

I Use of the Hornet Stylebook

What is it?

This guide is a useful tool in writing your research papers. It offers a format that is acceptable to most of the teachers who will assign research papers to you at Fayetteville-Manlius High School.

II A Research Paper vs. a Report What is the difference?

In your elementary and middle school years, you may have been given assignments to write research reports on a topic. You may have used some reference materials and encyclopedias to write a paper, telling about a topic.

Undertaking a research paper is a more complicated task. A research paper is composed of facts, samples, and observations which develop or support a single thesis. A well-prepared research paper has a clear thesis, ample factual and observational support, conscientious documentation of sources used in research, logical organization and a carefully prepared final product. The main purpose of a research paper is “not to summarize the work of others, but to assimilate and build on it and to arrive at your own understanding of a subject” (Gibaldi 3).

III How is a research paper structured?

- **Title Page** -- The title of your paper should be in capital letters, not underlined and centered in the middle of the page. On the lower right you should list your name, the date the paper is submitted, the course and instructor.
- **The text of the paper** -- Typically this begins with an introductory paragraph which ends with your paper’s thesis. The body of your paper develops the thesis over several paragraphs or pages. Your paper should end with a concluding paragraph, in which you re-state your thesis, summarize your major points and finish with a thoughtful and perhaps thought-provoking concluding sentence.
- **A Works Cited or Works Consulted list** — The two combined may be known to you as a **Bibliography** (see pages 5-6). The **Works Consulted** is a detailed and alphabetized list of all the

works you have used to complete your research.

The **Works Cited** list will include all works you have actually cited in your paper; you will not include sources used only for background.

- **Appendix** -- This is an optional part of a research paper. It could consist of diagrams, charts, lists, maps or other statistical material to which you have referred in the body of your paper. It should be labeled Appendix A, B, C, etc.

IV How do I get started with research?

A. Pick a topic you're interested in. You will be spending a great deal of time and effort on your paper, so it makes sense to choose a topic that you'll enjoy reading and thinking about even when teachers narrow your range of choice. It could be a topic related to a personal experience of yours, a career interest, a favorite course or extra-curricular activity.

B. Browse the library for sources related to your topic. There may be books in the card catalog (OPAC) listed under subject headings on your topic. In many cases you'll have to consider subject headings that are loosely related to your topic. You will need to check "Tables of Contents" and "Indexes" of books to find a chapter or a few pages on your topic. Check on material related to your topic in reference books and periodicals as well. Often, short pieces will give you a quicker idea of emerging issues. The library media specialist is trained to help you find a wide array of sources. As you browse, think about how you can narrow your topic to fit the requirements of your research assignment. In your initial reading, you should also discover what issues are raised by your topic. A general topic such as "Water Pollution" can be narrowed to "Ocean Dumping" or "Oil Spills."

C. Skim your sources, keeping in mind your need to generate a thesis about your narrowed topic and also mindful of the reliability of your sources. Some electronic sources in particular may appear on the Internet to be authoritative, but may not be bona fide sources of information. For example, a web page published by a white supremacist organization may not be useful in researching "American slavery"; it could be valuable if your topic was "white supremacy."

Information available on the Internet is not regulated for quality or accuracy; therefore, it is important for the individual Internet user to perform a personal evaluation of the resource or information. The information needs to be evaluated for format, scope, treatment and authority. Look for information about the educational and/or occupational background of the creator or compiler of the information to determine its reliability. For example, government sources and university press citations usually would be more reliable than home pages. When in question about a source, always try to verify it with a second source. Although these criteria can be used to evaluate print sources, it is every bit as important use them when evaluating Internet sources.

D. Decide on a thesis. A thesis is your idea or interpretation related to your topic. It can be a claim that you defend in your paper; it can be an observation that you explain. Your thesis will be the organizing principle of your paper and will guide you in deciding what is valuable material in your sources and what is not.

E. How do I take notes? Before you begin taking notes, make sure you record all the bibliographic information on the source. You'll need this information to credit that source if you quote it or paraphrase it, and for listing it on your Works Cited page at the end of your paper. For books, this will include title, author, publisher's name, date and place of publication and page numbers. For articles, you'll need to record as well, the name of the periodical the article is from. For encyclopedias you will need the volume number the entry appears in. Please check the listing on citing electronic sources for bibliographic information. You'll need to keep a record for CD-ROMS, computer services and networks. You will find it helpful in compiling your Works Cited page to record this bibliographic information on a note card for each source.

Notes are not word-for-word copying of a source. Skim the source first to assess its value to you in considering your thesis. Put the gist of the source into your own words. Be alert to key ideas or observations you'll want to quote in your paper and important statistics or data you'll want to include. If you're working from a photocopy of a source, you can highlight these items or cut and paste them on separate note cards, carefully noting the specific page reference. If you're taking notes on cards, you'll need to copy this material word-for-word by hand to use as a direct quote. Remember, all quotations should correspond exactly with

the original in wording, spelling, capitalization, and punctuation. It is possible to omit words, phrases, or sentences from quoted material by using an ellipsis, which consists of three spaced periods (. . .) To indicate an omission between sentences use a fourth period to show the end of a sentence.

Use only one side of a sheet of paper or note card and leave wide margins. Having your notes on a single side will help you arrange your notes in the shape of a paper and ample margins will give you space to make further notations about how you'll use the note.

V What is plagiarism?

Plagiarism may be defined as taking and passing off as one's own the ideas, writing, or opinions of another. Any time you take and use another's ideas or information and do not give that person credit, you are stealing. Whenever you use the exact words of others, you should place them in quotation marks and then cite the source. Paraphrasing, whether only partial changes are made or the wording is altered completely, should also be documented. Any statistics you use in your paper should be documented as well.

Plagiarism is the worst error you can make in writing a research paper. To avoid plagiarism, it is useful to introduce ideas and facts with such phrases as "According to _____", "As _____ states", "In a study by _____", "As stated in _____".

VI How do I credit sources?

The preferred way of crediting sources, either for direct quotes or for paraphrasing, is by **In-Text Citations**. This parenthetical style of documentation is a clean and easy way of documenting sources. In the text of your paper you usually mention the name of the author whose work you are quoting and/or even the work itself, and you end by citing a page reference in parentheses. This is an easy way of telling the reader where the information came from. You would then put complete information about the source in a **Works Cited** list at the end of your

paper.

Let's say you wanted to quote a writing handbook on plagiarism. Here are some ways you would use in-text citations:

To avoid plagiarism, "you must document the loan and give due credit to the source from which it came" (McCuen and Winkler 342).

In defining plagiarism, McCuen and Winkler state that "If you borrow from another's ideas or work, you must document the loan and give due credit to the source from which it came" (342).

McCuen and Winkler define plagiarism as theft and compare it to stealing from a bank (342).

Note the punctuation and the use of parentheses in the above examples. The period ends the sentence after the citation. Also note, when the authors' names are used in the sentence itself, only the page number is put in parentheses. The last example is a paraphrase of McCuen and Winkler's quote, yet it still needs to be given credit in a citation.

Here are a few basic rules concerning in-text citations:

- Use the author's last name either in the text or in the parentheses and the page number in parentheses, e.g., (Hansberry 94).
- Handle up to three authors the same as a single author. If there is a work by more than three authors, use the name of the first author followed by "et al." or "and others" without a comma after the name, e.g., (Gilman et al. 47).
- If you use two works by the same author, mention the author's name in the text and then separately list each work and page number in parentheses, e.g.:
Feodor Dostoevsky declares that the "underground" rebel is representative of our society (Underground 3). He seems to confirm this view in Raskolnikov's superman speech (Crime 383-384), where he identifies....
- In the case where there is no author specifically identified for the work use the title of the work either in the text or in parentheses and the page number in parentheses, e.g. (Research is Fun 34-35).
- For all the other special examples that are not listed here, check an

MLA style handbook in the Library Media Center or ask your teacher what he/she wants. You are not expected to memorize and learn all of the ways to cite sources. That is what all the writing handbooks in the world are for. Whenever you write a research paper, always have a handbook nearby. This handbook is reprinted on our web page for easy access.

Works Cited List: Now that you have all of your in-text citations in your paper, your reader needs to have a place to go to find out more information about a source. Your Works Cited list should give enough information about your source so that your reader can locate it if he/she wishes. Lucky for you, someone else (actually groups of people) have already figured out what information is necessary in the Works Cited list. Here at FM we follow the MLA (Modern Language Association) rules for citing sources. The American Psychological Association (APA) also has a stylebook that is commonly used for citing research in psychology and the social sciences. If your teacher asks you to use a style other than MLA, you need to go to a style book to find samples or get them from your teacher. Again, you are not expected to memorize and know how to write source citations. You simply need to follow examples (formulas) for writing Works Cited entries. Always have this or some other handbook in front of you when you write the entry. And remember, every bit of punctuation counts!!

Bibliography: Your teacher may ask you to have a bibliography at the end of your paper. The true difference between a **Bibliography** and a **Works Cited** list is that a Works Cited list includes only those sources that you have actually cited (quoted, paraphrased, or taken information from) in the text of your paper. A Bibliography may also include sources that you read for background information, but that you don't directly cite in your paper. Make sure that you do not plagiarize any of these sources in the text of your paper. To write a Bibliography, follow the examples of sources in a Works Cited list. *Note: your teacher may require that you include a Works Consulted in addition to a Works Cited list. In this case, list only those sources used for background and not actually cited*

in your paper.

Annotated Bibliography: Your teacher may ask you to have an annotated bibliography. This is a bibliography with each entry followed by a brief note summarizing the main idea and evaluating the reliability and/or usefulness of the source.

Rules and Examples for a Works Cited List:

Generally, a Works Cited entry for a **book** starts with the author's last name, and then first.

After that is the title of the book, then the city of publication, the publisher, and the year of publication. See samples on pps. 12-14 for format.

For a **magazine**, the order of information usually is as follows: author's last name, first name, title of article, title of magazine, date of publication, and page numbers of article.

There are so many different kinds of sources out there, that there is not one simple order to follow. You need to have a list of lots of examples and follow the one closest to the source you have. Here are some examples you can use:

Book with one author:

Lowry, Lois. Number the Stars. New York: Dell Publishing, 1989.

Book with two authors:

McCuen, Jo Ray and Anthony C. Winkler. Rewriting Writing: A Rhetoric and Handbook. San Diego: Harcourt Jovanovich, 1987.

A book by more than two authors: use the first author's name followed by *et al.* (and others).

Gilman, Sander, et al. Hysteria Beyond Freud. Berkeley: U of California Press, 1993.

A book by a corporate author:

American Medical Association. The American Medical Association Encyclopedia of Medicine. New York: Random, 1989.

Book with an editor:

Green, Susan B., ed. Facing a New Age. New York: Doubleday Press, 1994.

Encyclopedia with an author for the entry:

Jones, Margarite D. "Elephant." Academic American Encyclopedia. 1989, vol. 5.

Encyclopedia with no author for the entry:

"Octopus." Academic American Encyclopedia. 1989, vol. 15.

Magazine/Journal Article with an author:

Brown, John. "How to Paint By Numbers." Art Digest June 1993, 67-70.

Magazine/Journal Article with no author:

"Holiday Decorating Tips." Better Homes and Gardens 10 Nov. 1996, 45-49.

Interview or Lecture:

Smith, John. Personal interview. 2 December 1996.

Winfrey, Oprah. Telephone interview. 5 January 1997.

A work in an anthology:

Calvino, Italo. "Cybernetics and Ghosts." The Uses of Literature: Essays. Trans. Patrick Creagh. San Diego: Harcourt, 1982. 3-27.

Hansberry, Lorraine. A Raisin in the Sun. Black Theater: A Twentieth-Century Collection of the Work of Its Best Playwrights. Ed. Lindsay Patterson. New York: Dodd, 1971. 221-76.

An article in a reference book:

"Ginsburg, Ruth Bader." Who's Who in America. 48th ed. 1994.

Mohanty, Jitendra M. "Indian Philosophy." The New Encyclopedia Britannica: Macropaedia. 15th ed. 1987.

When citing a less familiar reference book, give full publication information:

Brakeley, Theresa C. "Mourning Songs." Funk and Wagnalls Standard Dictionary of Folklore, Mythology, and Legend. Ed. Maria Leach and Jerome Fried. 2 vols. New York: Crowell, 1950.

An Introduction, a Preface, a Foreword, or an Afterward:

Drabble, Margaret. Introduction. Middlemarch. By George Eliot. New York: Bantam, 1985. vii-xvii.

A multi-volume work:

Doyle, Arthur Conan. The Oxford Sherlock Holmes. Ed. Owen Dudley Edwards. 9 vols. New York: Oxford UP, 1993.

A pamphlet: *Treat as you would a book.*

Best Museums: New York City. New York: Trip Builder, 1993.

A government publication:

New York State. Commission on the Adirondacks in the Twenty-First Century. The Adirondack Park in the Twenty-First Century. Albany: State of New York, 1990.

United Nations. Consequences of Rapid Population Growth in Developing Countries. New York: Taylor, 1991.

An article in a newspaper:

Feder, Barnaby J. "For Job Seekers, a Toll-Free Gift of Expert Advice." New York Times 30 Dec. 1993, late ed.: D1+.

An editorial:

"Death of a Writer." Editorial. New York Times 20 Apr. 1994, late ed.: A18.

A television or radio program:

Elektra. By Richard Strauss. Perf. Eva Marton and Leonie Rysanek. Lyric Opera of Chicago. Nuveen-Lyric Opera of Chicago Radio Network. WFMT, Chicago. 5 June 1993.

Into the Woods. By Stephen Sondheim. Dir. James Lapine. Perf Bernadette Peters and Joanna Gleason. America Playhouse. PBS WNET, New York. 3 Mar. 1991.

A film or video recording:

It's a Wonderful Life. Dir. Frank Capra. Perf James Stewart, Donna Reed, Lionel Barrymore and Thomas Mitchell. RKO, 1946.

A published or recorded interview:

Blackmun, Harry. Interview with Ted Koppel and Nina Totenberg.
Nightline. ABC. WABC, New York. 5 April 1994.

Gordimer, Nadine. Interview. New York Times 10 Oct. 1991, late ed.:
C25.

A performance:

Cats. By Andrew Lloyd Webber. Dir. Trevor Nunn. New London
Theatre, London. 11 May 1981 Based on T.S. Eliot's Old
Possum's Book of Practical Cats.

A work of art:

Rembrandt van Rijn. Aristotle Contemplating the Bust of Homer.
Metropolitan Museum of Art, New York.

CITING ELECTRONIC DATABASES

**Material Accessed from a Periodically Published Database on CD-
ROM***

Angier, Natalie. "Chemists Learn Why Vegetables Are Good for You."
New York Times 13 April 1993, late ed.: C1. New York Times
Ondisc. CD-ROM. UMI-ProQuest. 1993.

ONLINE RESOURCES ON THE WORLD WIDE WEB:

Author, if given (last name, first name). "Title of work (in
quotation marks)." Article's original source and publication date.
Page numbers. Name of the resource. Web address and date
visited. **Examples as follows:**

- **Encyclopedia Americana**
 “Pauling, Linus.” Encyclopedia Americana Online. Grolier, Inc., 1999. <<http://ea.Grolier.com>> 8 Mar.2002.

- **SIRS Databases**
 Jones, Frances. “The Myth of the Mustang.” Audubon January 1999: 34-5. SIRS <<http://skspw.sirs.com> > 12 June 2002.
 (Additional help from the SIRS Web site)

- **CQ Researcher**
 Clark, Charles S. “The FBI under Fire.” The CQ Researcher. April 1997: 315-22. < <http://library.cqpress.com>> 19 July 2002.

- **EBSCO**
 Lanken, Dane. “When the Earth Moves.” Canadian Geographic March 1996: 66-73 EBSCO <<http://www.corpresourcenet.com/corporate/search.aspl>> 15 June 2002.

- **Gale Student Resource Center**
 Pearson, Roger L. “Gatsby: False Prophet of the American Dream.” English Journal 59 May 1970. Student Resource Center. <<http://infotrac.galegroup.com/itweb/>> 10 Jan.2002.

- “Edward Abbey.” DISCovering Authors (1999). Student Resource Center. <<http://infotrac.galegroup.com/itweb/>> 10 Feb. 2002.

- **NewsBank**
 Starks, Carolyn. “Growing Suburbs May Lose Out on School Grants.” Chicago Tribune 31 Jan.1998. NewsBank.
 <<http://infoweb.newsbank.com>> 15 Aug. 2002.
 (Additional help from the NewsBank web site.)
- **ProQuest**
 Foster, Anastasia. “Flight of the Owl.” MacLeans June, 1987.
ProQuest. <<http://proquest.umi.com/pqdweb>> 14 May. 2002.
- **CIA World Factbook 2001**
 “India” <<http://www.odicigov/cia/publication/factbook/Index.html>> 2 Oct. 2002.
- **AP Photo Archives**
 “Bronte, Emily.” AP Photo Archives <<http://ap.accuweather.com>> 4 Sept. 2002.
- **World’s Best Poetry**
 “Poem Explanation: ‘Mending Wall’ by Robert Frost.” Poem Finder. 2001. Roth Publishing, Inc.
 <<http://www.litfinder.com/bestpoetry>> 2 Oct. 2002.
- **World Book Online**
 “Back in Time: France (1940)” World Book Online.
 <<http://www.worldbookonline.com>> 28 June 2002.

- **World Geography**
 “What is Islam?” World Geography, ABC-CLIO, April 18, 2001.
 <<http://worldgeography.abc-clio.com>> 20 June 2002.
- **World Wide Web**
 Jones, Tom. “Nile River Research Project Results.” Available E-mail: student@smallvillehigh.edu.k12.nm.us, 15 Feb. 2002.
 Dawes, James. Jane Austen Page. 15 Sept. 1998.
 <<http://nyquist.ee.ualberta.ca/~austen.html> 6 Oct. 2002.
- Note: Access date visited is not needed when citing a CD-ROM.
- Please Note: Additional citing information is available on the help screen of all the online subscription pages.

Placement of the Works Cited List:

- The list of ***Works Cited*** should appear at the end of the paper.
- Start a new page.
- Center the title *Works Cited*.
- Begin each entry flush with the left margin. If the entry runs more than one line, reverse indent remaining lines five spaces.
- List entries by alphabetizing by first word (usually an author’s last name.)
- Do not number entries.
- If the city of publication is a well-known city, do not include the state (New York, Chicago, Los Angeles). If the city is not well-known, include city and state (Livonia, New York).

Note, if you use two or more sources by the same author, you may substitute the second and subsequent citations with a blank line . See “Jones” citations on Works Cited sample, page 13.

Works Cited (a sample)

Beard, Henry and Roy McKie. Sailing: A Sailor's Dictionary. New York: Workman Publishing Co., 1981.

Booth, Philip. "No-Name Cove." Yankee August 1994, 144-145.

Eiseman, Alberta. "On the Neptune, Three Years Under Sail." New York Times 2 March, 1997, late ed.: 13C. New York Times Ondisc. CD-ROM UMI- ProQuest. 1997.

Fenton, Matthew McCann. "Three if by Sea: Sailing on the Hudson." New York Magazine 24 June 1996, 61.

Jones, S. "The Starting Point for Sailing on the Internet." Available E-mail: sjones@gpu.srv.ualberta.ca. 2 April, 1997.

Welsh Sail. London: Gomer Publishing, 1989.

Leitch, Michael. The Romance of Sail. London: Hamlyn Publishing, 1975.

Miller, Nate S. "Sea Wing Sailing School and Yacht Charters." <<http://www.seawing.com/>> 9 April, 1997.

WhiteSquall. Dir. Ridley Scott. Perf. Jeff Bridges, Scott Wolf, Caroline Goodall, and Balthazar Getty. Hollywood Pictures, 1996.

Whittier, John Greenleaf. "The Bay of Seven Islands." The Complete Poetical Works of John Greenleaf Whittier. New York: Houghton, Mifflin & Co., 1980. 656.

Bibliography (a sample)

Angier, Natalie. "Chemists Learn Why Vegetables Are Good for You." New York Times 13 April 1993, late ed.: C1. New York Times

Ondisc. CD-ROM ProQuest. 1993.

Barrie, Liza. "Stalking the Wild Polio Virus in China." Promise and Progress: Achieving Goals for Children. New York: UNICEF, 1996.

"Chad" Clements' Encyclopedia of World Governments. Texas: Political Research, Inc., 1996. 94-95.

"Clinton on the Comprehensive Ban Treaty." Historic Documents of 1995. Washington, D.C.: Congresssional Quarterly, Inc., 1995. 553-557.

Cooper, Mary. "Chemical and Biological Weapons." CQ Researcher. 4 (1997): 73-96. *

Hays, William. "Claude Debussy." Grolier Encyclopedia. CD-Rom. Grolier Electronic Publishing, Inc., 1998.

"Industrialized Countries." Promise and Progress: Achieving Goals for Children. New York: UNICEF, 1996.

Jones, Tom. "Nile River Research Project Results." Available E-mail: Student@smallvillehigh.edu.k12.mm.us 15 Feb. 1997.

"Nation in Transition." Clements' International Report. 11 (January, 1996) : 4-5. *

"Peace Treaties" The Encyclopedia of the United Nations and International Relations. New York: Taylor and Francis, 1990.

Tessitore, John, ed. A Global Agenda: Issues Before the 50th General Assembly of the United Nations. New York: University Press of America, 1995.

*Note: If there is a volume number, the date goes in parentheses.

This Sample Bibliography contains works cited as well as works

consulted.

Annotated Bibliography (a sample)

Delasanta, Rodney. The Epic Voice. The Hague: Mouton and Co., 1967.

Sets out to discuss "the artistry of narration" and different narrative strategies. Points out how the voice of the internal narrator "operates as the necessary limitation upon the quasi-divinity of omniscient narration" and thus, establishes the contrast between the poet/narrator and secondary narrators. Delasanta also points out the necessity of secondary narrators as a result of the poem and in medias as a convention. Discusses how the secondary narration is, by nature, related to what precedes and what follows.

He also sets up, and reiterates, the notion of secondary narrators as a "restricted voice" -- I think to show stark contrast to omniscient narrator. That argument seems a little off in my reading of it in the sense that the narrators are confined only by their invention. That is, as Odysseus tells many tales, he is not confined only by what he knows to be true, but in fact invents things (offers narratives which heretofore have existed only in his mind).

Delasanta investigates the specifics of each text discussing Homer and a little Virgil in one chapter on the "Classical Exemplum" and reserving a full chapter for *Paradise Lost*.

Greene, Thomas. The Descent from Heaven: A Study in Epic Continuity.

New Haven: Yale UP, 1963.

Greene's text dealing with the continuity or "transformation" in epic, speaks to all the critical aspects of the genre. He details how the

scenes in the epic, as in a novel, contain "the struggle between capacity and limitation, the vital cruxes of the narrative" and also explains that speech in the epic is the "vehicle by which the political and moral associations of an action or image are commonly revealed, and by which they are situated in an historical context." This, form of narration Greene calls "deliberative" and would include Odysseus', Aeneas', and Raphael's narrations.

Greene also comments on the "care with which great epic poets fitted together their pieces of narrative. . . having more to do with tonality and feeling than with causation or chronology."

Greene's specific handling of each epic refers primarily to the idea of divine intervention in the shape of some entity and remarks on narrative only when narrations are effected by such "descents" (e.g. *Aeneid*, IV)

His discussion of Milton alludes to Raphael's poor guardianship and also his style of narrative in describing the war in heaven. Since Raphael's is a key 'descent from heaven,' his character and description, if not his speeches, are articulated clearly.

VII How Do I Prepare My Final Product?

A. Edit your draft with the following questions in mind.

1. Do the opening statements in your introduction provide enough background information or other ideas for the reader to understand the thesis statement and the body paragraphs that follow?
2. Does the thesis statement clearly present the main point of the paper as well as your purpose in writing it?
3. Do the paragraphs in the body present a well-organized development of the thesis statement and its stated or unstated

subtopics?

4. Does each body paragraph contain a topic sentence?
5. Are the details and other pieces of information in each paragraph arranged in a logical order?
6. Do transitions help to connect ideas logically?
7. Are direct quotations marked with quotation marks and cited in formal citations?
8. Have quotations been used selectively for interest and to emphasize important points?
9. Are all other borrowed ideas and facts cited in a consistent manner?
10. Does the conclusion contain a reference to the thesis statement and subtopics?
11. Are sentences throughout the paper varied in length and structure? Is the language suitable for your audience and purpose?
12. Is the paper free from spelling mistakes, usage problems, or mechanical errors?

B. It may be helpful to have someone else read your paper with these questions in mind or to read it aloud to them. Be willing to make revisions.

C. Proofread your paper for typographical errors, errors in indentation or spacing. Pay special attention to the detailed format of the Works Cited list.

D. The text of your paper should be double-spaced in a medium size font with reasonable top, bottom and side margins. Each page should be numbered after the first page (start numbering with p.2).

- E. Use standard print paper and make sure your printer is producing a readable copy.
- F. Don't forget to save your paper on the word processor and print out an extra hard copy in case your paper is misplaced.
- G. Congratulate yourself for your hard work and a job well done!

Note. You may find a copy of this stylebook reprinted in full on the Library Media Center Web Page. The address is:

<http://www.fmhs.cnyric.org/lmc/citation.htm>

The following sources were consulted in the publication of this handbook:

Beers, Burton F. Teacher's Resource Book - World History Patterns of Civilization. Englewood Cliffs, NJ: Prentice Hall, 1990.

Caywood, Carolyn. "Library Selection Criteria for WWW Resources." <http://www.infi.net/2carolyn/criteria.html> April, 1997.

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers, Fourth Edition. New York: MLA, 1995.

McCuen and Winkler. Rewriting Writing: A Rhetoric. San Diego: Harcourt Brace Jovanovich, 1990.

Schrock, Kathleen. "It Must Be True. I Found It On The Internet." Technology Connection Sept. 1996, 12-1.

Revised June 21, 2002 by: Kathleen Deeb
Linda Kingsley
Barry Miller
Kathleen Niederpruem