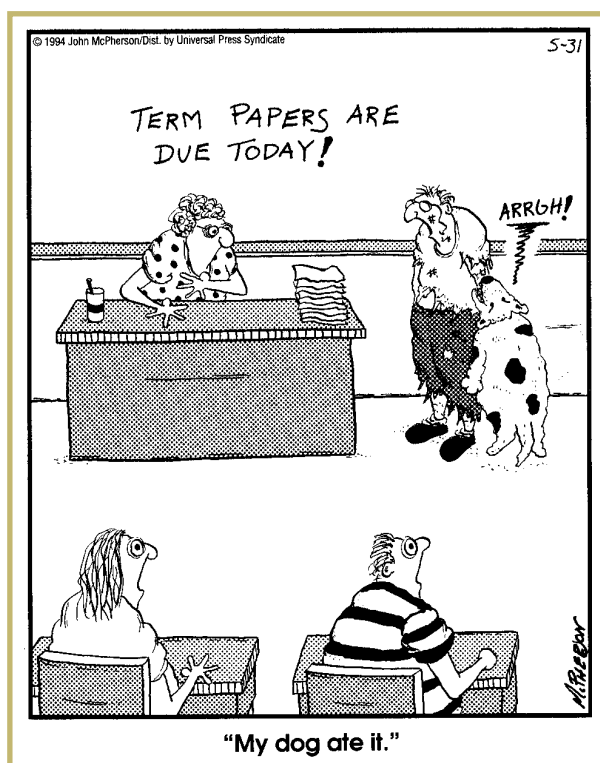


# Writing the Research Paper

# 20



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about the topic, you may feel that your original thesis oversimplifies the issue. To clarify your position, begin by sifting through your note cards; your goal is to formulate a position that makes the most sense in light of the research you've done and the information you've gathered. Then, revise your working thesis, keeping in mind the evidence on your note cards. This refined version of your thesis will serve as the starting point for your first draft. Remember, though—as you write the paper, new thoughts may emerge that will cause you to modify

After you complete your note-taking, you're ready to begin the writing phase of the research project. When writing the paper, you'll probably find it helpful to follow these steps:

- Refine your working thesis.
- Sort the note cards.
- Organize the evidence by outlining.
- Write the first draft.
- Document borrowed material.
- Revise, edit, and proofread.
- Prepare the Works Cited list.

## REFINE YOUR WORKING THESIS

This is a good time to *reexamine your working thesis*; it's undoubtedly evolved since you first started your research. Indeed, now that you're more informed

your thesis even further. (For more on thesis statements, see Chapter 3 and the writing process diagrams in Chapters 10–18.)

## SORT YOUR NOTES

Keeping your refined thesis in mind, *sort your notes by topic*. If you are using note cards, make separate piles of cards for different topics. Suppose, for example, your thesis is “Lotteries are an inefficient means of raising money for state programs.” You might form one pile of note cards on administrative costs, another on types of state programs, a third on the way money is allocated, and so on. Although you can sort by the key terms or headings you previously placed at the tops of cards, it’s a good idea to reread the cards. You may find, for example, that a heading needs to be changed because its information better suits some other category. If some cards don’t fit into any pile—and this is likely—put them aside. You don’t need to use every note card.

If you have been taking notes on the computer, you probably started with a separate file for each source. During the research process, you may have identified each note by topic and collated the notes into separate topic files. You can now create one file out of these topic files to use for your draft.

If you have not yet collated your notes by topic, you can do so now. Print each source file on one side of a sheet. Read through the notes and label them by topic. Using the printed sheets as a guide, copy and paste a note from a source file into your draft file. Make sure to circle or cross out the note on your printout so that you don’t find yourself using the same notes more than once. One caution: For every note you copy into your draft, make sure you also copy the source of the note. You now have all your notes roughly sorted by topic in a file that will become your first draft.

At this point, you should consider which organizational approach will help you sequence your material. (See pages 55–58) and the development diagrams in Chapters 10–18 for tips on using specific patterns of development.) Arrange your topics to reflect the organizational pattern you have chosen.

Once you’ve arranged your notes cards according to the topic headings, sort each topic pile by *subtopic*. For example, notes about types of state programs might be divided into these three subtopics: programs for the elderly, programs for pre-school children, programs for the physically disabled. Next, using the patterns of development and organizational approaches discussed, respectively, on pages 46–47 and 55–58, order each set of subtopics to match the sequence in which you think you’ll discuss those subtopics in your paper. This sorting will make your next step—preparing an outline—much easier.

## ORGANIZE THE EVIDENCE BY OUTLINING

Whether or not your instructor requires an *outline*, it’s a good idea to prepare one before you begin writing the paper. Because an outline groups and sequences points, it provides a blueprint you can follow when writing. Outlining clarifies

what your main ideas are, what your supporting evidence is, and how everything fits together. It reveals where your argument is well supported and where it is weak.

To design your outline, focus first on the paper's body. How can you best explain and support your thesis? For now, don't worry about your introduction or conclusion. General guidelines on outlining are discussed in Chapter 5 (page 59). To apply those guidelines to a research paper, keep in mind the points listed in the checklist that follows.



### OUTLINING RESEARCH EVIDENCE: A CHECKLIST

- Base the outline on your organized notes.
- Label your main topic headings with roman numerals (I, II, III, and so on) to indicate the order in which you plan to discuss each topic in the paper.
- Label the subtopics grouped under each main topic heading with capital letters (A, B, C). Indent the subtopic entries under their respective main topics, listing them in the order you plan to discuss them.
- Label supporting points (ideas noted on your cards) with arabic numerals (1, 2, 3) and indent them under the appropriate subtopics.
- Label specific details (facts, quotations, statistics, examples, expert opinion) with lowercase letters (a, b, c) and indent them under the appropriate supporting points. Use shorthand for details. For example, write "Bitner quote here" instead of copying the entire quotation into your outline.
- Where appropriate, map out sections of the paper that will provide background information or define key terms.
- You may want to use the Outline feature of your word processing software. Or you can type outline headings directly into the draft file and then copy and paste the headings into a separate file to see the outline clearly. The Clipboard feature of your software may make this easy to do.

Here's how the various outline elements look when they're properly labeled and indented:

- I. Main topic
  - A. Subtopic
    - 1. Supporting point
    - 2. Supporting point

- a. Specific detail
- b. Specific detail
- B. Subtopic
  - 1. Supporting point
  - 2. Supporting point
- II. Main topic
  - A. Subtopic
    - 1. Supporting point
    - 2. Supporting point
      - a. Specific detail
      - b. Specific detail
  - B. Subtopic

Even if you've been taking notes by hand, you may find it useful to outline on the computer. It's far easier to revise an outline done on a computer, and you can then actually write your first draft by filling in the outline with text. As you revise your outline, take care to save each revision as a separate file: "Lotteries\_outline1," "Lotteries\_outline2," and so forth. That way, if you decide a revision is not working, you can retrieve earlier work.

Your first outline probably won't be a formal full-sentence one; rather, it's more likely to be a *topic* (or phrase) *outline*, like those on pages 318, 356–357, and 480–481. A topic outline helps you clarify a paper's overall structure. A *full-sentence outline* (see pages 237 and 614–616) or a *combined topic and sentence outline* (see pages 390–391) is better suited to mapping out in detail the development of a paper's ideas. If you're preparing an outline that will be submitted with the paper, find out in advance which kind your instructor prefers.

Before you go any further, it's a good idea to get some feedback on your outline—from an instructor or a critical friend—to make sure others agree that your meaning and organization are logical and clear. Then, using your readers' reactions, make whatever changes seem necessary.

## WRITE THE FIRST DRAFT

Once you've refined your working thesis, sorted your notes, and constructed an outline, you're ready to write your first draft. As with the early versions of an essay, don't worry at this stage about grammar, spelling, or style. Just try to get down as much of the paper's basic content and structure as you can.

Chapter 6 offers general guidelines for writing a first draft. (See page 65 and the development diagrams for the different patterns of development in Chapter 10–18.) When applying those guidelines to a research paper, keep in mind the points discussed in the following checklist.

**WRITING THE FIRST DRAFT OF A RESEARCH PAPER: A CHECKLIST**

- As you write, use your note cards, source files, and outline. Don't rely on your memory for the information you've gathered.
- Feel free to deviate from your outline if, as you write, you discover a more effective sequence, realize some material doesn't fit, or see new merit in previously discarded information.
- Include any quotations and summaries in the draft by copying and pasting material from your computer files or typing in material from your note cards.
- Provide rough documentation (see pages 581–590) for all material borrowed from your sources.
- Use the present tense when quoting or summarizing a source (“Stamp reports that . . . ” rather than “Stamp reported that . . . ”).
- Use the third-person point of view throughout, unless your instructor has indicated that you may use the first person when presenting primary research (see page 529).
- Give your first draft and subsequent drafts different file names: “Lotteries\_draft1,” “Lotteries\_draft2,” etc.

There are two contrasting strategies for generating a first draft. One is to *overwrite*, explaining each point as fully as possible, even including alternative explanations and wordings. The other strategy is to *underwrite*. In this approach, you jot down your ideas quickly, leaving gaps where points need to be expanded, making notations like “Insert a quote here.” The disadvantage of this latter strategy is that it simply defers filling in the gaps until a later time, when it might be difficult to recapture your original train of thought. The advantage is that generating material quickly can make a long piece of writing more manageable and less forbidding. Some writers combine the two strategies—writing out parts of the paper fully but only sketching out those sections where getting down all the details would interrupt the flow of thought. If you have been using collated notes as the basis for your draft, you may find that a lot of the “filling in” work has largely been done.

Whichever strategy you use, keep in mind that your draft shouldn't merely string together other people's words and ideas. Rather than simply presenting fact after fact or quotation after quotation, you must *analyze* and *comment on* your research, clearly showing how it supports your thesis. Similarly, when drafting the paper, be sure your language doesn't stay too close to that of your sources. To avoid overreliance on your sources' language, refer to your notes as you write, not to the sources themselves. Remember, too, that taking source material and merely changing a word here and there still constitutes *plagiarism*—passing off someone else's thoughts or language as your own. In such a situation, it's important that

you acknowledge your source. (For more pointers on steering clear of plagiarism, see pages 565–566, 570–572, and 581–590.)

## Presenting the Results of Primary Research

If your instructor requires you to conduct primary research (see pages 530–531), you might be tempted to include in the draft every bit of information you gathered through any surveys, experiments, or interviews you conducted. Remember, though, your primary purpose is to provide evidence for your thesis, so include only that material that furthers your goal. To preserve the draft's overall unity, you should also avoid the temptation to mass, without commentary, all your primary research in one section of the paper. Instead, insert the material at those places where it supports the points you want to make. Sometimes instructors will ask you to devote one part of the paper to a detailed discussion of the process you used to conduct primary research—everything from your methodology to a detailed interpretation of your results. In such a case, before writing your draft, ask your instructor where you should cover that information. Perhaps it should be placed in a separate introductory section or in an appendix.

## DOCUMENT BORROWED MATERIAL TO AVOID PLAGIARISM: MLA FORMAT

Copyright law and the ethics of research require that you give credit to those whose words and ideas you borrow; that is, you must provide full and accurate **documentation**. A lack of such documentation results in *plagiarism*—borrowing someone's ideas, facts, and words without properly crediting your source. Faulty documentation undermines your credibility. For one thing, readers may suspect that you're hiding something if you fail to identify your sources clearly. Further, readers planning follow-up research of their own will be perturbed if they have trouble locating your sources. Finally, weak documentation makes it difficult for readers to distinguish your ideas from those of your sources.

To avoid plagiarizing, you must provide documentation in the following situations:

- When you include a *word-for-word quotation* from a source
- When you *paraphrase* or *summarize* (restate in your own words) ideas or information from a source, *unless* that material is *commonly known* and *accepted* (whether or not you yourself were previously aware of it) *or* is a *matter* of historical or scientific *record*
- When you *combine* a *summary* and a *quotation*

One exception to formal documentation occurs in writing for the general public. For example, you may have noticed that the authors of this book's essays don't

use full documentation when they borrow ideas. *Academic writers*, though, *must provide full documentation* for all borrowed information. The next section explains how to do this.

The following discussion focuses on the MLA—Modern Language Association—format for documenting borrowed material. The **MLA format**, based on the *MLA Handbook for Writers of Research Papers*, is used widely in the liberal arts. (The system used in the social sciences—that of the American Psychological Association [APA]—is described on pages 604–611. On page 614, you’ll also find a description of the format commonly used in the hard sciences and in technical fields.) For a sample paper that uses MLA documentation, turn to the student essay on pages 612–628. For an excerpt showing APA documentation, see pages 630–631.

### Indicate Author and Page

Both the MLA documentation system described here and the APA system described later in the chapter use the **parenthetical reference**, a brief note in parentheses inserted into the text after borrowed material. The parenthetical reference doesn’t provide full bibliographic information, but it provides enough so that readers can turn to the Works Cited list (or bibliography) for complete information. If the method of documentation you learned in high school involved footnotes or endnotes, you’ll be happy to know that parenthetical documentation is much easier to use and is usually preferred by professors. To be on the safe side, though, check with your professors to determine their documentation preferences.

Whenever you use borrowed material, you must, within your paper’s text, do two things. First, you must *identify the author*. (Since the Works Cited page is arranged according to authors’ last names, readers can refer to that listing for title, publisher, and so on.) Second, you must *specify the page(s)* in your source on which the material appears.

### Using Parentheses Only

The simplest way to provide documentation involves the use of *parentheses* for both *author* and *page* references. The examples that follow, based on references to Julian Stamp’s *The Homeless and History*, illustrate this method. (If you like, turn to page 568 for the extract from Stamp’s book and compare the original there with the documentation here. And turn to pages 566–567 if you would like to review the use of ellipsis and brackets when deleting material from a source.)

Counseling and other support services are not enough to solve the problem of homelessness; proposed solutions must address the complex economic issues at the heart of homelessness (Stamp 8).

It is no coincidence that as “the gap between the rich and the poor has widened . . .” (Stamp 8), homelessness has emerged as a social ill.

If we look beyond the problems of homeless people “to the larger economic issues, we . . . see that homelessness cannot be resolved solely at the level of individual treatment” (Stamp 8).

Because half of those taking refuge in shelters have substance-abuse problems, “programs need to provide not only a place to sleep but also comprehensive treatment for addicts . . .” (Stamp 8).

Take a moment to look again at the preceding examples. Note the following:

#### What to Provide Within the Parentheses

- Give the author’s last name only, even when the author is cited for the first time. If there is no author, use a shortened version of the title or whatever element is given first in the Works Cited entry for the item.
- Write the page number immediately after the author’s last name, with no punctuation between. (If the source is only one page, only the author’s name is needed.) Provide a full page range of the summary or quotation if it spans more than one page. Don’t use the designation *p.* or *page*.

#### Where to Place the Parentheses

- At the end of the sentence or immediately *after* the borrowed material, at a natural pause in the sentence
- Before any terminal punctuation (period, question mark) or internal punctuation (comma, semicolon)
- After an ellipsis and bracket at the end of a quotation but before the final period

#### Using Parentheses and Attributions

Skilled writers indicate clearly where their ideas stop and those of their sources begin. So, besides providing careful parenthetical documentation, writers often provide **attributions**—nonparenthetical source identifiers like those (underlined) in the following two *summary* statements:

Julian Stamp argues that homelessness must be addressed in terms of economics—and not simply in terms of individual counseling, addiction therapy, or job training (8).

According to statistics, one-half of the homeless individuals in shelters are substance abusers (Stamp 8).



A *quotation* should also be inserted smoothly with an attribution. Don't just drop a quotation into your text, as in this example:

**Incorrect**

"The key to any successful homeless policy requires a clear understanding of just who are the homeless" (Stamp 8).

Instead, provide an attribution for the quoted statement:

**Correct**

As Stamp explains, "The key to any successful homeless policy requires a clear understanding of just who are the homeless" (8).

One social scientist points out that "the key to any successful homeless policy requires a clear understanding of just who are the homeless" (Stamp 8).

In The Homeless and History, Stamp maintains that "the key to any successful homeless policy requires a clear understanding of just who are the homeless" (8).

Glance back at the examples on this page and note the following:

- An attribution may specify the author's name (*Julian Stamp argues that; As Stamp explains*), or it may refer to a source more generally (*According to statistics; One social scientist points out*). If you want to call attention to a specific author, use an attribution indicating the author's name. Otherwise, use a more general attribution with a parenthetical citation that includes the name along with the page number.
- The first time an author is referred to in the text, the author's full name is provided; afterward, only the last name is given.
- When the author's name is provided in the text, the name is *not* repeated in the parentheses. (Later nonparenthetical references to the same author give only the last name.)

Sometimes, to inform readers of an author's area of expertise, you may identify that person by profession (*The social scientist Julian Stamp*). Don't, however, use such personal titles as *Mr.* or *Ms.* Finally, as part of an attribution, you may mention your source's title (*In The Homeless and History, Stamp maintains that . . .*).

When providing the necessary information, try to avoid such awkward constructions as these: "According to Julian Stamp, he says that . . ." and "In the book by Julian Stamp, he argues that . . ." Instead, follow these hints for writing smooth, graceful attributions.

1. Aim for variety. Don't always place attributions at the beginning of the sentence; experiment by placing them in the middle (*The key to any successful*

*homeless policy, Stamp explains, “requires a clear understanding of just who are the homeless”) or at the end (Half of homeless individuals living in shelters are substance abusers, according to statistics.)*

2. Try not to use a predictable subject-verb sequence (*Stamp argues that, Stamp explains that*) in all your attributions. Aim for variations like the following:

The information compiled by Stamp shows . . .

In Stamp’s opinion, . . .

Stamp’s study reveals that . . .

3. Rather than repeatedly using the verbs *says* or *writes* in your attributions, seek out more vigorous verbs, making sure the verbs you select are appropriate to the tone and content of the piece you’re quoting. The list that follows offers a number of options.

acknowledges	compares	grants	questions	shows
adds	confirms	implies	reasons	speculates
admits	contends	insists	reports	states
argues	declares	maintains	responds	suggests
asserts	demonstrates	notes	reveals	wonders
believes	endorses	points out	says	writes

## Special Cases of Authorship

In some situations, providing authorship in the attribution or in the parenthetical citation becomes slightly more complicated. The guidelines that follow will help you deal with special types of authorship.

**More Than One Source by the Same Author.** When your paper includes references to more than one work by the same author, you must specify the particular work being cited. You do this by providing the *title*, as well as the author’s name and the page(s). As with the author’s name, the title may be given in *either* the attribution *or* the parenthetical citation. Here are some examples:

In The Language and Thought of the Child, Jean Piaget states that “discussion forms the basis for a logical point of view” (240).

Piaget considers dialog essential to the development of logical thinking (Language and Thought 240).

The Child’s Conception of the World shows that young children think that the name of something can never change (Piaget 81).

Young children assume that everything has only one name and that no others are possible (Piaget, Child’s Conception 81).

Notice that when a work is named in the attribution, the full title appears; when a title is given in the parenthetical citation, only the first few significant words appear. (However, don't use the ellipsis to indicate that some words have been omitted from a title; the ellipsis is used only when quoting a source.) In the preceding examples, the work is a book, so its title is underlined (or it may be *italicized*, if that is your instructor's preference). If the source is an article or a selection from a compilation, the title is placed in quotation marks.

**Two or Three Authors.** Supply all the authors' last names in either the attribution or parentheses.

**More Than Three Authors.** In either the attribution or parentheses, give the last name of the first author followed by et al. (which means "and others").

**Two or More Authors with the Same Last Name.** When you use two or more sources written by authors with the same last name, you must include (in either the attribution or parentheses) each author's first name or initial(s).

**A Source with No Author.** For a source without a named author, use, in your attribution or parenthetical reference, the title of the work *or* the name of the issuing organization—whichever you used to alphabetize the source on the Works Cited list.

**Common Knowledge** During your research, you may come across several sources that cite the same *general* information or share the same *widely accepted* opinion. Such material is considered *common knowledge* and *doesn't* need to be documented. Some examples of common knowledge are well-known historical facts and dates (the Magna Carta was first issued in 1215), geographical facts (Rhodesia is the former name of Zimbabwe), and commonly accepted views (the separation of church and state is an important principle in American politics).

**Information Found in Two or More Sources.** When you come across several sources who cite the same *highly specialized* information or who share the same *controversial* opinion, that material *does* need to be documented. In such a case, state the material in your own words. Then present in the parenthetical citation each source, listed in the order in which it appears on the Works Cited list. Here's an example:

A number of educators agree that an overall feeling of competence--rather than innate intelligence--is a key factor in determining which students do well the first year in college (Smith 465; Jones 72; Greene 208).

If you use a quotation to express an idea that occurs in several sources, provide an attribution for the quoted source and, in the parentheses, give the source's page number followed by a note that other sources make the same point:

The educator Henry Schneider argues that "students with low self-esteem tend to disregard the academic success they achieve" (23; also pointed out in Rabb 401).

## Special Cases of Pagination

Occasionally, a source will have unusual pagination. Here's how to deal with such situations.

*A Source with No Page Numbers, Such as a Website.* The parenthetic citation simply lacks a page number.

*Each Volume of a Multivolume Source Paged Separately.* Indicate the volume number, then the page number, with a colon between the two (Kahn 3: 246). Do not use *vol.* or *v.*

*A Nonprint Source (Television Show, Lecture, Interview).* In a parenthetic citation, give only the item (title, speaker, person interviewed) you used to alphabetize the source on your Works Cited list. Or provide the identifying information in the attribution, thus eliminating the need for parenthetic information:

In the documentary Financing a College Education, Cheryl Snyder states that . . .

## Blending Quotations into Your Text

On the whole, your paper should be written in your own words. A string of quotations signals that you haven't sufficiently evaluated and distilled your sources. Use quotations sparingly; draw upon them only when they dramatically illustrate key points you want to make or when they lend authority to your own conclusions. Also, keep in mind that supplying the appropriate citation may not be enough to blend the quotation smoothly into your own writing; additional wording may be needed to achieve a smooth transition. Finally, don't forget that a quotation, by itself, won't always make your case for you; it may be necessary to interpret the quotation, showing why it's significant and explaining how it supports your central points. Indeed, such commentary is often precisely what's needed to blend quoted material gracefully into your discussion.

Consider the following examples, noting how the first quotation is dropped awkwardly into the text, without any transition or commentary. In contrast, brief interpretive remarks in the second example provide a transition that allows the quotation to merge easily with the surrounding material:

### Awkward

Recent studies of parenting styles are designed to control researcher bias. "Recent studies screen out researchers whose strongly held attitudes make objectivity difficult" (Layden 10).

### Revised

Recent studies of parenting styles are designed to control researcher bias. Psychologist Marsha Layden, a harsh critic of earlier studies, acknowledges that nowadays most investigations "screen out researchers whose strongly held beliefs make objectivity difficult" (10).

Besides following the guidelines on pages 566–567 for using ellipsis and brackets, you should be familiar with the following capitalization and punctuation conventions when quoting.

### Capitalization and Punctuation of Short Quotations

The way a short quotation is used in a sentence determines whether it begins or doesn't begin with a capital letter and whether it is or isn't preceded by a comma.

1. When an attribution introduces a short quotation that can stand alone as a sentence, *do capitalize* the quotation's *first word*. Also, *precede the quotation with a comma*:

According to Stamp, "Beginning in the 1980s and through the 1990s, the gap between the rich and the poor has widened, buying power has stagnated, industrial jobs have fled overseas, and federal funding for low-cost housing has been almost eliminated" (8).

Stamp observes, "Beginning in the 1980s and through the 1990s, the gap between the rich and the poor has widened, buying power has stagnated, industrial jobs have fled overseas, and federal funding for low-cost housing has been almost eliminated" (8).

2. When blending a short quotation into the structure of your own sentence, *don't capitalize* the quotation's *first word* and *don't precede it with a comma*:

Stamp observes that "beginning in the 1980s and through the 1990s, the gap between the rich and the poor has widened, buying power has stagnated, industrial jobs have fled overseas, and federal funding for low-cost housing has been almost eliminated" (8).

Even if—as in this case—the material being quoted originally started with a capital letter, you still use lowercase when incorporating the quotation into your own sentence. Quotations often merge with your own words in this way when they are introduced, as in the preceding example, by a pronoun (*that*, *which*, *who*)—either stated or implied.

3. If, for variety, you *interrupt a full-sentence quotation* with an attribution, *place commas on both sides of the attribution*, and *resume the quotation with a lowercase letter*:

"The key to any successful homeless policy," Stamp comments, "requires a clear understanding of just who are the homeless" (8).

### Long Quotations

A quotation longer than four lines starts on a new line and is indented, throughout, ten spaces from the left margin. Since this **block format** indicates a quotation, quotation marks are unnecessary. Double-space the block quotation, as you do the rest of your paper. Don't leave extra space above or below the quotation. Long quotations, always used sparingly, require a lead-in. A lead-in that *isn't* a full sentence is followed by a comma; a lead-in that *is* a full sentence (see below) is followed by a colon:

Stamp cites changing economic conditions as the key to a national homeless policy:

Beginning in the 1980s and through the 1990s, the gap between the rich and the poor has widened, buying power has stagnated, industrial jobs have fled overseas, and federal funding for low-cost housing has been almost eliminated. Given these developments, homelessness begins to look like a product of history, our recent history, and only by addressing shifts in the American economy can we begin to find effective solutions for people lacking homes. (8)

Notice that the page number in parentheses appears *after* the period, not before as it would with a short quotation.

### Quoting or Summarizing a Source Within a Source

If you quote or summarize a *secondary source* (someone whose ideas come to you only through another source), you need to make this clear. The parenthetic documentation should indicate "as quoted in" with the abbreviation *qtd. in*:

According to Sherman, "Recycling has, in several communities, created unanticipated expenses" (qtd. in Pratt 3).

Sherman explains that recycling can be surprisingly costly (qtd. in Pratt 3).

If the material you're quoting includes a quotation, place single quotation marks around the secondary quotation:

Pratt believes that "recycling efforts will be successful if, as Sherman argues, 'communities launch effective public-education campaigns'" (2).

*Note:* Your Works Cited list should include the source you actually read (Pratt), rather than the source you refer to secondhand (Sherman).

## Presenting Statistics

Citing statistics can be an effective strategy for supporting your ideas. Be careful, though, not to misinterpret the data or twist its significance, and remember to provide an attribution indicating the source. Also, be sure not to overwhelm readers with too many statistics; include only those that support your central points in compelling ways. Keep in mind, too, that statistics won't speak for themselves. You need to interpret them for readers, showing how the figures cited reinforce your key ideas. Suppose you're writing a paper showing that Medicare reform is needed to control increasing costs. It wouldn't be effective if you simply provided an attribution, then present one statistic after the other, without explanatory commentary:

### Ineffective

The Centers for Medicaid and Medicare Services reports that 1992 revenues (\$185 billion) exceeded spending (\$120 billion). But in 1997, revenues (\$204 billion) and spending (\$208 billion) were almost the same. It is projected that by the year 2010, revenues will be \$310 billion and spending \$410 billion (Mohr 14).

Instead, after providing an attribution, present only the most telling statistics, being sure to explain their significance:

### Effective

The Centers for Medicaid and Medicare Services reports that in 1992, Medicare revenues actually exceeded spending by about \$65 billion. But five years later, costs had increased so much that they exceeded revenues by about \$4 billion. This trend toward escalated costs is expected to continue. It's projected that by the year 2010, revenues will be only \$310 billion, while spending—if not controlled—will climb to at least \$410 billion (Mohr 14).

(For more on statistics, see pages 562–563.)

## REVISE, EDIT, AND PROOFREAD THE FIRST DRAFT

After completing your first draft, reward yourself with a break. Set the paper aside for a while, as least for a few hours. When you pick up the draft later, you'll have a fresh, more objective point of view on it. Then, referring to the checklist on page 104 and the first section of the revision checklist that follows, reread your entire draft to get a general sense of how well the paper works. Outlining the draft (see page 103)—*without* referring to the outline that guided the draft's preparation—is a good way to evaluate the paper's overall meaning and structure.

Despite all the work you've done, you may find when you reread the paper that a main point in support of your thesis seems weak. Sometimes a review of your note

cards—including those you didn't use for your draft—will uncover appropriate material that you can add to the paper. Other times, though, you may need another trip to the library to gather additional information. Once you're confident that the paper's overall meaning and structure are strong, go ahead and write your introduction and conclusion—if you haven't already done so.

That done, move ahead and evaluate your paper's paragraph development. To focus your revision, use the checklist on page 105, as well as the second section of the revision checklist that follows. Also consult the development diagrams for each pattern of development (Chapters 10–18) for more tips on revision specific to each pattern. As you work, it's a good idea to pay special attention to the way you present evidence in the paragraphs. Does your evidence consist of one quotation after another, or do you express borrowed ideas in your own words? Do you simply insert borrowed material without commentary, or do you interpret the material and show its relevance to the points you want to make?

Before moving to the next stage in the revision process, look closely at the way you introduce borrowed material. If you prepared the draft without providing many attributions, now is the time to supply them. Then, consulting the checklists on pages 124 and 134, as well as the third section of the revision checklist that follows, go ahead and refine your draft's words and sentences.

Finally, when you start editing and proofreading, allow enough time to verify the accuracy of quoted and summarized material. Check such material against your note cards, and check your documentation against both your bibliography cards and Works Cited list (pages 593–604), making sure everything matches. When preparing the final copy of your paper, follow the format guidelines on pages 141–142, using the sample research paper (pages 613–628) as a model. Note that the research paper, when accompanied by an outline, has a separate title page. For a research paper without an outline, the title and other identifying information are usually placed at the top of the paper's first page.

Chapters 7, 8, and 9 discuss techniques for revising and editing an essay draft. The following checklist will help you and those giving you feedback apply those techniques to the research paper.



### REVISING THE RESEARCH PAPER: A CHECKLIST

#### *Revise Overall Meaning and Structure*

- What is the thesis of the research paper? Where is it stated? How could the thesis be expressed more clearly?
- Where would background material or a definition of terms clarify overall meaning?
- Where does research evidence (facts, statistics, expert opinion, surveys, and experimental results) seem irrelevant or contradict the thesis? What can be done to correct these problems?



- Which principle of organization (chronological, spatial, emphatic, simple-to-complex) does the paper use? How does this organizing principle reinforce the paper's thesis and make it easy for readers to follow the paper's line of reasoning?

*Revise Paragraph Development*

- In which paragraphs is evidence solid and compelling? Where is it confusing, insufficient, irrelevant, too abstract, inaccurate, nonrepresentative, or predictable? How can these problems be remedied?
- Which paragraphs merely present research, without analyzing and relating it to the thesis? How can the research material be better incorporated into the paper's point of view?
- Which paragraphs simply string together quotations, without interpretive commentary? Where is commentary needed? Which quotations could be eliminated?

*Revise Sentences and Words*

- Where is more documentation needed to avoid plagiarism? Where do another author's words appear but without quotation marks? Where is a source's language only slightly modified? Which borrowed ideas are summarized but not credited?
- Where would attributions help signal more clearly where a source's ideas begin and stop?
- How could attributions be made more graceful and varied?

*Edit and Proofread*

- Where is parenthetical documentation lacking required information? Where must an author's name, a title, publication data, or page numbers be added?
- Which parenthetical citations contain punctuation errors? Where should a title be underlined or placed in quotation marks? Where should a comma be added or deleted?
- Where are quotations punctuated incorrectly? Which should start with a capital letter? Which should begin in lowercase? Which should be preceded by a comma? Which should not? Where should a capital letter be deleted? Where is a comma needed to connect the quotation to the text? Where should a comma be deleted?
- Where is the format for long quotations incorrect? How can it be corrected?
- Where is the format for the Works Cited list incorrect (pages 593–604)? Which entries are out of alphabetical order? Which titles should be underlined or placed in quotation marks? Where should commas or periods be added or deleted? Where should page numbers be added?

## PREPARE THE WORKS CITED LIST: MLA FORMAT

At this point, you need to assemble your paper's **Works Cited list** (or bibliography). As a first step in preparing your Works Cited list, pull out the bibliography cards (or working bibliography) for the sources you referred to in your paper. Alphabetize them by the authors' last names. For now, put any anonymous works at the end.

The Works Cited list, which will appear at the end of your paper, should include only those works you actually quote, summarize, or otherwise directly refer to in your paper. Don't list other sources, no matter how many you may have read. Placed on its own page, the Works Cited list provides readers with full bibliographic information about the sources you cite in the paper.

Double-space the entries on the Works Cited list, and *don't* add extra space between entries. The first line of each new entry should start at the left margin; if an entry extends beyond one line of type, all subsequent lines should be indented five spaces. The major items in a bibliographic entry (the author's full name, the title, all the information on publication) are separated with periods. (See the sample Works Cited list on pages 626–628.)

The following sample entries will help you prepare an accurate Works Cited list.

### Citing Book Sources

Here is the basic format for listing a book in Works Cited:

- Start with the author's name, last name first, then first name and any initial, with a comma between the first and last names. Put a period after the first name or initial. Leave one space between the period and the next item.
- Give the complete book title. If the book has a subtitle, separate it from the title with a colon. Leave a space after the colon. Underline the full title and follow it with a period. Leave one space between the period and the next item. (*Important note:* According to MLA guidelines, underlining titles is generally preferred to italicizing them because of the greater visibility of underlines; if you'd like to use italics instead, check with your instructor.)
- Next, give the city of publication, followed by a colon. Leave a space between the colon and the next item. If the publisher has more than one location, use the city listed first on the book's title page. If the book is published in the United States, give only the city. If it is published in a foreign city that may be unfamiliar to readers, give the city as well as an abbreviation of the country, separating them with a comma.
- Supply the publisher's name, giving only key words and omitting the words *Company, Press, Publishers, Inc.*, and the like. (For example, write *Rodale* for Rodale Press and *Norton* for W. W. Norton and Company.) In addition, use *UP* to abbreviate the names of university presses (as in *Columbia UP* and *U of California P*). Place a comma and a space after the publisher's name.
- End with the publication date and a period. Supply the most recent year of copyright. Don't use the year of the most recent printing.

### Book by One Author

Neckerman, Kathryn M. Schools Betrayed: Roots of Failure in Inner-City Education. Chicago: U of Chicago P, 2007.

For books varying from this basic entry, consult the examples that follow. If you don't spot a sample entry for the type of source you need to document, consult the latest edition of the *MLA Handbook for Writers of Research Papers* for more comprehensive examples.

### Multiple Works by the Same Author

McChesney, Robert W. The Problem of the Media: U.S. Communication Politics in the 21st Century. New York: Monthly Review, 2004.

---. Rich Media, Poor Democracy: Communication Politics in Dubious Times. Champaign: U of Illinois P, 1999.

If you use more than one work by the same author, list each book separately. Give the author's name in the first entry only; begin the entries for other books by that author with three hyphens followed by a period. Arrange the works alphabetically by title. The words *A*, *An*, and *The* are ignored when alphabetizing by title.

### Book by Two or Three Authors

Douglas, Susan, and Meredith Michaels. The Mommy Myth: The Idealization of Motherhood and How It Has Undermined Women. New York: Free Press, 2004.

Gunningham, Neil A., Robert Kagan, and Dorothy Thornton. Shades of Green: Business, Regulation, and Environment. Palo Alto: Stanford UP, 2003.

For a book with two or three authors, give all the authors' names but reverse only the first name. List the names in the order shown on the title page.

### Book by Four or More Authors

Brown, Michael K., et al. Whitewashing Race: The Myth of a Color-Blind Society. Berkeley: U of California P, 2003.

For a work with four or more authors, give only the first author's name followed by a comma and *et al.* (Latin for "and others").

### Revised Edition

Weiss, Thomas G., David P. Forsythe, and Roger A. Coate. The United Nations and Changing World Politics. 3rd ed. Boulder: Westview, 2001.

Zinn, Howard. A People's History of the United States: 1492–Present. Rev. ed. New York: Perennial, 2003.

Follow the title with the edition, identified either by number (for example, *2nd*) or by the abbreviation *Rev.* (for *Revised*), depending on how the book itself indicates edition.

### Book with an Author and Editor or Translator

Douglass, Frederick. My Bondage and My Freedom. Ed. John David Smith. New York: Penguin, 2003.

Place the editor's or translator's name after the title, with the identifying abbreviation *Ed.* or *Trans.* before the person's name. Don't reverse the first and last names of the editor or translator. Figure 20.1 (on page 596) shows where to find the elements you need to compile this type of citation.

### Anthology or Compilation of Works by Different Authors

Kasser, Tim, and Allen D. Kanner, eds. Psychology and Consumer Culture: The Struggle for a Good Life in a Materialistic World. Washington, D.C.: American Psychological Association, 2004.

If you refer in general to an edited book—rather than to the individual authors whose work it contains—give the editor's name in the author position, followed by a comma and the abbreviation *ed.* or *eds.* for two or more editors.

### Section of an Anthology or Compilation

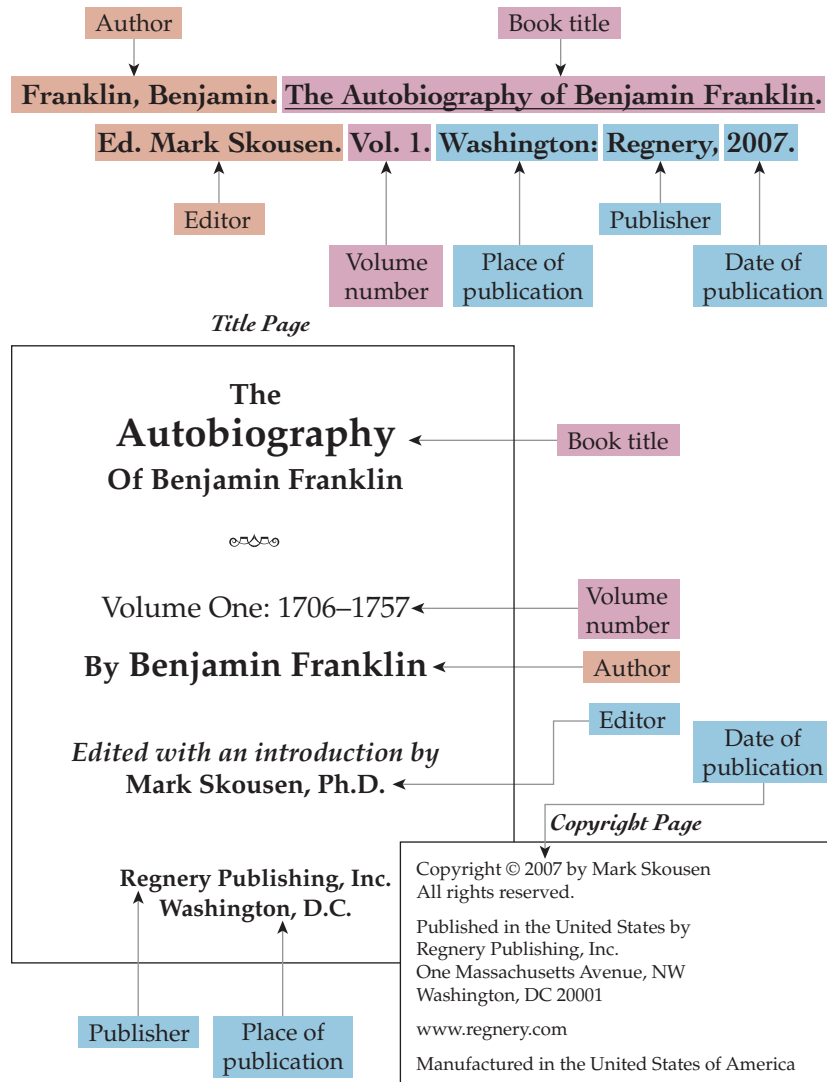
Levin, Diane E., and Susan Linn. "The Commercialization of Childhood: Understanding the Problem and Finding Solutions." Psychology and Consumer Culture: The Struggle for a Good Life in a Materialistic World. Eds. Tim Kasser and Allen D. Kanner. Washington, D.C.: American Psychological Association, 2004. 212–28.

If you use only a section from an anthology, list first the author of that particular selection or chapter. The remaining information should be presented in this order: selection title (in quotation marks), book title (underlined), editor's name (preceded by the abbreviation *Ed.*), publication data, and selection's page numbers. Don't use *p.* or *page*.

### Section or Chapter in a Book by One Author

Wolfson, Evan. "Is Marriage Equality a Question of Civil Rights?" Why Marriage Matters: America, Equality, and Gay People's Right to Marry. New York: Simon & Schuster, 2004. 242–69.

**FIGURE 20.1**  
**Book with an Author and Editor**



The MLA citation information for this book comes from its title and copyright pages. The copyright page is usually located on the back of the title page.

If you use only one named section or chapter of a book, give the section's title in quotation marks before the title of the book. At the end, give the section's page numbers. Don't use *p.* or *page*. If you use several sections, don't name each of them; just put the page numbers for all the sections at the end of the entry.

### Reference Work

"Temperance Movements." Columbia Encyclopedia. 6th ed. New York: Columbia UP, 2000.

### Book by an Institution or Corporation

United Nations. Department of Economic and Social Affairs. Human Development, Health, and Education: Dialogues at the Economic and Social Council. New York: United Nations, 2004.

Give the name of the institution or corporation in the author position, even if the same institution is the publisher.

### Citing Periodical Sources

For a periodical in print form, you'll need to consult the page with the journal title and copyright information and the first and last pages of the article. If you find the article through a database, the database will have identified and organized the information for you as a citation record. Here is the basic format for listing periodical articles in Works Cited:

- Start with the author's last name, following the guidelines for a book author. If the article is unsigned, begin with its title.
- Give the article's complete title followed by a period, all of which is enclosed in quotation marks. Leave one space between the terminal quotation mark and the next item in the entry.
- Supply the periodical's name, underlining it. Don't place any punctuation after it.
- Give the date of publication. For newspapers and weekly magazines, include the day, month, and year—in that order. Abbreviate the month (using the first three to four letters) if it is five letters or longer. For scholarly journals, give the volume number, issue number (if appropriate), and year. In both cases, follow the date with a colon. Leave a space between the colon and the next item.
- Provide page number(s) without using *p.*, *pp.*, *page*, or *pages* before the numbers. If the pages in an article are continuous, give the page range (for example, 67–72 or 427–32). If the pages in an article aren't continuous (for example, 67–68, 70, 72), write the first page number and a plus sign (67+). Place a period after the page-number information.

The following sample entries for articles in periodicals are formatted in the MLA style. If you don't spot an entry for the type of source you need to document, consult the *MLA Handbook* (see page 582) for more comprehensive examples.

### Article in a Weekly or Biweekly Magazine

Kliff, Sarah. "A Stem-Cell Surprise." Newsweek 30 July 2007: 46–47.

### Article in a Monthly or Bimonthly Magazine

Wheeler, Jacob. "Outsourcing the Public Good." Utne Sept.–Oct. 2004: 13–14.

### Article in a Daily Newspaper

Doolin, Joseph. "Immigrants Deserve a Fair Deal." Boston Globe 19 Aug. 2003: A19+.

Use the newspaper's name as it appears on the masthead, but delete any initial *The*. If the title doesn't specify the paper's location and the paper lacks nationwide recognition, put the town or city and (if necessary) the state in brackets after the title: *Today's Sunbeam* [Salem, NJ]. If the paper is a large daily, add a comma after the date and then indicate the particular edition (late, early, national, and so on), abbreviating longer words such as *national* (*natl.*) and *edition* (*ed.*).

For a newspaper with sections, if the section letter is part of each page number (see the example above), provide the section designation and page exactly as they appear (for example, *A15* or *10C*). However, if the section designation isn't part of the page number, use the abbreviation *sec.* followed by the section number or letter, a colon, and then the page number (for example, *sec. 3: 5* or *sec. C: 2+*). For a newspaper without sections, simply provide the page number. If the article is printed on multiple, nonconsecutive pages, simply list the first page (including both section and page numbers or letters) followed by a plus sign (+).

### Editorial, Letter to the Editor, or Reply to a Letter

"Playing Fair with Nuclear Cleanup." Editorial. Seattle Times 5 Oct. 2003: D2.

Johnson, Paul. "Want to Prosper? Then Be Tolerant." Editorial. Forbes 21 June 2004: 41.

List as you would any signed or unsigned article, but indicate the nature of the piece by adding *Editorial*, *Letter*, or *Reply to letter of [letter writer's name]* after the article's title.

### Article in a Scholarly Journal

Manning, Wendy D. "Children and the Stability of Cohabiting Couples." Journal of Marriage and the Family 66 (2004): 674–89.

Chew, Cassie. "Achieving Unity Through Diversity." Black Issues in Higher Education 21.5 (2004): 8–11.

Some journals are paged continuously (the first example): the first issue of each year starts with page 1, and each subsequent issue picks up where the previous one left off. For such journals, use numerals to indicate the volume

number after the title, and then indicate the year in parentheses. Note that neither *volume* nor *vol.* is used. The article's page or pages appear at the end, separated from the year by a colon.

For a journal that pages each issue separately (the second example), use numerals to indicate the volume *and* issue numbers; separate the two with a period, leaving no space after the period.

## Citing Electronic Sources

In general, include as much information as readers would need to locate the source for themselves.

### Article in an Online Periodical

- Orecklin, Michele. "Stress and the Superdad." Time Online. 16 Aug. 2004. 19 May 2005 <<http://www.time.com/time/magazine/article/0,9171,1101040823-682260,00.html>>.
- Nachtigal, Jeff. "We Own What You Think." Salon 18 Aug. 2004. 17 Mar. 2005 <[http://www.salon.com/tech/feature/2004/08/18/evan\\_brown/](http://www.salon.com/tech/feature/2004/08/18/evan_brown/)>.

Figure 20.2 (on page 600) shows where to find the elements you need to compile this type of citation. For an article obtained online, supply the same information you would for printed text: author's name, selection's title, source, and (when available) publication date. Complete your listing with the date on which you accessed the material, followed by the exact address of the website (in angle brackets) and then a final period. *Please note:* If the citation's exact URL is too lengthy or complicated to be accurately transcribed, you may instead provide the URL for the main search page of the site, assuming it will allow readers to easily find the cited source. (Since online material can be revised at any time, it's critical that you provide your date of access to identify the version you retrieved.) Note that URLs should be broken only after slashes.

### Article from a Library Subscription Service

- Weiler, Angela M. "Using Technology to Take Down Plagiarism." Community College Week 16.16 (2004): 4-6. MasterFILE Premier. EBSCOhost Research Databases. Camden County Lib., Voorhees. 17 Apr. 2005 <<http://web5.epnet.com>>.

For full-text articles accessed through an online database (generally only available to libraries by subscription), begin with the same information as for online periodicals. After the publication information (issue and date), list the title of the subscription service (underlined), the database, and the library through which you gained access to it. Complete the entry with the date you accessed the index and the index's Web address. (*Note:* Because online material can be revised or updated at any time, providing the date on which you accessed



**FIGURE 20.2**  
**Article in an Online Periodical**



In this online article, the date of access is the date the student first visited the source.

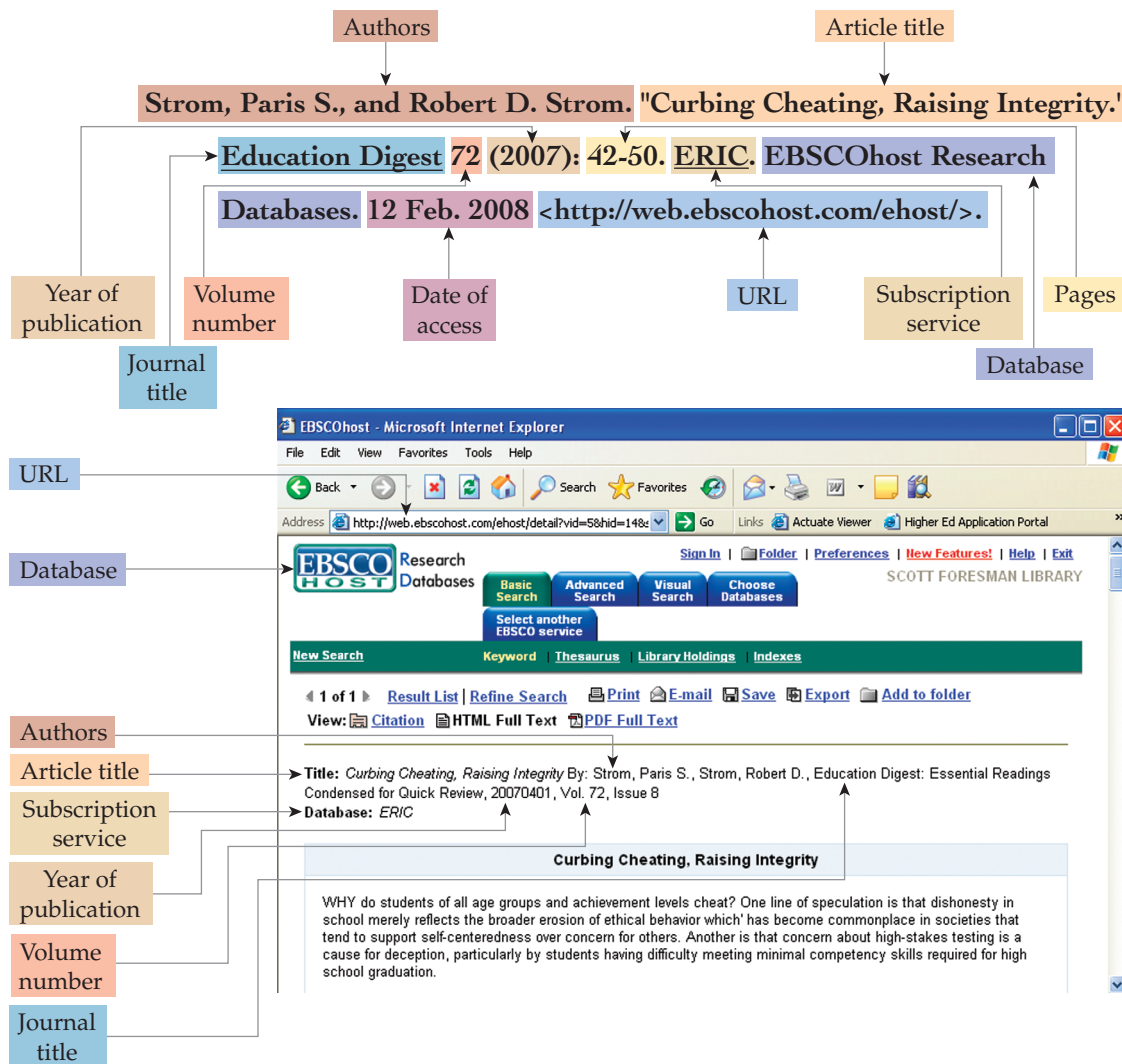
the material is critical since that date is the only way to identify the version you retrieved.) Figure 20.3 (on page 601) shows where to find the elements you need to compile this type of citation.

### Online Book

Franklin, Benjamin. The Autobiography of Benjamin Franklin.  
 London, 1793. Electronic Text Center. Ed. Judy Boss. 1995.  
 U of Virginia Lib. 16 Jan. 2005 <<http://etext.lib.virginia.edu/toc/modeng/public/Fra2Aut.html>>.

When it's available, include the book's original publication information between the book's title and the underlined database name. Also include (when available) the name of the site's editor, its electronic publication date, its sponsoring organization, your date of access, and the Web address.

**FIGURE 20.3**  
**Full-Text Article from a Library Subscription Service**



Because the above article was accessed in full-text HTML format, page numbers are not provided. Page numbers are an integral piece of the citation and can be obtained from the PDF version of the article, the search results screen, or the article's detail screen (where you will also find additional information about the article, including an abstract.) In this example, the date of access is the date the student first visited the source.

### Online Reference Work

"Salem Witch Trials." Encyclopaedia Britannica Online. 2007.  
Encyclopaedia Britannica. 8 June 2007 <<http://www.britannica.com/eb/article-9065052/Salem-witch-trials>>.

### Professional or Personal Website

Harriet Beecher Stowe's Uncle Tom's Cabin & American Culture: A Multi-Media Archive. Ed. Stephen Railton. 20 Jan. 2003.  
Dept. of English, U of Virginia. 2 Apr. 2005 <<http://www.iath.virginia.edu/utc/>>.

Finney, Dee. Native American Culture. 18 Jan. 2007. 17 Feb. 2007  
<<http://www.greatdreams.com/native.htm>>.

Note that in the first entry, *Uncle Tom's Cabin* is *not* underlined. It's a title that would ordinarily be underscored, but since the rest of the website title is underlined, the book title is set off by a *lack* of underlining.

### Posting to a Weblog

TexasDemO. 21 Apr. 2007. Online posting. The Huffington Post. 12 May 2007 <[http://www.huffingtonpost.com/arianna-huffington/tom-delay-has-the-solutio\\_b\\_46426.html](http://www.huffingtonpost.com/arianna-huffington/tom-delay-has-the-solutio_b_46426.html)>.

### Postings to an Online Group

Zoutron. "Re: Geometry of sound." Online posting. 30 March 2007.  
Geometry.research. 21 April 2007.  
<[http://groups.google.com/group/geometry.research/browse\\_frm/month/2007-03](http://groups.google.com/group/geometry.research/browse_frm/month/2007-03)>.

### Podcast

"Eban Goodstein, Global Warming Expert." Interview. New Horizons in Education with Bob Kustra. News 91 FM. Boise State Radio. 16 Feb. 2007. Podcast. 31. Mar. 2007  
<<http://radio.boisestate.edu/NewHorizons.html>>.

### Computer Software

World Book Encyclopedia 2004 Premiere Edition. CD-ROM. 2004 ed.  
Renton: Topics Entertainment, 2004.

Cite the following information (when available): author of the software, title (underlined), medium (CD-ROM or disk), version, publication city, publisher, and year of publication.

### E-Mail Message

Mack, Lynn. "New Developments in Early Childhood Education." E-mail to the author. 21 Mar. 2007.

To cite e-mail, provide the name of the writer; the title of the message (if any), taken from the subject line of the posting and enclosed in quotation marks; a description of the message that includes the recipient (for example, "E-mail to the author"); and the date of the message.

## Citing Other Nonprint Sources

### Television or Radio Program

"A Matter of Choice? Gay Life in America." Nightline. Narr. Ted Koppel. Part 4 of 5. ABC. WPVI-TV, Philadelphia. 23 May 2002.

List, at a minimum, the program's title (underlined), the network that carried the program, the local station on which the program was seen or heard, and the city and date of the broadcast. If, as in the example above, the program is an episode in a continuing series, give the episode title first (in quotation marks), then the program title (underlined), then the series title, if any (neither underlined nor in quotation marks). You might also include additional information such as the director or narrator before the series title.

### Movie, Recording, Videotape, DVD, Filmstrip, or Slide Program

Pan's Labyrinth. Dir. Guillermo del Toro. 2006. DVD. New Line Home Video, 2007.

List the title (underlined), director, distribution company, and year. The writer, main performers, or producers may be listed after the director and before the company. If the work is a videotape, filmstrip, or slide program, indicate the original release date (if applicable) and the medium (for example, *videotape*, *filmstrip*, etc.). If you use the source to discuss the work of a particular individual, begin with that person's name followed by his or her position (as in the second example above).

### Personal or Phone Interview

Langdon, Paul. Personal interview. 26 Jan. 2007.  
Como, Anna. Telephone interview. 1 Oct. 2006.

### Lecture

Blacksmith, James. "Urban Design in the New Millennium."  
Cityscapes Lecture Series. Urban Studies Institute.  
Metropolitan College, Washington. 18 Apr. 2007.

Papa, Andrea. "Reforming the Nation's Tax Structure." Lecture. Accounting 302, Cypress College. Astoria, New York. 3 Dec. 2007.

Start with the speaker's name, followed by the lecture's title (in quotation marks) if there is one. If not, identify the lecture with an appropriate label such as *Keynote address* or *Lecture*. Then provide the sponsoring organization's name, the site of the lecture, and the date.

## DOCUMENT BORROWED MATERIAL TO AVOID PLAGIARISM: APA FORMAT

MLA documentation style is appropriate for research papers written for courses in the humanities, such as your composition course. Researchers in the social sciences and in education use a different citation format, one developed by the American Psychological Association (APA) and explained in the *Publication Manual of the American Psychological Association*. (The style in the fifth edition of the APA manual for citing electronic sources was updated in 2007 in an online publication, *APA Style Guide to Electronic References*.) If you're writing a paper for a course in sociology, psychology, anthropology, economics, or political science, your professor will probably expect **APA-style documentation**. History, philosophy, and religion are sometimes considered humanities, sometimes social sciences, depending on your approach to the topic.

### Parenthetical Citations

As in the MLA format, APA citations are enclosed in parentheses within the text and provide the author's last name. The main difference between the two formats is that the APA parenthetical note *always includes the year* of publication but *may not include the page number*. Specifically, the page number is *required* when a source is *quoted* or when *specific parts* of a source are *paraphrased* or *summarized*. (A citation without a page number refers to the source as a whole.) Also, APA citations are punctuated with commas between the author's name and the year and between the year and the page. Finally, *p.* or *pp.* appears before the page number(s).

Here are some examples of APA parenthetical citations:

Education experts have observed that "as arts education funding dwindles in school systems, theatres of all sizes have assumed more and more of the burden of training young people and exposing them to the arts" (Cameron, 2004, p. 6).

Today, theaters are increasingly playing the crucial role of cultivating the arts in youngsters, whose schools have

been victimized by shrinking arts education budgets (Cameron, 2004, p. 6).

In APA format, if you lead into a quotation, paraphrase, or summary with an attribution that gives the author's name, the publication year follows the author's name in parentheses, and the page number appears at the end:

The social commentator Bob Herbert (2004) argues that middle-class Americans "are caught in a squeeze between corporations bent on extracting every last ounce of productivity from U.S. employees and a vast new globalized work force that is eager . . . to do the jobs of American workers at a fraction of the pay" (p. 20).

Bob Herbert (2004) believes that because of the pressures posed by globalization, middle-class Americans are increasingly under pressure by corporations to increase their work productivity (p. 20).

If a work has two authors, cite both. Join their names by *and* within the attribution and by an ampersand (&) within a parenthetical reference:

Dawn Newman-Carlson and Arthur M. Horne (2004) assert that schools must "explore the implementation not only of programs that assist bullies and aid their victims but also of those that strengthen the positive relationships between teachers, bullies, victims, and . . . bystanders to bullying" (p. 259).

Schools need to develop programs that work on improving the relationships between all parties to school bullying . . . bullies, their victims, bystanders, and teachers (Newman-Carlson & Horne, 2004, p. 259).

If a work has three to five authors, name all authors in the first citation. In subsequent citations, name only the first author followed by *et al.* If there are six or more authors, cite the first author followed by *et al.*

## References List

As in the MLA style, a double-spaced alphabetical list of sources appears at the end of a research paper using APA documentation style. However, whereas the MLA titles this list *Works Cited*, the APA gives it the heading *References*.

The MLA and APA formats for listing sources include the same basic information, but they present it in different ways. Here are some of the distinguishing features of APA-style entries:

- The first line of each entry should start at the left margin; subsequent lines are indented one-half inch.
- The publication date is placed in parentheses directly after the author's name and is followed by a period.
- Two or more works by the same author are arranged according to publication date, with the earliest appearing first.
- Two or more works written by the same author and published in the same year are differentiated by lowercase letters—(1996a), (1996b)—and are alphabetized by title.
- All author names, numbering up to six, are given in the reference. When there are seven or more authors, write the name of the first, followed by *et al.* Use the ampersand (&) instead of *and*.
- All author names are inverted. In addition, an author's first and middle names are represented by initials only.
- Only the first letter of a book or article title (and subtitle) and any proper names contained within it are capitalized.
- Book titles should be *italicized* rather than underlined. Titles of chapters, which are placed within quotation marks in MLA style, appear *without* quotation marks in APA style.
- All titles appear *with* any initial *A*, *An*, or *The*.
- Include the word *Press* when it's part of a publisher's name; the same applies to the word *University*.

## Citing Book Sources

Here are sample APA-style citations for the most commonly used book references. (To illustrate the differences between MLA and APA formats, we have included here the same sources cited in the MLA documentation section [pages 594–604] but formatted them according to APA style. More information about APA documentation can be found in the latest edition of the *Publication Manual of the American Psychological Association*.)

### Book by One Author

Neckerman, K. M. (2007). *Schools betrayed: Roots of failure in inner-city education*. Chicago, IL: University of Chicago Press.

### Multiple Works by the Same Author

McChesney, R. W. (1999). *Rich media, poor democracy: Communication politics in dubious times*. Champaign: University of Illinois Press.

McChesney, R. W. (2004). *The problem of the media: U.S. communication politics in the 21st century*. New York: Monthly Review.

### Book by Multiple Authors

Gunningham, N. A., Kagan, R., & Thornton, D. (2003). *Shades of green: Business, regulation, and environment*. Palo Alto: Stanford University Press.

Note that unlike MLA style, which employs *et al.* after the first name for four or more authors, the APA style lists the names of up to six authors and substitutes *et al.* for the seventh (and subsequent) names.

### Revised Edition

Weiss, T. G., Forsythe, D. P., & Coate, R. A. (2001). *The United Nations and changing world politics* (3rd ed.). Boulder: Westview.

### Book with an Author and Editor

Douglass, F. (2003). *My bondage and my freedom* (J. D. Smith, Ed.). New York: Penguin. (Original work published 1855.)

### Anthology or Compilation of Works by Different Authors

Kasser, T., & Kanner, A. D. (Eds.). (2004). *Psychology and consumer culture: The struggle for a good life in a materialistic world*. Washington, D.C.: American Psychological Association.

### Section of an Anthology or Compilation

Levin, D. E., & Linn, S. (2004). The commercialization of childhood: Understanding the problem and finding solutions. In T. Kasser & A. D. Kanner (Eds.), *Psychology and consumer culture: The struggle for a good life in a materialistic world* (pp. 212-228). Washington, D.C.: American Psychological Association.

### Section or Chapter in a Book by One Author

Wolfson, E. (2004). Is marriage equality a question of civil rights? In E. Wolfson, *Why marriage matters: America, equality, and gay people's right to marry* (pp. 242-269). New York: Simon & Schuster.

Wolfson, E. (2004). *Why marriage matters: America, equality, and gay people's right to marry* (pp. 242-269). New York: Simon & Schuster.



### Reference Work

Temperance Movements. (2000). In *Columbia encyclopedia* (6th ed.). New York: Columbia University Press.

### Book by an Institution or Corporation

United Nations Department of Economic and Social Affairs. (2004). *Human development, health and education: Dialogues at the Economic and Social Council*. New York: United Nations.

### Citing Periodical Sources

Unlike the MLA, the APA uses no quotation marks around article titles. And, as noted, only the first word of an article's title and subtitle is capitalized. However, a periodical's name is italicized and all major words within it are capitalized. Include any initial *A*, *An* or *The* in a periodical's name. A journal title is immediately followed by a comma, a space, and the volume number (also italicized). Finally, precise and inclusive page numbers are required for all types of articles, even when the pages are not consecutive. For a newspaper source, *p.* or *pp.* precedes the page number(s). Otherwise, only the numbers themselves are given.

Here are sample APA listings for articles in print periodicals:

#### Article in a Weekly or Biweekly Magazine

Kliff, S. (2007, July 30). A stem-cell surprise. *Newsweek*, 150, 46-47.

#### Article in a Monthly or Bimonthly Magazine

Wheeler, J. (2004, September/October). Outsourcing the public good. *Utne*, 125, 13-14.

#### Article in a Daily Newspaper

Doolin, J. (2003, August 19). Immigrants deserve a fair deal. *The Boston Globe*, pp. A19, A25.

#### Editorial, Writer to the Editor, or Unsigned Article in a Daily Newspaper

Playing fair with nuclear cleanup. (2003, 5 October). [Editorial]. *The Seattle Times*, p. D2.

#### Article in a Continuously Paginated Scholarly Journal

Manning, W. D. (2004). Children and the stability of cohabiting couples. *Journal of Marriage & Family*, 66, 674-689.

### Article in a Scholarly Journal That Paginates Each Issue Separately

Chew, C. (2004). Achieving unity through diversity. *Black Issues in Higher Education*, 21(5), 8-11.

### Citing Electronic Sources

These examples follow the style set forth in the *APA Style Guide to Electronic References* (2007), which updates the style given in the *APA Publications Manual*.

#### Article in an Online Periodical

Orecklin, M. (2004, August 16). Stress and the superdad. *Time Online*. Retrieved from <http://www.time.com/time/magazine/article/0,9171,1101040823-682260,00.html>

Nachtigal, J. (2004, August 18). We own what you think. *Salon.com*. Retrieved from [http://www.salon.com/tech/feature/2004/08/18/evan\\_brown/](http://www.salon.com/tech/feature/2004/08/18/evan_brown/)

For an article accessed online, provide the information for the print equivalent. Then type the words *Retrieved from*, followed by the Web address (*no* angle brackets), and *no* final period. No retrieval date is needed for documents that are in final (published) form and unlikely to change.

#### Article in a Full-Text Online Periodicals Index

Weiler, A. M. (2004). Using technology to take down plagiarism. *Community College Week*, 16(16), 4-6. Retrieved from EBSCOhost.

Give the database and any access number, if known. Also, give both volume and issue numbers, even if the journal is paginated continuously throughout the volume.

#### Online Book

Franklin, B. (1995). *The autobiography of Benjamin Franklin*. Charlottesville: University of Virginia Library. (Original work published 1793). Retrieved from <http://etext.lib.virginia.edu/toc/modeng/public/Fra2Aut.html>

#### Online Reference Work

Salem Witch Trials. (2004). *Encyclopaedia Britannica Online*. Retrieved June 8, 2007, from <http://www.britannica.com/ebc/article-9065052/Salem-witch-trials>

### Professional or Personal Website

Railton, S. (Ed.). (2003, January 20). *Harriet Beecher Stowe's Uncle Tom's Cabin and American culture: A multi-media archive*. Retrieved April 2, 2005, from <http://www.iath.virginia.edu/utc/>

Finney, D. (2007, January 18). *Native American culture*. Retrieved on February 17, 2007, from <http://www.greatdreams.com/native.htm>

### Posting to a Weblog

Huffington, A. (2007, April 21). Tom DeLay has the solution to gun violence: More guns! Message posted to [http://www.huffingtonpost.com/arianna-huffington/tom-delay-has-the-solutio\\_b\\_46426.html](http://www.huffingtonpost.com/arianna-huffington/tom-delay-has-the-solutio_b_46426.html)

TexasDemO. (2007, April 21). Re: Tom DeLay has the solution to gun violence: More guns!" Message posted to [http://www.huffintonpost.com/arianna-huffington/tom-delay-has-the-solutio\\_b\\_46426.html](http://www.huffintonpost.com/arianna-huffington/tom-delay-has-the-solutio_b_46426.html)

### Posting to an Online Group

Zoutron. (2007, March 30). Geometry of sound. [Msg 1]. Message posted to <http://groups.google.com/group/geometry.research>, archived at [http://groups.google.com/group/geometry.research/browse\\_frm/month/2007-03](http://groups.google.com/group/geometry.research/browse_frm/month/2007-03)

### Podcast

Brown, J. (Producer). (2007, February 16). Eban Goodstein, global warming expert. [Interview]. *New Horizons in Education with Bob Kustra*. Podcast retrieved from <http://radio.boisestate.edu/NewHorizons.html>

### Computer Software

World Book Encyclopedia 2004 Premiere Edition. (2004). [Computer software]. Renton, WA: Topics Entertainment.

### E-mail Message

According to APA style, personal correspondence, such as e-mail, is not included in the References list. Instead, cite such communications parenthetically in the text.

## Citing Other Nonprint Sources

### Television or Radio Program

Koppel, T. (Narrator). (2002, May 23). A matter of choice? Gay life in America. (Television series episode). In L. Sievers (Executive Producer), *Nightline*. Philadelphia: WPVI.

### Movie, Recording, Videotape, DVD, Filmstrip, or Slide Program

del Toro, G. (Writer/Director). (2007). *Pan's labyrinth* [Motion picture DVD]. Culver City, CA: New Line Home Video.

### Personal Interview, Phone Interview, or Lecture

As with e-mail messages, these personal communications should not be noted in the References list but, rather, parenthetically within the text.

## A NOTE ABOUT OTHER DOCUMENTATION SYSTEMS

Generally, professionals in the hard sciences (biology, chemistry, medicine, physics) and technical fields (computer science and electrical engineering) use neither the MLA nor the APA system of documentation. Rather, using bracketed or superscripted (raised) reference numbers, they key each item of borrowed material to an entry on the References page. The References list, therefore, isn't alphabetized; instead, the numbered sources simply appear in the order in which they are mentioned in the paper.

When you write a paper for a science course, ask your professor whether you should use MLA style, APA style, or the system found in most science and technical journals. If your instructor prefers the last, find out which publication can serve as your model. That way, you won't be unpleasantly surprised by any criticism that you've used an inappropriate system of documentation.

## STUDENT RESEARCH PAPER: MLA-STYLE DOCUMENTATION

The sample outline and research paper that follow were written by Brian Courtney for a composition class. In his paper, Brian uses the MLA documentation system. (On pages 630–631, excerpts from the research paper are formatted in APA style.) To help you spot various types of sources, quotations, and attributions, we've annotated the paper. Our marginal comments also flag

key elements, such as the paper's thesis statement, plan of development, and concluding summary.

Note that the main headings in Brian's outline parallel, to a large degree, the topic sentences of the paper's paragraphs; subheadings generally represent the points that develop those paragraphs. The outline contains no sections corresponding to Brian's introduction and conclusion because he wrote those only after completing the body of his paper. As you read the paper, pay special attention to the way Brian incorporates source material and uses it to support his own ideas.

As you'll see, Brian provided a title page because his paper was preceded by an outline. For a paper submitted without an outline, use a top heading rather than a title page. Here is the format for a first page with a top heading.

The diagram illustrates the layout of a title page with the following elements and annotations:

- Top heading:** Courtney 1, positioned in the top right corner with a 1/2" margin from the top edge.
- Author information:** Brian Courtney, Professor Janko, English 101, Section 4, 9 May 2007, positioned in the upper left quadrant with a 1" margin from the left edge.
- Title:** America's Homeless: How the Government Can Help, positioned below the author information with a double-space margin from the author block.
- Text:** They rummage through trash cans and solicit spare change. They lie on the floors of public restrooms. Seeking warmth, they huddle over sidewalk steam grates. At the age of thirty, they look fifty-five. "They" are the homeless, and they make up a . . . , positioned below the title with a double-space margin from the title.

America's Homeless:  
How the Government Can Help  
by  
Brian Courtney  
English 101, Section 4  
Professor Janko  
9 May 2007

Although a title page isn't necessary, you may be asked to provide one.

A paper *with* an outline often has a separate title page.

Title begins about one-third of the way down the page.

Center the title.  
Double-space between lines of the title and your name.

Course and section, instructor's name, and date, on separate lines, are double-spaced and centered.

After the title page, number all pages in upper-right corner—a half-inch from the top. Place your name before the page number. Use small roman numerals on outline pages. Use Arabic numbers on pages following the outline.

The word *Outline* (without underlining or quotation marks) is centered one inch from the top. Double-space to first line of outline.

Double-space both outline and text. Leave one-inch margins at top, bottom, and sides.

1/2"  
Courtney i

Outline

Thesis: The federal government should do more to help the homeless toward independence.

- I. Homelessness is a major problem in the United States.
  - A. Experts disagree about the number of Americans who are homeless.
  - B. Experts agree that the number of homeless, particularly homeless families, is growing.
- II. Finding ways to help the homeless is difficult.
  - A. Even if the homeless find shelter, they still often wander the street.
    - 1. Some homeless people are addicted to alcohol or drugs.
    - 2. Some have serious psychiatric problems.
    - 3. Others lack basic survival skills.
  - B. Comprehensive programs are needed to address the complex problems that many homeless people have.
- III. Some programs offer exactly this kind of broad assistance to the homeless.
  - A. Bloomberg’s “supportive housing” model ensures needed services are located near the housing of formerly homeless tenants.
  - B. Project Renewal and Pine Street Inn offer substance-abuse programs.
  - C. Lenox Hill Neighborhood House and CANP also offer psychological-support programs for the homeless.
    - 1. Counseling sessions are attended by those with substance-abuse problems.



Courtney ii

2. Counseling sessions are attended by runaway teens.
  3. Counseling sessions are attended by those overwhelmed by personal difficulties.
- IV. Some broad-assistance programs provide training in everyday survival skills.
- A. Homes for the Homeless offers workshops on everything from nutrition to interview techniques.
  - B. Project Hope shows clients how to apply for food stamps and other benefits to which they are entitled.
  - C. House of Hope provides instruction in household budgeting and home maintenance.
- V. Some broad-assistance programs help the homeless get a job.
- A. Many of the homeless have no jobs or have never worked more than six months.
  - B. CANP provides training in résumé writing and interviewing.
  - C. CANP's job training has a high success rate.
- VI. The federal government should help such broad-assistance programs.
- A. CANP'S funding has slipped.
  - B. Project Hope doesn't have the resources needed to meet the growing demands on its services.
- VII. The government should also raise the minimum wage.
- A. Some of the homeless have jobs, but their low incomes put most housing out of their reach.



Courtney iii

- B. The last two decades have seen a dramatic drop in minimum-wage buying power.
- VIII. A lack of affordable housing is at the center of the homeless problem.
  - A. One magazine argues that people's deep disturbance--in addition to the unavailability of inexpensive housing--are another source of the homeless problem.
  - B. Numerous studies and many experts refute this viewpoint and show that recent trends in housing are the real culprit.
- IX. The federal government should finance more low-cost housing.
  - A. Affordable private housing is almost non-existent.
    - 1. Gentrification increases the price of previously low-cost housing units, putting them beyond the reach of poor people.
    - 2. Even rundown SRO hotels charge more than the poor can afford.
  - B. Public housing can accommodate only a small percentage of those seeking relief from high costs in the private housing market.
    - 1. The federal government has cut funding of public housing and housing subsidies.
    - 2. Cities have slashed funding for the construction of public housing and shelters.

Courtney 1

1 America's Homeless: How the Government Can Help

They rummage through trash cans and solicit spare change. They lie on the floors of public restrooms. Seeking warmth, they huddle over sidewalk steam grates. At the age of thirty, they look fifty-five. "They" are the homeless, and they make up a growing percentage of America's population. Indeed, homelessness has reached such proportions that the private sector and local governments can't possibly cope. To help homeless people toward independence, the federal government must support rehabilitation and job training programs, raise the minimum wage, and fund more low-cost housing.

2 Not everyone agrees on the number of Americans who are homeless. Estimates range anywhere from 600,000 to 2.3 million at any given time (Link et al. 353; "Millions Still Face"). According to The Economist, a study in the mid 1990s estimated that twelve million Americans "have been homeless at some point in their lives" ("Out of Sight"). Although the figures may vary, analysts agree on another matter: that the number of homeless, particularly of homeless families, is increasing. According to the National Alliance to End Homelessness, families with children are the "fastest growing group of homeless people," comprising about 40% of the homeless population. A U.S. Conference of Mayors survey in 2003 found that requests for shelter access by homeless families increased in 88% of twenty-five major U.S. cities, an increase of 15% over the previous year ("U.S. Conference" i-ii).

3 Finding ways to assist this growing and changing homeless population has become increasingly difficult. Even when homeless individuals or families manage to find a shelter that will give them three

For a paper with a separate title page, you may repeat the paper's title, centered, on the first page of the text. Double-space between the title and text.

Introduction

Thesis, with plan of development

Parenthetical citation for information that appears in two sources. Sources given in order they appear on Works Cited list. First citation indicates a work with more than three authors; page number *and* first author's name given since author is not cited earlier in the sentence. No author or page number given for the second source since it is an anonymous online article.

Common Knowledge is not documented.

Courtney 2

Attribution gives author's name and area of expertise. Parenthetical reference at end of sentence gives just the page number since the author is cited in the attribution.

Parenthetical reference gives page but not author since author is cited in the paper.

Full-sentence quotation is preceded by a comma and begins with a capital letter.

Quotation blends into rest of the sentence (no comma; quotation's first word is not capitalized).

meals a day and a place to sleep at night, a good number have trouble moving beyond the shelter system and securing a more stable lifestyle. Part of the problem, explains sociologist Christopher Jencks in his now classic study, is that many homeless adults are addicted to alcohol and drugs (41-42). And psychiatrist E. Fuller Torrey adds that nearly one-third of the homeless have serious psychiatric disorders (17). Individuals suffering from such disorders and from addiction often lack the ability to seek and obtain jobs and homes, and therefore remain homeless for a longer period of time ("Mental Illness"). While not addicted or mentally ill, many others simply lack the everyday survival skills needed to turn their lives around. Reporter Lynette Holloway notes that New York City officials believe the situation will improve only when shelters provide comprehensive programs that address the many needs of the homeless (B1). As Catherine Howard, director of the Bronx-based Paradise Transitional Housing Program, wrote in a letter to The New York Times, "Identifying the needs of the homeless and linking them with services in the community is as important as finding suitable housing. Many homeless people return to the . . . shelter system and eventually to the street because of the lack of such support services" (A26). Far from seeking to assist the homeless, Leonard C. Feldman observes in Citizens Without Shelter, many U.S. cities have "turned to a more punitive approach," passing legislation outlawing the homeless lifestyle (2).

4

Luckily, a number of agencies are beginning to act on the belief that the homeless need "more

Courtney 3

than a key and a lease" if they are to acquire the attitudes, skills, and behaviors needed to stay off the street (Howard A26). In an effort to reduce homelessness in New York City, Mayor Michael R. Bloomberg sought in 2004 to implement more widely a "supportive housing" model. Originally applied to single homeless people, supportive housing was expanded to include families, "keeping the services tenants need close to their apartments"--often in shared buildings (Kaufman, "City Is Gambling" B1). Such a government initiative follows the lead of many nonprofit agencies. Besides providing shelter, nonprofit agencies such as New York City's Project Renewal and Boston's Pine Street Inn offer substance-abuse programs and intensive follow-ups to ensure that clients remain sober and drug-free (Holloway B1; United States 29). To help the homeless cope with psychological problems, New York City's Lenox Hill Neighborhood House and Boston's Community Action Now Program (CANP) provide in-house social workers and psychiatric care (Holloway B1; Van Meder). Joan Van Meder, CANP's cofounder and director, explained in an e-mail interview that her organization offers one-on-one and group sessions helping not only recovering substance abusers but also runaway teenagers (some of whom are pregnant) as well as individuals overwhelmed by personal traumas like divorce, death of a family member, or loss of a job. Staff counselors refer individuals with more severe psychological disturbances to community health agencies.

In addition to providing psychological support,<sup>5</sup> many organizations instruct the homeless in basic survival skills. Adapting the principles of

For one of multiple works by the same author, include all or part of title, preceded by a comma, between author's name and page number.

Second source is a government publication.

No page number given for second source in parenthetical citation because source is an e-mail interview.

E-mail interview source is identified.

Courtney 4

Parenthetical citation  
for a work with two  
authors

Parenthetical citation  
for a single-author  
source. Page number  
and author are given  
since the author is  
not cited earlier in  
the sentence.

"Continuum of Care," a project sponsored by the Department of Housing and Urban Development, such agencies provide training in the everyday skills that clients need to live independently (Halper and McCrummen 26). New York City's Homes for the Homeless has established facilities called "American Family Inns." Functioning as "residential, literacy, employment, and training centers for entire families," these centers emphasize good nutrition, effective parenting, education, household-management skills, and job-search and interview techniques (Nunez 72). Boston's Project Hope also works to guide the homeless toward self-sufficiency, showing them how to apply for jobs and how to obtain disability compensation and veterans' benefits (Leonard 12-13). At St. Martin de Porres House of Hope, a Chicago shelter, homeless women and their children are assigned household jobs upon their arrival and learn the basics of domestic budgeting and home maintenance (Driscoll 46). Such increased responsibility teaches the homeless how to cope with life's everyday challenges--and prepares them for the demands of working life.

Since many of the homeless have little work experience, it is not surprising that vocational training is a key service provided by broad-based agencies. According to Jencks's often-cited survey, 94% of the homeless lack steady work (50). The same survey shows that most heads of homeless families have never worked longer than six months (Nunez 28). Through challenging instruction that includes practice in writing a résumé and interviewing for a position, CANP and other agencies coach the homeless in getting and keeping a job. As a result

6

Courtney 5

of such intensive training, CANP has an outstanding job placement rate, with 75% of those completing its job-training program moving on to self-sufficiency (Van Meder).

E-mail interview source provided in parentheses since no attribution given in the sentence.

Unfortunately, organizations like CANP are struggling to survive on dwindling allocations. Boston's Project Hope, for example, served as a short-term way-station for homeless families through the late 1980s, until the recession of the early '90s. Then welfare and public-assistance policies of the mid 1990s reduced the program's operating budget. Fewer families now meet the tighter eligibility requirements to stay at the shelter, and those who do are forced to stay longer because so few housing subsidies are available (Leonard 11-12). It's apparent that government aid is necessary if suppliers of comprehensive assistance--like CANP and Project Hope--are to meet the needs of a growing population.

Besides funding local programs for the homeless, the government also needs to raise the minimum wage. Some homeless people are employed, but their limited education locks them into minimum-wage positions that make it nearly impossible for them to afford housing. According to the Economic Policy Institute, "real pay for the bottom 10 percent of wage earners rose less than 1 percent in adjusted dollars from 1979 to 2003"; meanwhile, housing costs tripled in the same period (Kaufman, "Surge in Homeless" A18). Dennis Culhane, professor of Social Welfare Policy at the University of Pennsylvania, explains that employed homeless individuals--who typically receive the minimum wage--pay such a high percentage of their salary on housing

Second title by author of multiple works cited in this paper.

Courtney 6

Where a secondary source is quoted in a government publication

Attribution leading to a long quotation. Attribution is followed by a colon since the lead-in is a full sentence. If the lead-in isn't a full sentence, use a comma after the attribution.

Long quotation indented ten spaces. Double-space the quotation, as you do the rest of the paper. Don't leave extra space above or below the quotation.

The word *Americans* is followed by an ellipsis plus a period, indicating that some material has been deleted from the end of the original sentence.

No author or page number is given since source is an anonymous one-page article.

that "their income doesn't cover their housing costs" (qtd. in United States 12). For instance, researchers studying the economics of Baltimore, MD, determined that, per hour, the actual living wage is approximately \$2.50

more than the minimum wage earned by workers in that city (Hess). Patrick Markee also points to this disastrous decline in minimum-wage buying power:

Indeed, the causes of modern mass homelessness are a matter of little debate, and reside in what many academics and advocates call the affordability gap: the distance between the affordability (and availability) of secure, stable housing and the income levels of poor Americans....The other side of the affordability gap has two elements, one of which is by now familiar to most Americans: the steep decline in real wages since the mid-seventies; the steady erosion of the minimum wage; the widening gulf between rich and poor during the past two decades; and the growing severity of poverty. (27) 9

The Economist concurs that this escalating affordability gap makes it difficult for poor people to find suitable housing. Even so, the magazine argues, eroding incomes and a lack of affordable housing aren't the only culprits in the homeless problem. For The Economist, homelessness owes to a variety of social problems, including single-parenting, substance abuse, and mental illness--and a combination thereof ("Out of Sight").

Courtney 7

Numerous studies dispute such an interpretation;<sup>10</sup> they conclude, as does one urban researcher, that a lack of affordable housing--not "an enduring internal state" like addiction or mental illness--plays the critical role in putting people on the street (Shinn). In Making Room: The Economics of Homelessness, Brendan O'Flaherty points out that large-scale deinstitutionalization of the mentally ill occurred between 1960 and 1975; however, it wasn't until the 1980s--a period marked by sharp cuts in subsidized housing--that large numbers of the mentally ill wound up living on the streets (235). Shinn cites a study that supports the view that a lack of affordable housing is at the center of the homelessness problem. She conducted a longitudinal study of homeless families who received subsidized housing in New York City and found that "whatever other problems families may have had, an average of 5 years after entering shelter, 61% were stably housed in their own apartments for at least a year and an average of 3 years. Only 4% were in shelter." Shinn concludes, "Receipt of subsidized housing was both a necessity and a sufficient condition for achieving stability." Even Jencks, whose views are similar to those of The Economist, believes that more affordable "housing is still the first step in dealing with the homeless problem. Regardless of why people are on the streets, giving them a place to live...is usually the most important thing we can do to improve their lives" (qtd. in United States 7).

Clearly, the federal government must increase <sup>11</sup> its funding of low-cost housing. Such a commitment is essential given recent developments in both the

Parenthetical citation for article obtained online; author provided but no page given since electronic text does not follow the pagination of the original

Attribution naming book and its author

Quotation preceded by *that* blends into the rest of the sentence (no comma; quotation's first word is not capitalized).

No parenthetical citation is needed because author's name appears in text and because electronic text does not follow pagination of the original.



Courtney 8

private and public housing markets. As Markee explains, affordable private housing has become increasingly scarce in the last several decades (27). The major problem affecting the private market is gentrification, a process by which low-cost units are transformed into high-cost housing for affluent professionals. Following the economic boom of the late 1990s, rents have risen across America, tempting landlords to gentrify their low-income housing ("Out of Sight"). As neighborhoods gentrify, housing that formerly trickled down to the poor is taken off the low-cost market, increasing homelessness (O'Flaherty 117). Also, in gentrified areas, many of the tenements and SRO (single-room occupancy) hotels in which the desperately poor used to live have been gutted and replaced by high-priced condominiums. And the tenements and SROs that remain generally demand more rent than the poor can pay (Halper and McCrummen 29).

Where can people turn to seek relief from these 12 inflated costs in the private housing market? What remains of public housing can hardly answer the problem. As Markee notes, the 1980s saw the federal government cut spending on public housing and housing subsidies by 75%. In 1980, for example, federal agencies helped build 183,000 housing units. By the mid-1980s, that number had fallen to 20,000 (27). To counteract these reductions, many cities invested heavily in new housing in the late 1980s. In the 1990s, though, city budgets slashed such investments in half (Halper and McCrummen 28). Municipal money now goes to constructing temporary shelters that can

Courtney 9

house only 2% of the cities' homeless population (Halper and McCrummen 27).

In light of all these problems, one conclusion seems inevitable: the federal government must take a more active role in helping America's homeless. While debate may continue about the extent and the causes of homelessness, we know which approaches work and which do not. The government must increase its support of programs that make a demonstrable difference. Such programs do more than provide food and shelter; they also offer substance-abuse counseling, psychological support, instruction in basic survival skills, and job training. Finally, unless the government guarantees a decent minimum wage and affordable housing, even skilled, well-adjusted individuals may be forced to live on the street. The government can't continue to walk past the homeless, face averted. In doing so, it walks past millions in need.

13 Conclusion provides a summary and restates the thesis.

Courtney 10

## Works Cited

Interview published in a weekly magazine—interview's pages are consecutive

Book by one author—publisher's name is abbreviated

Article by two authors, in a monthly magazine; pages are consecutive

Article in a full-text online periodicals index. The title of the index, its vendor, the library, and the access date are listed after the publication information.

Article in a daily newspaper—section indicated along with pages; pages are not consecutive

Letter to a daily newspaper, obtained from a CD-ROM

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Courtney 11

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Housing and Community Opportunity of the  
Committee on Banking and Financial Services.  
Hearing on Homeless Housing Programs  
Consolidation and Flexibility Act. 105th Cong.,  
1st sess. Washington: GPO, 1997.

"U.S. Conference of Mayors-Sodexo Hunger and  
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Homelessness. Dec 2003. 3 May 2005  
<<http://www.naeh.org/back/index.htm>>.

E-mail interview

Van Meder, Joan. E-mail to the author.  
18 Apr. 2001.

## Commentary

Brian begins his introduction with an evocative description of a typical street person's struggle to survive. These descriptive passages prepare readers for a general statement of the problem of homelessness. This two-sentence statement, starting with "'They' are the homeless" and ending with "the private sector and local governments can't possibly cope," leads the way to Brian's *thesis*: "To help homeless people toward independence, the federal government must support rehabilitation and job training programs, raise the minimum wage, and fund more low-cost housing."

By researching his subject thoroughly, Brian was able to marshal many compelling facts and opinions. He sorted through this complex web of material and arrived at a logical structure that reinforces his thesis. He describes the extent of the problem (paragraph 2), analyzes some of the causes of the problem (3, 4, 8–12), and points to solutions (4–6, 8, 11–12). He draws upon *statistics* to establish the severity of the problem and quotes *expert opinion* to demonstrate the need for particular types of programs. Note, too, that Brian writes in the *present tense* and uses the *third-person point of view*.

Beyond being clearly organized and maintaining a consistent point of view, the paper is *unified* and *coherent*. For one thing, Brian makes it easy for readers to follow his line of thought. He often uses *transitions*: "In addition" (5), "Besides" (8), and so forth. In other places, he asks a *question* (for example, at the beginning of the twelfth paragraph), or he uses a *bridging sentence* (for instance, at the beginning of the fifth, sixth, and eighth paragraphs). Moreover, he always provides clear attributions and parenthetical references so that readers know at every point along the way whose idea is being presented. Brian has, in short, prepared a well-written, carefully documented paper.

## STUDENT RESEARCH PAPER: APA-STYLE DOCUMENTATION

To give you an idea of how a research paper in APA style would look, we've excerpted Brian Courtney's research paper (pages 617–628) and reformatted those pages in APA style. APA papers may also require a title page and an abstract. The pages are numbered continuously, starting with the title page, and the References list starts on a new page. For additional specifics, see the *APA Publication Manual* or ask your instructor.

Center the title and double-space it. Indent the first line of every paragraph 5 spaces. Double-space the text.

In general, use numerals for 10 and above.

For a source with five or more authors, give the first author's surname and "et al." followed by a comma and the year. Alphabetize two sources given in the same citation and separate them with a semicolon.

For a source listed by title in the References list, abbreviate the title in the text citation.

For a source listed by organization in the References list, give a shortened form of the organization name.

## America's Homeless

America's Homeless: How the Government Can Help

They rummage through trash cans and solicit spare change. They lie on the floors of public restrooms. Seeking warmth, they huddle over sidewalk steam grates. At the age of 30, they look 55.

"They" are the homeless, and they make up a growing percentage of America's population. Indeed, homelessness has reached such proportions that the private sector and local governments can't possibly cope. To help homeless people toward independence, the federal government must support rehabilitation and job training programs, raise the minimum wage, and fund more low-cost housing.

Not everyone agrees on the number of Americans who are homeless. Estimates range anywhere from 600,000 to 2.3 million at any given time (Link et al. 1995; Urban Institute, 2000). According to *The Economist*, a study in the mid 1990s estimated that 12 million Americans "have been homeless at some point in their lives" (Out of Sight, 2000). Although the figures may vary, analysts agree on another matter: that the number of homeless, particularly of homeless families, is increasing. According to the National Alliance to End Homelessness, families with children are the "fastest growing group of homeless people," comprising about 40% of the homeless population. A U.S. Conference of Mayors survey in 2003 found that requests for shelter access by homeless families increased in 88% of twenty-five major U.S. cities, an increase of 15% over the previous year (*U.S. Conference*, 2003).

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Feldman, L. C. (2004). *Citizens without shelter: Homelessness, democracy, and political exclusion*. Ithaca, NY: Cornell University Press.

Halper, E., & McCrummen, S. (1998, April). Out of sight, out of mind: New York City's new homeless policy. *Washington Monthly*, 26-29.

Hess, R. V. (2000, January). Helping people off the streets: Real solutions to urban homelessness. *USA Today Magazine*, 18-20. Retrieved from EBSCOhost. (2667932)

Kaufman, L. (2004, June 29). Surge in homeless families sets off debate on cause. *New York Times*, p. A18.

Kaufman, L. (2004, July 19). City is gambling on an old program to cure homelessness. *New York Times*, pp. B1, B3.

Center "References" at the top of a new page and double-space to the first line. Start each entry flush left and indent subsequent lines 5 spaces. Double-space throughout.

Spell out names of months.

Give the author's last name and first initial, followed by the date.

For books, give the city and state (Postal Service abbreviation) for place of publication for all but a few major cities.

For two authors, use an ampersand (&) between names and invert the second author's name.

For names of periodicals, capitalize and use italics.

Place the date in parentheses right after the author's name.

Retrieval date is no longer required for texts in their final (archived) forms, such as published articles. For an item accessed electronically, add the database used and any retrieval number or the Web address, if necessary.

For journal, magazine, and newspaper articles, capitalize the first word of the title and subtitle and proper nouns. Use regular type.

Give all page numbers on which an article appears.

Items by the same author are listed in chronological order—earliest first.





## ACTIVITIES: WRITING THE RESEARCH PAPER

1. Imagine that you've just written a research paper exploring how parents can ease their children's passage through adolescence. Prepare a Works Cited list for the following sources, putting all information in the correct MLA format. When you are finished, reformat the list as a References list in APA style.
  - a. "The Emotional Life of the Adolescent," a chapter in Ralph I. Lopez, M.D.'s *The Teen Health Book: A Parent's Guide to Adolescent Health and Well-Being*. The chapter runs from page 55 to page 70. The book was published by W.W. Norton & Company (New York, NY) in 2002.
  - b. One radio broadcast within a series called *Voices in the Family*, hosted by Dr. Daniel Gottlieb and produced by Laura Jackson. The broadcast, titled "Adolescents, TV, and Sex," aired on 27 September 2004, on WHYY-FM of Philadelphia, PA.
  - c. An article titled "Transmission of Values from Adolescents to Their Parents," by Martin Pinquart and Rainer K. Silbereisen. The article appeared in Spring 2004 in volume 39, issue 153 of *Adolescence* (which paginates each issue separately). The article runs from page 83 to page 100.
  - d. A book and an article by Laurence Steinberg. The book, *You and Your Adolescent: A Parent's Guide for Ages 10–20*, was published in 1997 by HarperCollins Publishing (PA). The article, "Ethnicity and Adolescent Achievement," appeared on pages 28 to 35 and 44 to 48 in the Summer 1996 issue of *American Educator*.
  - e. An unpaginated article, titled "Normal Adolescent Development," on the website *Adolescence Directory On-Line*, published by the Center for Adolescent Studies at Indiana University. The article appeared on 29 September 1998 and was accessed on 27 March 2002. The URL is <<http://education.indiana.edu/cas/adol/development.html>>.
  - f. An article from pages 1 and 4, section B, of the July 21, 2001, issue of *The Wall Street Journal*. Written by Tara Parker-Pope, the article is titled, "Rise in Early Puberty Causes Parents to Ask, 'When Is It Too Soon?'" and has nine paragraphs. The article was found on the *ERIC Database* CD-ROM, published by the U.S. Department of Education in 2001.
2. Assume you're writing a research paper on "type A" personalities. You decide to incorporate into your paper points made by James Gleick in "Life As Type A" (page 441). To practice using attributions, parenthetical citations, and correct punctuation with quoted material, do the following:
  - a. Choose a statement from the essay to quote. Then write one or more sentences that include the quotation, a specific attribution, and the appropriate parenthetical citation.

- b. Choose an idea to summarize from the essay. Then write one or more sentences that include the summary and the appropriate parenthetical documentation.
- c. Find a place in the essay where the author quotes an expert or experts. Use this quotation to write one or more sentences in which you:
  - first, quote the expert(s) quoted by Gleick
  - second, summarize the ideas of the expert(s) quoted by Gleick

Each of the above should include the appropriate attribution and parenthetical citation.

For additional writing, reading, and research resources, go to [www.mycomplab.com](http://www.mycomplab.com) and choose **Nadell/Langan/Comodromos' *The Longman Writer*, 7/e.**