others will not be of use to you when you actually read them.

As you locate a source, create a working bibliography for your preliminary research. **MAKE CERTAIN THAT YOU HAVE USED THE STYLE OF CITATION THAT YOUR TEACHER REQUIRES.** (See Appendix for bibliographic source cards)

Take the time to put the source in the correct bibliographic style early in the process, it will save you time later when you have to prepare your final reference page. If each source is on a separate index card, when you are ready to write the final bibliography, you will simply need to put the cards in alphabetical order and copy them onto your bibliography/works cited page.

### **SOURCES of MATERIALS**

As you research, be aware that not all sources are equal in quality. Be conscious of:

1. **Timeliness**. The more recent your sources, the more valid they will be (unless, of course, you are using primary sources).
2. **Variety**. Try to vary your sources so that your evidence will be as strong as possible. For example, avoid using several issues of the same magazine or the same newspaper, and do not limit yourself to one type of publication.
3. **Primary sources** are the most direct kind of information. If you are writing about literature or the arts, the actual novels, short stories, poems, plays, films, paintings, sculpture, and so on are the primary sources. Diaries, notes, letters and autobiographies are other kinds of primary materials. Interviews made by a market researcher, observations of an astronomer, a music historian relating the circumstances of the discovery of a new-found Mozart manuscript-- all these are primary sources. If you want to know what the president of the United States believes about foreign policy, go directly to his speeches and writings. Neil Armstrong's report of his moon walk is a primary source and is more reliable than someone else's report of the event. Do not overlook public documents as primary sources (Appendix) The *Congressional Record*, the U.S. Census Reports, and so on are helpful.

4. **Secondary sources** are one step removed from the original and are often an evaluation, commentary, or summary of primary materials. Helpful as they are, they need to be considered for what they are: writings of another person on a subject. Therefore, they may show the frame of reference of the author; just as your own research paper will probably reflect your own frame of reference.

Although secondary sources are useful, there is a danger in relying too heavily on them, especially if you ignore the materials on which they are based. You should, therefore, check on them carefully by going back to the original (primary) source when possible, by viewing the materials skeptically and critically, and by learning something about the authors as a way of judging authenticity, reliability, or frame of reference. Then you will have a clearer picture of the usefulness of the secondary sources through your own gathering of research information.

**DO NOT USE THE FOLLOWING AS DOCUMENTED SOURCES:**

1. General encyclopedias. The encyclopedia is good source to provide you with an overview of your topic, but avoid using it as a documented source of evidence.
2. Digests or summaries of articles. Instead of using a digest or a summary of an article, try to locate the original and use it as a source.
3. Online Encyclopedias. such as Wikipedia

## **HOWEVER, ALWAYS ADAPT TO THE SPECIFIC REQUIREMENTS OF THE ASSIGNMENT MADE BY YOUR TEACHER.**

### **STEP THREE: READ CRITICALLY**

It is not enough to skim through your sources to get the gist of the information. Instead you need to understand the content, analyze its significance, evaluate its usefulness, and synthesize all of your reading into one coherent sentence. See [handout](#).

### **STEP FOUR: DEVELOP ANALYTICAL QUESTIONS**

Your analytical questions should be appropriate to your hypothesis. Follow your teacher's specific instructions and the appendix of this manual for formulating these questions. Be active, and not passive in your reading.

### **STEP FIVE: FORMULATE YOUR THESIS**

From your hypothesis you will devise a thesis statement that serves as a focus for your paper. The answers to your analytical questions developed during your research, will serve as a guide in formulating your thesis. (See [Appendix for examples of thesis statements as well as directions for writing your own.](#))DBQ a strong thesis is well organized, well written, and focused. Not self evident, not stupid. See [handout](#).

### **STEP SIX: OUTLINE**

The outline is a blueprint of your paper. It presents the major topics/analytical questions associated with your thesis. The topics/analytical questions should be presented in a logical sequence. See [appendix/handout](#).

### **STEP SEVEN: TAKING NOTES**

#### **A. WHAT KIND OF EVIDENCE WILL YOU USE?**

You should try to use a combination of the following types of evidence:

1. Facts/statistics. Facts are verifiable pieces of information. Statistics are number facts.
2. Historical Interpretation. Interpretations of experts in a field are acceptable, unlike opinions of ordinary people. These interpretations should be evaluated based upon point of view of the writer. *This becomes particularly important when choosing online sources. Online sources do not pass the scrutiny of an editor and are therefore not as reliable or valid.*

## B. HOW DO YOU TAKE NOTES?

**Your notes should be made in an organized fashion according to subtopics and analytical questions.**

You may take notes in the following forms:

1. Facts/statistics notes. When you take notes dealing with important facts or statistics, use as few words as possible. Avoid complete sentences and list the information or facts, if you can.
2. Historical Interpretation notes. When you borrow an author's opinion, you may use either the paraphrase or quotation note:
  - a. Paraphrase. A paraphrase is a retelling of the author's opinions using your own words. The paraphrase normally follows the order of the author's ideas and is usually about as long as the original material.
  - b. Quotations. Write down the exact words used by the author. A quotation should be used when you feel the author's words are particularly impressive.

See Handout.

## C. WHAT SHOULD YOU AVOID IN TAKING NOTES?

1. Repetition. Do not take notes on the same piece of information more than once.
2. The obvious. Do not take notes on that which you already know or that which is common knowledge within the content area.
3. Imbalance. Do not take so many notes from one source that your paper almost becomes a report on that one source.
4. Ignoring pages. Do not forget to record the page of the source where you found the evidence.

## D. QUOTATIONS AND NOTES

1. The majority of your notes (approximately 75%) should be fact/statistics or paraphrased opinions. Avoid taking all your notes in quotation form!
2. Remember, if you copy more than four consecutive words from an author, you **must** use quotation marks.
3. Quotations of four lines or fewer should be written in the text of the paper with quotation marks before and after.
  3. Long quotations/block quotes (those of more than four lines) need to be indented two inches from the **left margin only** of the text, maintaining the double spacing before and after the quotation. DO NOT use quotation marks at the beginning or end of the (5)

passage; the indentation is a signal that the lines are a quotation. Do not indent the beginning of the quotation (even if it is the start of a paragraph) unless you are quoting two or more paragraphs consecutively.

## E. PLAGIARISM and Obtaining an Unfair Advantage

(from the Academic Regulation on Plagiarism and Obtaining an Unfair Advantage)

**PLAGIARISM:** presenting as your own the ideas, opinions or work of others whether copied from source material, purchased, or otherwise obtained without giving proper credit through documentation. Examples of such actions include but are not limited to

- copying ideas, opinions or text from print or non-print sources
- cutting and pasting from electronic sources
- purchasing or copying pre-written papers

**Obtaining an unfair advantage:** stealing, cheating or lying with the intention of achieving a better grade on tests, quizzes or academic assignments by dishonest methods. Examples of such actions include but are not limited to

- obtaining or passing on unauthorized copies of or information about tests quizzes or other course assignments
- unauthorized use of notes (written, electronic or other), books, or other data during a quiz or a test
- stealing or concealing school course materials with the purpose or result of depriving other students of their use
- stealing or copying of another student's answers, homework or assignments
- assisting another student in any of the actions described above

***A paper is considered plagiarized as a whole; there is no distinction between a small amount of material that is plagiarized or a large amount. The same consequences apply regardless of the type or amount of copied material.***

Consequences for violations of this regulation during a student's academic career at Guilford High School are as follows:

First Offense	a grade of zero for the assignment a discipline referral contact parent/guardian
Any Subsequent Offenses	a grade of zero for the assignment a mandatory meeting with parent, teacher and guidance counselor

### **revise and edit**

**Note:** Violation of the Academic Regulations will have an impact on candidacy for and membership in the National Honor Society, academic scholarships and awards, as well as college recommendations.

## **F. DOCUMENTING THE RESEARCH PAPER**

### **WHAT IS DOCUMENTATION?**

Research requires that you borrow information, ideas, and opinions from other sources, and you must give credit to those sources. The process of giving credit to sources is called documentation.

### **WHAT NEEDS TO BE DOCUMENTED?**

Generally you will need to give credit to everything in your paper that you have taken from an outside source. These are referred to as Works Cited. All sources that have been cited (documented) in the paper will be included in the Works Cited at the end of the paper. Examples include:

1. **Quotations**-using four or more consecutive words from the source
2. **Facts** (including statistics)-that are not general knowledge\*
3. **Ideas**-even if you agree with the idea but did not think of it until you read it.
4. **Historical Interpretations** –even when paraphrased.

\*You will have to decide what is general knowledge and what is not. For example, you would not need to document the fact that George Washington was the first president of the United States because that is general knowledge.

## HOW DO YOU DOCUMENT?

When you document, you inform your reader of the source of your information or evidence, including the exact page(s) where the information was found. Within the paper, documentation is internally cited using parentheses showing author and page number.

**TYPES OF DOCUMENTATION (find handout)**

EXAMPLE: (Smith 42). See also sample research paper in Appendix III.

Even though there are a variety of documentation styles presently used, this booklet focuses on the MLA (Modern Language Association) style. MLA recommends procedures for documenting an extensive variety of sources, including such non-print materials as films, television programs, interviews, and computer software. Sample bibliographical entries and citations can be found in Appendix I of this booklet.

## STEP SIX: REVISING THE OUTLINE

The outline is the blueprint for your paper. Once you have taken notes on all your sources, you will revise your outline. The revised outline should include not only the topics (arguments in analytical research) of your paper but also the sub-topics that will be discussed to explain the major topics (or to prove each argument valid in analytical research).

**HOWEVER, ALWAYS ADAPT TO THE SPECIFIC REQUIREMENTS OF THE ASSIGNMENT MADE BY YOUR TEACHER.**

The topics in the final outline should be presented in the order that will be most effective in proving your thesis. Some common organizational patterns are:

- chronological
- order of importance
- cause and effect
- problem/solution

## STEP SEVEN: WRITING THE ROUGH DRAFT

With your final outline and your notes in hand, you will be ready to write the paper itself. Follow your outline as you have organized it.

## STEP EIGHT: REVISING AND EDITING THE DOCUMENT

**Revising** includes reviewing structure, logic and content.

**Editing** includes reviewing grammar, spelling, punctuation and sentence structure.

## **STEP NINE: PREPARING THE FINAL COPY**

You are now ready to prepare the final copy of the paper. The format of your final copy is dependent on the preference of your instructor. The paper should be as carefully and neatly prepared as possible and will generally include the following parts:

1. Title Page. The title page should include, the title of your paper, your name, your instructor's name, course name, class period, and date. Do NOT include graphics of any kind.
2. The Paper. The paper should be paginated starting with page two. **DO NOT LABEL OR SEPARATE YOUR THESIS AND CONCLUSION FROM THE BODY OF THE PAPER.** Write or type on only one side of each piece of paper. Use a one-inch margin on all sides of the page. Begin the first page at the left hand margin one-inch from the top of the page. If you type the paper, **double-space** the body of the paper. Use Times New Roman, size 12 font. Do NOT add an extra double space between paragraphs.
3. Works Cited. All citations must begin on a separate page(s) to be placed at the end of the paper. All entries must be listed **alphabetically** by the first letter of the citation. Double space, both within and between all entries. Begin each entry at the left margin and indent five spaces or use a 1/2-inch tab in the **second** and any subsequent lines. This page will be entitled "Works Cited," and the heading should be centered one inch from the top of the page. Double space between title and first entry.

## **STEP TEN: PROOFREADING**

Proofread your paper carefully and, if possible, have someone else also proofread it. **MAKE CERTAIN THAT YOU KEEP A COPY OF THE FINAL PAPER UNTIL THE ORIGINAL IS GRADED.** Also keep all note cards and your notes. This is proof that YOU have done the work.

## **STEP ELEVEN: PUBLISHING FINAL COPY**

Prepare a final copy of the research paper. The research paper should be neatly written in ink, typed, or processed on a computer. Proofread to check for errors. Any additional corrections should be made.

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## **HAVE YOU FOLLOWED THE PROCESS? REVIEW THE CHECK LIST BELOW.**

- \_\_\_ **STEP ONE:** ESTABLISHED AND NARROWED THE TOPIC?
- \_\_\_ **STEP TWO:** USED ADEQUATE SOURCES AND PROPERLY CITED THEM?
- \_\_\_ **STEP THREE:** FORMULATED A THESIS STATEMENT OR THESIS QUESTION?
- \_\_\_ **STEP FOUR:** DEVELOPED A PRELIMINARY OUTLINE?

- STEP FIVE:** TAKEN ADEQUATE NOTES, AVOIDED PLAGIARISM BY USING PROPER DOCUMENTATION?
- STEP SIX:** CREATED A FINAL OUTLINE?
- STEP SEVEN:** WRITTEN A ROUGH DRAFT?
- STEP EIGHT:** REVISED AND EDITED THE ROUGH DRAFT?
- STEP NINE:** WRITTEN A FINAL COPY?
- STEP TEN:** PROOFREAD THE COPY?
- STEP ELEVEN:** PUBLISHED A FINAL COPY/ KEPT A ROUGH DRAFT AND NOTES? SAVED TO YOUR HARD DRIVE AND DISK?

**APPENDIX I**  
**Sample Works Cited/References**

**MLA STYLE**

The Modern Language Association or MLA style is used primarily when writing a paper for the humanities.

**Sample Entries: Books**

Arrange the information into three units; each is followed by a period and one space:

- (1) author's full name, last name first, first name (end with period and a space)
- (2) title and subtitle. [It is acceptable to either underline or italicize the title (and subtitle, if used,) in MLA style)] (end with period and one space)
- (3) Publication information: city of publication: publisher (shortened to one word), year of publication. (end entry with a period)

**A Book by One Author**

Wilson, Frank R. The Hand: How Its Use Shapes the Brain, Language, and Human Culture. New York: Pantheon, 1998.

**Two or More Books by the Same Author**

Hirsh, E. D., Jr. *Cultural Literacy: What Every American Needs to Know*. Boston: Houghton, 1987.

---. *The Philosophy of Composition*. Chicago: U of Chicago Press, 1977.

**A Book by Two or Three Authors**

Atwan, Robert, Donald McQuade, and John W. Wright. *Edsels, Luckies, and Frigidaires: Advertising the American Way*. New York: Dell, 1979.

Vare, Ethlie Ann, and Greg Ptacek. Mothers of Invention: From the Bra to the Bomb: Forgotten Women and Their Unforgettable Ideas. New York: Morrow, 1988.

**A Book by Four or More Authors**

Belenky, Mary Field, et al. *Women's Ways of Knowing: The Development of Self, and Mind*. New York: Basic, 1986.

**A Book with an Editor**

Hall, Donald, ed. *The Oxford Book of American Literary Anecdotes*. New York: Oxford UP, 1981.

**A Book by a Corporate Author**

Public Agenda Foundation. *The Health Care Crisis: Containing Costs, Expanding Coverage*. New York: McGraw, 1992.

**A Book by an Anonymous Author**

*New York Public Library American History Desk Reference*. New York: McMillan, 1997.

**A Book with an Author and an Editor**

Toomer, Jean. *Cane*. Ed. Darwin T. Turner. New York: Norton, 1988.

**An Anthology or Compilation**

Valdez, Luis, and Stan Steiner, eds. *Aztlan: An Anthology of Mexican American Literature*. New York: Vintage-Knopf, 1972.

**A Work in an Anthology**

Malouf, David. "The Kyogle Line." *The Oxford Book of Travel Stories*. Ed. Patricia Craig. Oxford: Oxford UP, 1996. 390-96.

**Two or More Works in the Same Anthology**

(a) Provide a separate, complete entry for the anthology:

Craig, Patricia, ed. *The Oxford Book of Travel Stories*. Oxford: Oxford UP, 1996.

(b) then list each selection separately, giving author, title and cross-reference to the anthology:

Desai, Anita. "Scholar and Gypsy." Craig 251-73.

Malouf, David. "The Kyogle Line." Craig 390-96.

**An Introduction, Preface, Foreword, or Afterword**

Bernstein, Carl. Afterword. *Poison Penmanship: The Gentle Art of Muckraking*. By Jessica Mitford. New York: Vintage-Random, 1979. 275-79.

**A Multivolume Work**

Blotner, Joseph. *Faulkner: A Biography*. 2 vols. New York: Random, 1974.

**An Edition Other Than the First**

Chaucer, Geoffrey. *The Riverside Chaucer*. Ed. Larry D. Benson. 3rd ed. Boston: Houghton, 1987.

**A Book in a Series**

McClave, Heather, ed. *Women Writers of the Short Story: Twentieth Century Views*.

Culture and Literature Ser. 24. Englewood Cliffs: Spectrum-Prentice, 1980.

**A Republished Book**

Malamud, Bernard. *The Natural*. 1952. New York: Avon, 1980.

**Published Proceedings of a Conference**

Briggs, John, ed. *AIDS: Public Policy Dimensions*. Proc. of a health issues conference.

16-17 Jan. 1986. New York: United Hospital Fund of New York, 1987.

**A Translation**

Giround, Francois. *Marie Curie: A Life*. Trans. Lydia Davis. New York: Homes, 1986.

**A Book with a Title in Its Title**

Habich, Robert D. *Transcendentalism and the Western Messenger: A History of the*

*Magazine and Its Contributors, 1835-41*. Rutherford: Fairleigh Dickinson UP, 1985.

**A Book Published before 1900**

Field, Kate. The History of Bell's Telephone. London, 1878.

**An Unpublished Dissertation**

Geissinger, Shirley Burry. "Openness versus Secrecy in Adoptive Parenthood." Diss.

U of North Carolina at Greensboro, 1984.

**A Published Dissertation**

Ames, Barbara Edwards. *Dreams and Painting: A Case Study of the Relationship*

*Between an Artist's Dreams and Painting*. Diss. U of Virginia, 1978. Ann Arbor:

UMI, 1979. 7928021.

**Reference Books: a Dictionary or Encyclopedia – unsigned (or signed) article**

"Azimuthal Equidistant Projection." *Merriam-Webster's Collegiate Dictionary*. 10th ed.

Springfield: Merriam, 1993.

If the article is signed, give the author with last name first, as in standard book format. If a reference book arranges articles alphabetically, omit volume and page numbers.

**Sample Entries: Articles and Periodicals**

A periodical is a publication that appears regularly at fixed intervals. Each entry contains

- (1) author or editor. (last name, then first name. End with a period and a space)
- (2) "Title of the article." (period inside quotation marks) (one space)
- (3) Title of the periodical (underlined) (no period)
- (4) the volume number and/or issue number (for a scholarly journal) (one space)
- (4a) date of publication (year in parenthesis for scholarly journal) (colon): (space)
- (4b) month and year for popular magazine (abbreviate except May, June, July):
- (5) page numbers (or range of pages) on which article appears. (no "p" or "pp")

**An Article in a Journal with Continuous Pagination**

Fulwiler, Toby. "How Well Does Writing Across the Curriculum Work?" College English  
46 (1984): 113-25.

**An Article in a Journal That Numbers Pages in Each Issue Separately**

Walker, Jack. "The Primary Game." Wilson Quarterly 12.1 (1988): 64-77.

**An Article from a Monthly or Bimonthly Periodical**

Edsall, Thomas Byrne. "The Return of Inequality." Atlantic June 1988: 86-94.

**An Article from a Weekly or Biweekly Periodical**

McPhee, John. "The Control of Nature: Cooling the Lava." New Yorker 22 Feb.1988:  
43-77.

**A Signed Article from a Daily Newspaper**

Darst, Guy. "Environmentalists Want Hotels, Concessions Removed from US Parks."  
Boston Globe 25 May 1988: A17.

**An Unsigned Article from a Daily Newspaper**

"Hospitals, Competing for Scarce Patients, Turn to Advertising." New York Times  
20 Apr. 1986, sec. 1: 47+.

**An Editorial**

"Young, Gifted, Black--and Inspired." Editorial. Washington Post 18 May 1988: 20.

**An Article Whose Title Contains a Quotation or Title within a Quotation**

Hurley, C. Harold. "Cracking the Secret Code in Oates's 'Where Are You Going, Where  
Have You Been?'" Studies in Short Fiction 24 (1987): 62-66.

**A Review**

Petersen, William. "Wanted: Democratic Babies." Rev. of The Birth Dearth: What Happens When People in Free Countries Don't Have Enough Babies? By Ben J. Wattenberg. American Scholar 57 (1988): 312-14.

**An Abstract from Dissertation Abstracts or Dissertation Abstracts International**

Creek, Mardena Bridges. "Myth, Wound, Accommodation: American Literary Response to the War in Vietnam." DAI 43 (1982): 3593A. Ball State U.

**Sample Entries: Other Sources****Government Document**

United States. Cong. House. Committee on the Judiciary. Immigration and Nationality Act with Amendments and Notes on Related Laws. 7th ed. Washington: GPO, 1980.

**Films, Radio and Television Programs**

The Last Emperor. Dir. Bernardo Bertolucci. With John Lone and Peter O'Toole. Columbia, 1987.

"If God Ever Listened: A Portrait of Alice Walker." Horizons. Prod. Jane Rosenthal. Nat. Public Radio. WBST, Muncie. 3 Mar. 1984.

"The Hero's Adventurer." Moyers: Joseph Campbell and the Power of Myth. Prod. Catherine Tatge. PBS. WNET, New York. 23 May 1988.

**Performances**

A Walk in the Woods. By Lee Blessing. Dir. Des McAnuff. With Sam Waterston and Robert Prosky. Booth Theatre, New York. 17 May 1988.

Ozawa, Seiji, cond. Boston Symphony Orch. Concert. Symphony Hall. Boston. 30 Sept. 1988.

**Recordings**

Simon, Paul, "Under African Skies." Graceland. Warner's, 7599-25447-1, 1986.

**Works of Art**

Botticelli, Sandro. Giuliano de' Medici. Samuel H. Kress Collection. National Gallery of Art, Washington.

Rodin, Auguste. The Gate of Hell. Rodin Museum, Paris.

**Maps and Charts**

Sonoma and Napa Counties. Map. San Francisco: California Automobile Assn., 1984.

**Cartoons and Advertisements**

Adams, Scott. "Dilbert." Cartoon. Editorial Humor 3 Mar. 1998: 9.

Air France. "The Fine Art of Flying." Advertisement. Travel and Leisure May 1988: 9.

**Published and Unpublished Letters**

Fitzgerald, F. Scott. "To Ernest Hemingway." 1 June 1934. The Letters of F. Scott Fitzgerald. Ed. Andrew Turnbull. New York: Scribner's, 1963: 308-10.

Stowe, Harriet Beecher. Letter to George Eliot. 25 May 1869. Berg Collection. New York Public Library.

**Interviews**

Ellison, Ralph. "Indivisible Man." Interview with James Alan McPherson. Atlantic Dec. 1970: 45-60.

Diamond, Carol. Telephone interview. 27 Dec. 1988.

**Lectures, Speeches, and Addresses**

Russo, Michael. "A Painter Speaks His Mind." Museum of Fine Arts. Boston. 5 Aug. 1984.

Cuomo, Mario. Keynote address. Opening Sess. Democratic Natl. Conv. San Francisco. 16 July 1984.

**Museum Exhibit**

Beardon, Romare. *The Train*. 1974. Carol and Alex Rosenberg Collection. Metropolitan Museum of Art, New York.

## APA STYLE

The APA style is governed by the Publication Manual of the American Psychological Association. This style is used in the social sciences and business, and versions *similar* to it are used in the biological and the earth sciences. The scientific community considers the year of publication as vital information, so they feature it immediately after any named source. In some ways, APA and MLA styles are similar. Both require an alphabetized list of sources and in-text parenthetical documentation of citations. Some major differences between the two styles, especially APA's emphasis on date of publication, are reflected in the guidelines and samples given below. (Also check p. 19.)

### Sample Entries: Books

The APA method of documenting bibliographic references differs from the MLA format in several ways:

- (1) invert **all** authors' names and use initials instead of first names, use an ampersand (&) instead of "and" with two or more authors, separate the names with commas, and use all authors' names; do not use "et al."
- (2) date of publication goes in parenthesis immediately after the author's name
- (3) underline the title and subtitle of books; capitalize only the first word of the title, subtitle and any proper nouns.
- (4) don't put quotation marks around titles of articles in periodicals; capitalize only the first word of the title, subtitle
- (5) capitalize titles of periodicals; underline the volume number of periodicals
- (6) abbreviations "p." and "pp." are used in certain situations; check for details
- (7) the alphabetical list of works cited is called "References" in APA style

**Punctuation:** Separate the parts of the reference (author, date, title and publication information) with a period and one space. Do NOT use a final period in references to electronic sources, which conclude with an electronic address.

#### **A Book by One Author**

Petroski, H. (1985). To engineer is human: the role of failure in successful design. New York: St. Martin's.

#### **Two or More Books by the Same Author**

Hirsch, E. D., Jr. (1977). The philosophy of composition. Chicago: University of Chicago Press.

Hirsch, E.D., Jr. (1987). Cultural literacy: What every American needs to know. Boston: Houghton Mifflin.

#### **A Book by More Than One Author**

Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M., (1986). Women's ways of knowing: The development of self, voice, and mind. New York: Basic Books.

**A Work in an Anthology**

Thomas, L. (1987). A long line of cells. In W. Zinsser (Ed.), Inventing the truth: The art and craft of memoir (pp. 125-148). Boston: Houghton Mifflin.

**Sample Entries: Others****An Article in a Journal with Continuous Pagination**

Fulwiler, T. (1984). How well does writing across the curriculum work? College English, 46, 113-125.

**An Article in Journal That Numbers Pages in Each Issue Separately**

Walker, J. (1988). The primary game. Wilson Quarterly, 12(1), 64-77.

**An Article from a Weekly or Biweekly Periodical**

McPhee, J. (1988, Feb. 22). The control of nature: Cooling the lava. New Yorker, pp. 43-77.

**An Article Whose Title Contains a Quotation or Title within a Quotation**

Hurley, C. Harold. (1987). Cracking the secret code in Oates's "Where are you going, where have you been?" Studies in Short Fiction 24: 62-66.

**An Article from a Daily Newspaper**

Darst, G. (1988, May 25). Environmentalists want hotels, concessions removed from U.S. parks. Boston Globe, p. 17.

**Encyclopedia Article**

Sturgeon, T. (1995). Science fiction. In *The encyclopedia Americana* (Vol. 24, pp. 390-392). Danbury, CT: Grolier.

**Television Broadcast**

Crystal, L. (Executive Producer). (1993, October 11). *The MacNeil/Lehrer news hour*. [Television broadcast]. New York and Washington, DC: Public Broadcasting Service.

**CITING ELECTRONIC INFORMATION****BASIC MLA FORMAT FOR REFERENCING ANY MATERIAL FROM THE INTERNET:**

1. Full name of author or editor, (if available), last name first, first name. If author not on first page, check the last page. If not given, begin with the title. (end with period)
2. Title of article, a book, a document, or a page on a site (underlined) (end with period)
3. Publication information for any print version of the source, if applicable.
4. Publication information for online material:
  - a. title of site (underlined) (end with period)
  - b. date of posting of electronic publication or latest update/posting (period)
  - c. name of institution or organization sponsoring the site (end with period)
5. Date of your access [18 Feb. 2004] (do NOT end with period)
6. Electronic address, or URL, of the source (in angle brackets < >) (end with a period)

**Scholarly Project:**

Victorian Women Writers Project. Ed. Perry Willet. Apr. 1997. Indiana U. 26 Apr. 1997  
<<http://www.indiana.edu/~letrs/vwwp/>>.

**Professional Site:**

Portuguese Language Page. U. of Chicago. 1 May 1997  
<<http://humanities.uchicago.edu/romance/port/>>.

**A Newspaper Article:**

Markoff, John. "The Voice on the Phone Is NOT Human, but It's Helpful." New York Times on the Web 21 June 1998. 25 June 1999  
<[www.nytimes.com/library/tech/98/06/biztech/articles/21voice.html](http://www.nytimes.com/library/tech/98/06/biztech/articles/21voice.html)>.

**A Magazine Article:**

Landsburg, Steven E. "Who Shall Inherit the Earth?" Slate 1 May 1997. 15 May 1998  
< <http://www.slate.com/Economics/97-05-01/Economics.asp>>.

**Work From An Online Subscription Service**

Sleek, Scott. "Blame Your Peers, Not Your Parents, Author Says." APA Monitor 29.1  
(1998). America Online. 1 Mar. 1999. Keyword: The Nurture Assumption.

\*If the online source is accessed in a library, follow the source information with the name of the library, the date of access and the URL, if given, for example:

Miller, Christian. "Cougars Reported in Tarzana, Woodland Hills." Los Angeles Times  
25 Nov. 1997: Metro 1. Electric Lib. O'Neill Library, Boston College, Chestnut  
Hill, MA. 12 Mar. 1998 <<http://www.elibrary.com>>.

\*If, instead of entering a keyword, the user follows a series of topic labels, write the word Path and specify the sequence of topics or links you followed to find the materials; use semicolons to separate topics or links, for example:

“Cloning.” Biotech’s Life and Science Dictionary. 30 June 1998. Indiana U. America Online. 4 July 1998. Path: Research and Learning; Science; Biology; Biotechnology Dictionary.

### **A Source on a Periodically Issued CD-ROM database**

Kolata, Gina. “Kill All the Bacteria!” New York Times 7 Jan. 2001, nat’l ed.: B1+. New York Times Ondisc. CD-ROM. UMI-Proquest. Mar. 2001.

### **CD ROM Single Edition (an Encyclopedia or Dictionary)**

“O’Keeffe, Georgia.” The 1995 Grolier Multimedia Encyclopedia. CD ROM. Danbury: Grolier, 1995.

The Oxford English Dictionary 2<sup>nd</sup> ed. CD ROM. New York: Oxford UP, 1992.

### **A Work from an Online Service to which a Library Subscribes**

Netchaeva, Irina. “E-Government and E-Democracy.” *International Journal for Communication Studies* 64 (2002): 467-78. Academic Search Elite. EBSCOhost. Santa Clara U, Orradre Lib. 20 Dec. 2002 <<http://www.epnet.com>>.

### **An Unsigned Wire Service:**

“France Fumes over Dutch Policy.” The Associated Press News Service 11 April 1996. NewsBank, NewsBank, Inc. CD ROM. 1996.

### **Basic Format for Referencing E-Mail:**

For correspondence received via electronic mail, include the author, the subject in quotation marks, and the word E-mail, followed by the recipient and the date of the message, for example:

Schubert, Josephine. “Re: Culture Shock.” E-mail to the author. 14 Mar. 1998.

Boyle, Anthony T. “Re: Utopia.” E-mail to Daniel J. Cahill. 21 June 1997.

### **APA STYLE FOR REFERENCING ELECTRONIC SOURCES**

The following guidelines are from the *Publication Manual*, American Psychological Association (5<sup>th</sup> ed., 2003) and *The Little, Brown Compact Handbook* (5<sup>th</sup> ed.). Include:

- (1) author or editor
- (2) publication date
- (3) title of article, periodical and/or Web site title
- (4) Web site producer [in brackets]
- (5) data base name
- (6) access date beginning with *Retrieved*
- (7) online address (URL) beginning with *from*

NOTE: for citation of URL do not use the set of angle brackets. Instead, use the word “*from*” followed by the URL. See examples below.

#### **An Article in an Online Journal**

Wissink, J. A. (2000). Techniques of smoking cessation among teens and adults.

*Adolescent Medicine*, 2. Retrieved August 16, 2002, from <http://www.easu.edu/AdolescentMedicine/2-Wissink.html>

#### **An Independent Document on the Web**

Anderson, D. (2002, May 1). *Social constructivism and MOOs*. Retrieved August 6, 2002, from [http://sites.unc.edu/~daniel/social\\_constructivism](http://sites.unc.edu/~daniel/social_constructivism)

(If the document has no author, begin with the title and place the publication date after the title.)

#### **A Journal Article retrieved from an Electronic Database**

Wilkins, J. M. (1999). The myths of the only child. *Psychology Update*, 11(1), 16-23.  
Retrieved December 20, 2002, from ProQuest Direct database.

#### **A Multi-page Online Document**

Elston, C. (n.d.). *Multiple intelligences*. Retrieved June 6, 2002, from <http://education.com/teachspace/intelligences>

(Note the use of “n.d.” to indicate that the document provides no publication date. If each of the pages of the multi-page document has its own electronic address, give the address of the document’s home page.)

#### **A Part of an Online Document**

Elston, C. (n.d.). Logical/math intelligence. In *Multiple intelligences* (chap. 6). Retrieved June 6, 2002, from <http://education.com/teachspace/intelligences/logical.jsp>

## APPENDIX II

### Comparing MLA and APA Internal Citation Format

MLA and APA “internal,” also called “parenthetical,” citation styles are very similar. Because the APA style focuses on recency of information, the date of the research is included in the citation. The MLA format does not include the date, nor does it include a “p.” or “pp.” indicating “page” or “pages.” MLA also does not use a comma to separate the author’s name from the page number. Punctuation at the end of the sentence goes OUTSIDE of the citation reference in both MLA and APA internal citation format.

Examples:

1. When the author’s name IS NOT USED in the text, the citation should look like

MLA            (Baumrind 34).

APA            (Baumrind, 1968, p. 34).

MLA            if author is unknown, use either the complete title or a short form of the title as given in alphabetical listing on Works Cited page:  
(NY Public 21). for book;  
("Decade" 26). for periodical

APA            if author is unknown, use the first word or two of the title  
(Oxford, 243). for book  
("Right," 1976, p. 101). for periodical

2. When the author’s name IS USED in the text, do not repeat it in the internal citation.

MLA: Baumrind (34) insisted that the subjects in Milgrim’s study should have been fully informed of the possible effects on them.

APA: Baumrind (1968, p. 34) insisted that the subjects in Milgrim’s study should have been fully informed of the possible effects on them.

### Internal Citation of Electronic Media

When citing electronic sources internally, use the same format as for printed materials for both MLA and APA style: Last name of author or editor, if known; date for only APA; and page, with or without comma, depending on style being used.

### APPENDIX III: Sample Research Paper

What follows is an actual sample of a finished, short research paper including a title page, sample outlines, the paper itself, and a works cited page. (***Due to space limitations, the sample does not show the required one-inch margins.***) Always adapt your finished product to the specific requirements given by your instructor.

#### A. SAMPLE FIRST/TITLE PAGE

Documentation style determines the form of the first or title page. Below are two acceptable samples

##### Sample page 1 (MLA):

Double spacing not shown, but required.

Smith 1
<p>Sarah Smith Mr. Wilson Biology Period 2 January 13, 2000</p> <p style="text-align: center;">Dolphin Communication</p> <p>For over twenty-five centuries the dolphin has been a fascinating subject for study. Even the earliest researchers realized that dolphins are not fish but air-breathing mammals with lungs like those found in dogs, horses, and humans. More recently scientists have discovered that dolphins and humans share another important characteristic: dolphins, like humans, seem to have a highly ...</p>

##### Sample title page (APA):

Dolphin Communication 1
<p>Dolphin Communication Susan Smith Mr. Wilson Biology Period 2 January 13, 2000</p>

**B. SAMPLE OUTLINES** (Remember, outlines and the type of outline, may or may not be required by the instructor.)

**1. General/Topic Outline** (uses words and phrases)

Dolphin Communication

- I. Knowledge about dolphins
  - A. Air-breathing mammals
  - B. Highly developed languages
- II. Dolphin language
  - A. Combination of whistles and clicks
  - B. Research by Dr. Rene Guy Busnel
  - C. Research by Dr. John Dreker
- III. Similarities with human communication
  - A. Meaning requires combination of sounds
  - B. Conversations between dolphins
    - 1. Turn talking
    - 2. Sound used as name
  - C. Language development in dolphins
- IV. Human and dolphin communication
  - A. Dolphins taught by hand signals
  - B. Dolphins taught by computer sounds
- V. Results of dolphin study
  - A. Current knowledge about dolphin language
  - B. Predictions for future

**2. Formal/sentence outline:** (uses complete sentences) (double spacing required)

### Dolphin Communication

- I. For centuries dolphins have been a fascinating subject for study.
  - A. Centuries ago dolphins were recognized as air-breathing mammals.
  - B. More recently scientists have discovered that dolphins have a highly developed language.
- II. Scientists have discovered how dolphins communicate.
  - A. Dolphins communicate with whistles and clicks.
  - B. The research by Dr. Rene Guy Busnel demonstrated combinations of whistles and clicks made by dolphins.
  - C. The research by Dr. John Dreker identified thirty-two different dolphin whistles.
- III. Dolphin language is similar to human language in three ways.
  - A. Dolphin language does not have meaning unless a combination of sounds is produced.
  - B. Dolphins seem to hold conversations.
    1. Dolphins take turns talking.
    2. Dolphins use a sound that is the equivalent of a human name to get attention.
  - C. As dolphins mature, their language does also.
- IV. Scientists are studying the possibility of communication between humans and dolphins.
  - A. In an experiment done in Hawaii one dolphin was taught by hand signals.
  - B. Another dolphin in the experiment was taught by computer sounds.
- V. Scientists continue to study dolphin language.
  - A. Scientists have already learned much about dolphin communication.
  - B. Future study may enable scientists to "translate" dolphin language.

**C: SAMPLE RESEARCH PAPER MLA style (all lines double spaced):**

Smith 1

Sarah Smith

Mr. Wilson

Biology Period 2

January 13, 2000

## Dolphin Communications

For over twenty-five centuries the dolphin has been a fascinating subject for study. Even the earliest researchers realized that dolphins are not fish but air-breathing mammals with lungs like those found in dogs, horses, and humans. More recently scientists have discovered that dolphins and humans share another important characteristic: dolphins, like humans, seem to have a highly developed language.

To communicate with each other dolphins use a combination of whistles and clicks. Because each of these sounds is made in a separate area of the dolphin's nose, a dolphin can make more than one type of sound at once. While working on the French research ship Calypso, Dr. Rene Guy Busnel matched forty combinations of clicks and whistles made by dolphins to what appeared to be forty different messages. In similar research Dr. John Dreker identified at least thirty-two different dolphin whistles but could not match the whistles by themselves to specific messages (Stenuit 80-89).

Dolphin language seems similar to human language in at least three ways. First, as Dr. Dreker's research shows, the sounds dolphins make do not have meaning until they are combined with other sounds. This is similar to human language, where a single sound means nothing by itself but can be combined with other sounds to make different messages. Second, dolphins seem to hold conversations just as humans do.

To prove the theory of dolphin "conversation" Dr. John Lilly put two dolphins in separate pools, where they could not see or hear each other, and connected the pools

Smith 2

different with a device like a telephone. When this device was turned on, the dolphins communicated constantly by producing combinations of clicks and whistles. When the device was off they stopped communicating. Unable to hear one another, each dolphin produced only one simple whistle--something like the names used by CB operators when they announce that they are on the air. The dolphins were calling for someone to talk to (Caldwell 60)! Researchers know that all dolphins seem to have a "signature" whistle or other sound that they use in the same way a human being uses a name (Sullivan 2).

The manner in which dolphins and humans learn their language is the third way their communication systems appear similar. Young children usually speak in very simple sentences that become more complicated as they mature. In the same way dolphins use more and more complicated patterns of signals as they become older (Lilly 79).

The similarity in dolphin and human communication has led some researchers to believe that humans might some day communicate with dolphins. Researchers at the University of Hawaii are now working to establish communication between humans and dolphins. The scientists first taught the two dolphins who are part of the study to recognize the names of objects placed on the surface of the water. Communication with one dolphin was carried out by means of arm signals; the other dolphin was taught by means of sounds transmitted through the water by a computer. Through arm signals, the first dolphin has learned over twenty-five words. Phoenix, the dolphin trained

Smith 3

through sounds, can correctly carry out simple statements such as "Phoenix-Ball-  
Fetch-Gate" and now even imitates the sounds made by the computer (Sullivan 1).

Additional research of dolphin language in Hawaii is being conducted by psychologist  
Louis Herman. According to Herman:

intelligence is reflected in the ability to adjust to new situations. Instead of  
studying dolphins in their natural environment, we need to find out what  
they can do in conditions that are completely alien to their natural lives.

My tests are using language comprehension by dolphins. (Wexler 4)

Researchers have already learned a great deal about dolphin language.

They know what sounds dolphins use to communicate, how they produce the sounds  
and then combine them to produce messages, and how the patterns of signals change  
as the dolphins mature. With more study perhaps scientists will one day succeed  
in "translating" the dolphin language. Science fiction writers have already written about  
humans who could communicate with dolphins; the reality may not be far away.

**D. SAMPLE REFERENCE PAGE (using MLA format)**

Smith 4

## Works Cited

Caldwell, David K., and Melba C. Caldwell. "The Dolphin Observed." *Natural History*, October 1968: 58-65.

Lilly, John Cunningham, M.D. *The Mind of the Dolphin*. New York: Doubleday, 1967.

Stenuit, Robert. *The Dolphin, Cousin to Man*. New York: Sterling, 1968.

Sullivan, Walter. "Scientists Move Toward Dialogue with Dolphins." *The New York Times*, 22 April 1980. Sec. C: 1+.

Wexler, M. "Thinking About Dolphins." *National Wildlife* (April 1994): 4-9. SIRS. CD-ROM. 12 Dec. 1999. Keyword: Dolphins.

Sample entries in Appendix III are adapted from Patricia Y. Murray and W. R. Wentworth, English Writing and Skills. pp. 160-171.

**APPENDIX IV: Common Correction Symbols and Meanings**

Ab	Abbreviation	¶	Begin new paragraph
Agr	Agreement	^	Something missing
Amb	Ambiguous	⌋	Join together
Apos	Apostrophe	#	Separate with, add a space
Case	Incorrect case of a pronoun		Transpose (i.e. reprot)
Cap	Capital letter needed	( )	Parentetical documentation needed
CF	Comma Fault		
Dang	Dangling modifier		
DNeg	Double negative		
Frag	fragment		
K or Awk	awkward writing		
l	lower case		
Org	Weak organization		
Par	Lack of parallel structure		
Red	Redundancy		
Ref	Reference		
R-O	Run-on sentence		
Sp	Spelling (word may also be circled)		
T	Tense of verb		
W	Incorrect word choice		
Wordy	More words than necessary		

## APPENDIX V: Science Laboratory Report Format

When writing a formal laboratory report, **avoid the use of personal pronouns** (I, we, you, etc.) and the use of contractions. Individual instructors may make minor modifications to the following list, but it is the generally accepted format of the RHAM science department.

- I. **Title Page:** contains the title of the laboratory activity, the student's name, date the report is due, laboratory partners, name of the course, the name of the instructor. *The specific layout of the title page is determined by the instructor.*
- II. **Purpose/ Objectives:** list all the reasons for doing the lab. This section includes what you expect to learn/ practice/ show/ achieve by doing the lab.
- III. **Hypothesis:** use a testable "If...then" statement that corresponds to and agrees with the known information, purpose and procedure of the laboratory activity.
- IV. **Materials & Equipment:** list all materials and equipment actually used in the lab. You may be asked to include a labeled diagram of the equipment set-up.
- V. **Procedure:** include ALL the steps used to carry out the lab. *Depending on the directions of the instructor*, either use paragraphs or numbered statements with complete sentences and proper grammar. Use your own words to describe the procedure and provide enough detail so that anyone could understand what was done and could exactly repeat the experiment.
- VI. **Data, Observations and Calculations:** present all the information that you actually observe and measure, not what you think was expected to happen. Include in the observations such details as color, odor, or any changes in physical characteristics that provide information about experimental results.  
Data should be presented in appropriate tables. All qualitative observations should be recorded, all calculations should be shown with the correct number of significant figures and all numbers should be labeled with units. Graphs should be titled and both axes (x and y) labeled. Always use ruled lines for tables and graphs. Keep your notes and work neat.
- VII. **Questions:** answer all the lab questions in complete sentences. Your answers should make perfect sense to the reader, who may not have seen the questions. It is often helpful to restate the question as part of your answer so that it makes complete sense to the reader. These answers may be written in the observation section, in the conclusion section or in a separate section, *depending on the preference of the instructor.*
- VIII. **Conclusion:** explain fully all purposes and objectives of the lab and relate the observations to the goals and objectives of the lab. Support all analytical statements with data, reflect an understanding of errors or uncertainties encountered in the lab and include suggestions for improvement or a new experiment. Use evidence to explain whether your experimental results supported your original hypothesis. Discuss problems encountered and additional questions raised by the experiment.
- IX. **Resources:** cite all materials used, including your textbook, lab handouts and tables found in reference books using MLA or APA format, as per instructions.

## Sources

- Aaron, Jane E.. *The Little, Brown Compact Handbook*. New York: Pearson, 2004.
- Farmington High School Academic Policy on Plagiarism and Obtaining an Unfair Advantage*. Farmington, CT 2001.
- Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 5<sup>th</sup> ed. New York: The Modern Language Association, 1999.
- Hacker, Diane. *A Writer's Reference*. 4<sup>rd</sup> ed. Boston: Bedford/ St. Martin's, 1999.
- Manchester High School Research Style Guide*. Manchester, CT 1989.
- Marlboro Central School District Research Style Manual*. Marlboro, NY: 1987.
- Murray, Patricia Y. *English Writing and Skills*. Ed. W. R. Wentworth. San Antonio, TX: Coronado Publishers, 1985.
- Publication Manual*. 5<sup>th</sup> ed. Washington, DC: American Psychological Association, 2003.
- Roth, Audrey. *The Research Paper: Form and Content*. MA: Wadsworth, 1978.
- Trimmer, Joseph. *A Guide to MLA Documentation*. 4<sup>th</sup> ed. Boston: Houghton Mifflin Co., 1996.
- Electronic sources: <http://owl.English.purdue.edu>  
<http://www.apastyle.org>  
<http://www.liu.edu>

Formatting a paper in MLA style – samples

First page of a paper

1/2" Z  
Ling 1

Sara Ling  
Professor Nelson  
English 120A  
14 April 2003

**Identification**

The Internet  
Fragmentation or Community?

1/2 in. or 5  
↓ spaces  
< --- >We hear all sorts of predictions about how the Internet will enrich our lives and

All  
Double  
Spaced

←1 in.→promote communication, tolerance and thus enhance communication between a variety ←1 in.→

A later page of the paper

1/2" Z  
Ling 3

↑ 1"  
↓ 1"

because of her age. Similarly, an adult man can chat about music with teenagers who

←1 in.→otherwise ignore or laugh at him, even though their interests in music are similar. In ←1 in.→

---

interests and concerns we share with people who merely look different. But with the

←1 in.→ anonymity of the Internet, such barriers between people are broken down allowing an ←1 in.→

1/2" Z  
Haley 8

Works Cited ← Centered

Becker, John E. "Science and the Sacred: From Walden to Tinker Creek." Thought:  
{ indent second line of an entry  
1/2 in. or A Review of Culture and Idea 62 (1987): 400-13.  
5 spaces}

Dillard, Annie. Pilgrim at Tinker Creek. New York: Harper, 1974.

←1"→ Suh, Grace. Ideas Are Tough, Irony is Easy." Yale Herald Online 4 Oct. 2001. 22 Jan.  
2003 <<http://yaleherald.com/archive/xxii/10.4.01/ae/dillard/html>>.

All  
Double-  
Spaced

←1" →

Formatting a paper in APA style  
Title page (measurements not to scale)

1/2" Z  
Dating Violence 1 ←1 in.→  
[5↑spaces]

An Assessment of  
Dating Violence on Campus  
M. Tarczyk  
Sociology 213  
Mr. Durkan  
March 6, 2003

**Center horizontally  
and Double Space**

First page of body (later pages follow this format, but lack the title of the paper )

1/2" Z  
Dating Violence 2 ←1 in.→  
[5↑spaces]

An Assessment of  
Dating Violence on Campus

1/2" or 5 spaces  
↓  
← --→ In recent years, a great deal of attention has been devoted to family violence.

←1.5 in.→ Numerous studies have been done on spousal abuse and abuse against children. In ←1 in.→

---

←1.5 in.→ Cates et al. concluded that premarital violence was a problem of "abusive relationships" as well as "abusive individuals" (p. 90).

↑ 1" ↓

**Double Space**

1/2" Z  
Dating Violence 8 ←1 in.→  
[5↑spaces]

References ← **Centered**

Cates, R.L., Rutter, C.H., Karl, J., Linton, M., & Smith, K. (1997). Premarital abuse: **Double Space**  
{ **indent second line of an entry**  
**1/2" or 5 sp.**} A social psychological perspective. *Journal of Family Issues*, 13 (1), 79-90.

←1.5 in.→ Cortes, L. (2000). Beyond date rape: Violence during courtship. *Electronic Journal of Intimate Violence*, 5 (2). Retrieved February 16, 2003, from ←1 in.→  
<http://www.acast.nova.edu/health/nsv/file-disc/file50.html>