

Student Research Guide



Library and Learning Resources

Student Research Guide

This student guide was developed by the Library and Learning Resources Department of the Toronto District School Board to support the implementation of the Ontario secondary school curriculum and to assist students in developing information literacy skills.

Acknowledgements

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Introduction and Acknowledgements

TO STUDENTS

We live in what has been called the “Information Age.” The type of person who is successful in today’s technology-based and information-rich society is someone who knows how to use information. Information literacy skills, “the ability to acquire, critically evaluate, select, use, create and communicate information,” are important life-long learning skills. This guide has been written to help you with the research and inquiry process so that you can be an organized researcher, a critical thinker, and an effective communicator.

TO TEACHERS

This guide presents a step-by-step approach to the research and inquiry process which is applicable in all subject areas. We hope that you will find the templates and examples in this guide to be effective teaching tools, and welcome your comments.

ACKNOWLEDGEMENTS

This first edition of the *Student Research Guide* is an extensive revision and updating of the third edition of the *Independent Study Guide* published by the Toronto District School Board in 1999. The first edition (1992) and the second edition (1993) of the *Independent Study Guide* had been published by the former North York Board of Education.

The developers of the *Student Research Guide* thank the committee of North York teacher-librarians who were the original creators of the 1992 and 1993 *Independent Study Guide*, and Rosemary Fillmore, Sharon Mills, and Esther Rosenfeld, who did the additions and revisions for the 1999 edition, for their inspiration and groundwork. Thanks also go to a focus group of teacher-librarians (Pam Atkinson, Sharon Mills, Lise Moras, and Penny Young) who made many recommendations for substantive changes to the older document.

A special thank you goes to Alan Williams for layout and design of this document.

THE WRITING TEAM

Rose Dodgson, Cathi Gibson-Gates, Mark Kaminski, Carol Koechlin, Sharon Mills, Esther Rosenfeld.

What is the Research Process?

What is the Research Process?

- a plan or model to complete a project

What does the Research Process help me do?

- explore a topic
- locate, select, and evaluate resources
- manage information
- organize information
- process information
- communicate information
- think about my learning
- acquire skills that I can use in all subjects

What skills will I learn using the Research Process?

- to ask questions
- to analyze and evaluate information
- to report findings
- to use technology efficiently and effectively

What are the FOUR steps in the Research Process?

- Preparing for Research
- Accessing Resources
- Processing Information
- Transferring Learning

What else should I know?

- For some assignments, you will follow the process step by step and in order, but for others, you will need to backtrack and reuse a previous step.



Adapted with permission
Ontario School Library Association.
Information Studies, Kindergarten to Grade 12. Toronto: Ontario School Library Association, 1998.

STAGE 1: Preparing for Research - Checklist

Define

- Understand the assignment**
What do I have to do: presentation, report, essay, project?
When is it due? How long does it have to be?
How will the assignment be evaluated?
- Prepare the portfolio to hold my work**
Did I prepare a work log?
Did I develop a research plan with timelines?
Did I include a research plan with timelines?
Did I include:
 - a copy of the assignment, and details about process and marks
 - all of my notes
 - a record of interviews and phone calls (if applicable)
 - copies of magazine articles, newspaper clippings, pamphlets, and printouts
 - an ongoing record of all sources of information
 - a list of appropriate subject headings
 - all outlines and drafts

Explore

- Explore the topic**
Did I investigate a variety of resources, including books, videos, pictures, experts, and the Internet, to give me an overview of the topic?
- Brainstorm**
Did I share ideas with others?
Did I develop word maps or web my ideas?
Did I cluster ideas to look for patterns?
Did I break down the topic to help develop a focus?
- Record the possible topics and sub-topics**
Is the topic manageable and meaningful?

Identify

- Create inquiry/research questions**
Have I developed good thoughtful questions that require research and analysis?
- Develop keywords for searches**
Have I grouped the search terms together?
Can I develop search phrases?
- Form a tentative thesis, if required by your teacher at this stage**
Have I tested out my ideas with others?

Relate

- Develop a K-W-L chart**
What do I know about this topic already?
Have I done something like this before?
What do I need to find out?
Where can I look for information?
Who else can help me?
How will I record what I learn?
- Conference and discuss research plans**
Have I talked to peers, teachers, teacher-librarian?

Work Log

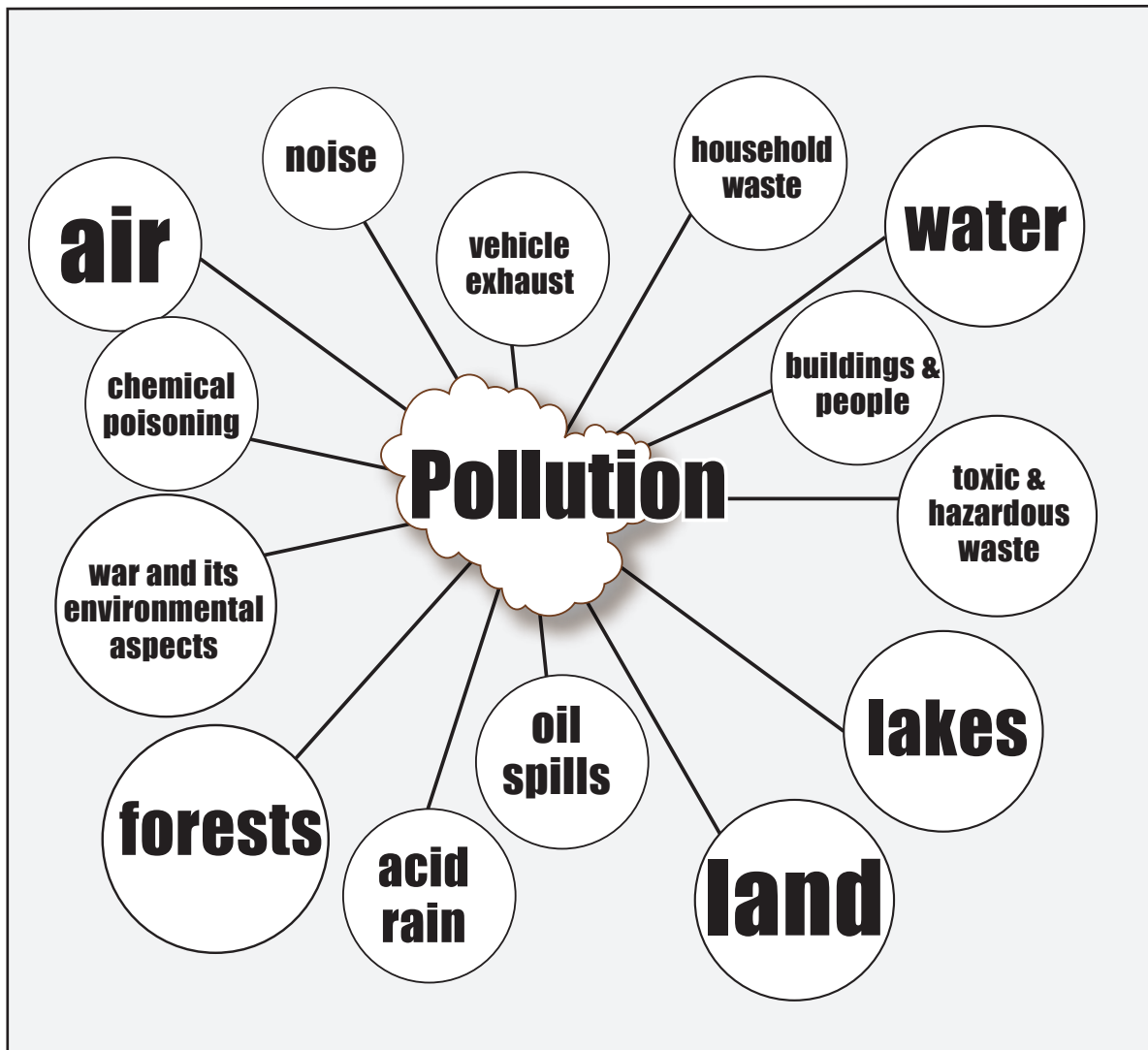
Name: Assignment:

Date: Time Spent: (hours)
Work done:
.....
.....
Resources used:
.....
.....

Date: Time Spent: (hours)
Work done:
.....
.....
Resources used:
.....
.....

Date: Time Spent: (hours)
Work done:
.....
.....
Resources used:
.....
.....

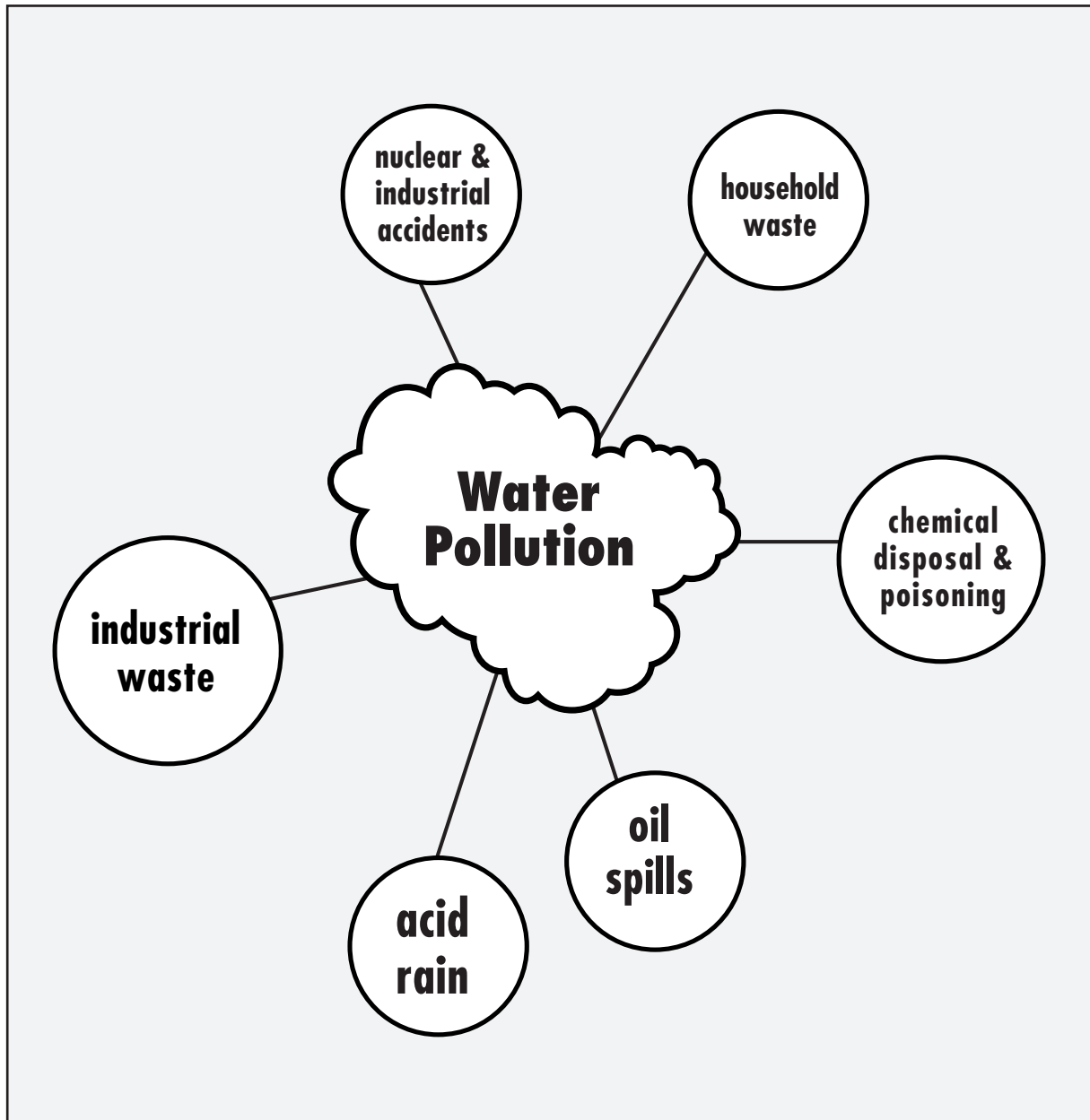
Brainstorming the Topic "Pollution"



Use a **GRAPHIC ORGANIZER**, like a **WEB**, to brainstorm broad general categories and group ideas

Selecting One Aspect of the Topic “Pollution”

After gathering as much preliminary information as you can, and brainstorming broad topic areas, you are ready to narrow your focus.



K-W-L Chart

A useful tool for narrowing your topic is a K-W-L chart. Using this organizer, you can recall what you already know about a topic, organize any new ideas, ask questions, and record your learning. It is also the time to start to establish keywords prior to further searching.

Topic: _____

K	W	L
What I Know about the Topic	What I Want to Know about the Topic	What I Have Learned about the Topic from Preliminary Reading

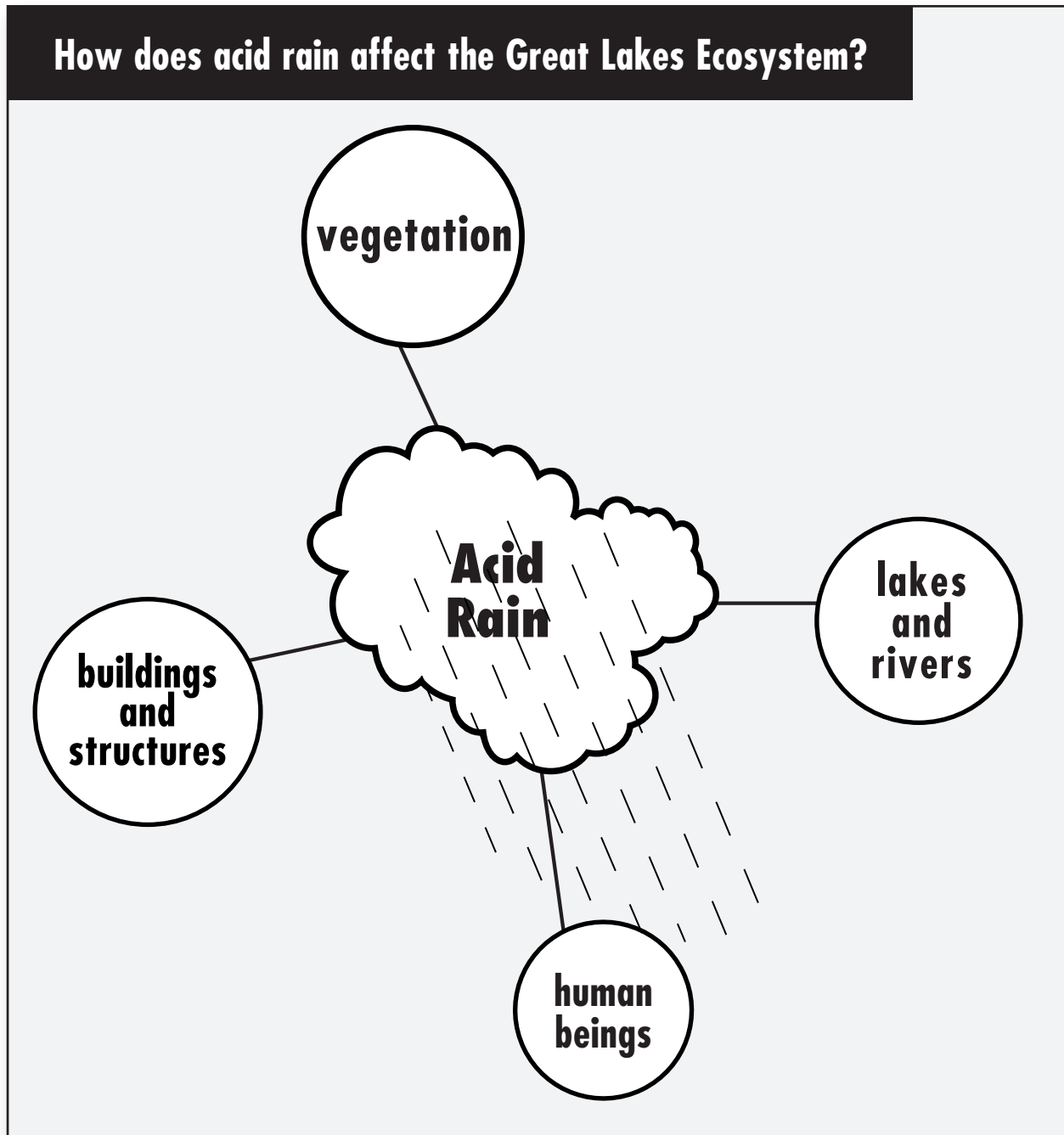
Keywords

Focusing on One Aspect of the Topic “Water Pollution”

After you have focused on the topic you want to explore, you need to establish a purpose for your research. Use your topic web organizer to develop your research question or statement of purpose.

Sample Research Question Developed after Preliminary Exploration

How does acid rain affect the Great Lakes Ecosystem?



Developing Questions

Your inquiry question or focus statement defines your research.

Thought-provoking questions demand insight and reasoning. They can't be answered simply.

This chart can help you create effective questions.

Words to START your question:		
Who	What	When
Where	Investigate	Discover
. . . often produce simple questions.		
How	Why	
usually produce better questions.		
Words to FOCUS your question:		
changes	characteristics	lifestyles
types	structure	adaptations
kinds	purpose	conditions
jobs	value	defence
roles	function	survival
importance	relationships	
Words to HELP you SEE RELATIONSHIPS:		
compare	value	infer
contrast	significance	imply
cause	consequences	project
effect		analyze

Koehlin, Carol and Sandi Zwaan. *Information Power Pack: Intermediate Skillsbook*. Markham, Ontario: Pembroke Publishers, 1997. Reprinted with permission.

STAGE 2: Accessing Resources - Checklist

Locate

- Explore a variety of resources**
 - Did I examine a variety of resources from my school library? Print, Online, Media?
 - Did I explore other sources: organizations, experts, libraries?
 - Have I looked at all relevant perspectives?
 - Will I need to gather primary data by survey or interview?
- Use the computer as an access tool**
 - What keywords string together for successful searches?
 - Have I explored my Library Webpac and all relevant electronic databases available at my school and the Toronto Public Library?
 - Which search engines are best for this topic?
- Track searches on an organizer**
 - *Did I put or save the organizer in my portfolio?*

Gather

- Use text conventions to locate needed data**
 - Did I look at table of contents, indexes, and summaries?
 - Did I record specific page numbers, insert sticky notes, bookmark Web sites?
 - Did I find any visual information, e.g., charts, graphs, pictures?
 - Have I started my list of sources?
 - Have I saved or printed digital abstracts, summaries, lists, and important articles?

Select

- Select the best and most suitable resources**
 - *Did I skim through resources to get an overview?*
 - *Did I find enough useful resources for my topic?*

Collaborate

- Check/conference with the teacher, teacher-librarian.**
- Share findings and ideas with others in the group, class, partner.**

Locating Sources of Information

HOW and WHERE to locate:

Reference Materials (Print and Online Versions):

- general encyclopedias (e.g., World Book, Britannica)
- subject-specific encyclopedias (e.g., McGraw Hill Encyclopedia of Science and Technology)
- dictionaries
- yearbooks
- almanacs
- directories
- atlases

Books:

- online catalogue for school library collections (Horizon Webpac)
- online catalogue for public library collections

Periodicals and Newspapers:

- online newspaper databases-(e.g., Canadian News Disc, Virtual News Library, Canadian Newspaper Source)
- online periodical databases-(e.g., Ebsco,, CPIQ, Electric Library)
- specialized online databases-(e.g., Galenet, Magill on Literature, Access Science)

Other Resources:

- videos
- TDSB video catalogue is available online through MediaNet (<http://media.tdsb.on.ca/av/>)
- television programs
- CBC News in Review videos are available in school libraries
- CDs/CD-ROMs/DVDs
- audio tapes

Community Resources:

- public and university libraries
- Virtual Reference Library (<http://vrl.tpl.toronto.on.ca>)
- Directory of Community Services in Toronto
- specialized bookstores
- associations and organizations
- Canadian Almanac and Directory (for government agencies,etc.)
- trade directories
- businesses (e.g., travel agencies)
- blue and yellow pages in the telephone book
- art galleries and museums
- people (for interviews and speeches)
- lists of speakers and/or community resources

ASK YOUR TEACHER-LIBRARIAN FOR ASSISTANCE!

Search Strategy Sheet

DESCRIBE YOUR TOPIC:

IDENTIFY THE MAIN CONCEPTS:

Concept #1	Concept #2	Concept #3
AND	AND	

FIND SYNONYMS:

Use the appropriate thesaurus to identify synonyms. Synonyms, related terms, and alternate spellings should be placed in the same **CONCEPT** column.

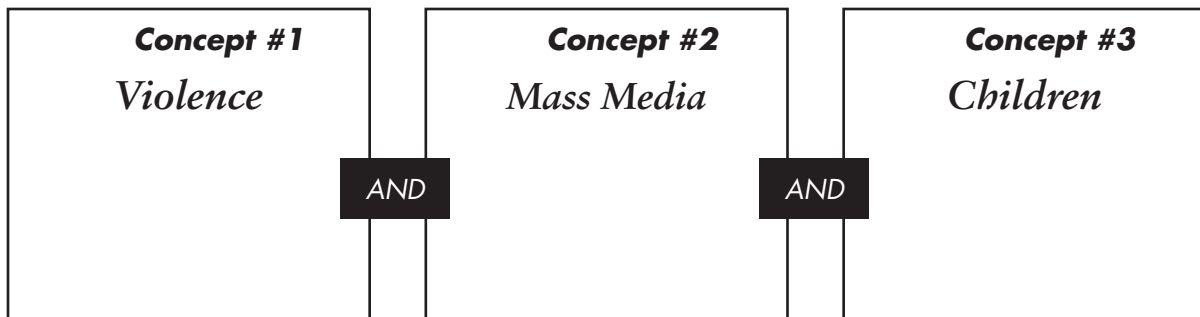
<p style="text-align: center;">Concept #1</p> <p>.....</p> <p>.....</p> <p>OR</p> <p>.....</p> <p>.....</p> <p>OR</p> <p>.....</p> <p>.....</p> <p>OR</p> <p>.....</p> <p>.....</p> <p>OR</p> <p>.....</p> <p>.....</p>	<p style="text-align: center;">Concept #2</p> <p>.....</p> <p>.....</p> <p>OR</p> <p>.....</p> <p>.....</p> <p>OR</p> <p>.....</p> <p>.....</p> <p>OR</p> <p>.....</p> <p>.....</p> <p>OR</p> <p>.....</p> <p>.....</p>	<p style="text-align: center;">Concept #3</p> <p>.....</p> <p>.....</p> <p>OR</p> <p>.....</p> <p>.....</p> <p>OR</p> <p>.....</p> <p>.....</p> <p>OR</p> <p>.....</p> <p>.....</p> <p>OR</p> <p>.....</p> <p>.....</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Search Strategy Sheet: Example

DESCRIBE YOUR TOPIC:

What are the effects on children of violence in the mass media?

IDENTIFY THE MAIN CONCEPTS:



FIND SYNONYMS:

Use the appropriate thesaurus to identify synonyms. Synonyms, related terms, and alternate spellings should be placed in the same **CONCEPT** column.

<p>Concept #1 <i>Violence</i></p> <p>.....</p> <p>OR <i>aggression</i></p> <p>.....</p> <p>.....</p> <p>OR <i>anger</i></p> <p>.....</p> <p>.....</p> <p>OR</p> <p>.....</p> <p>.....</p> <p>OR</p> <p>.....</p>	<p>Concept #2 <i>Mass Media</i></p> <p>.....</p> <p>OR <i>television</i></p> <p>.....</p> <p>.....</p> <p>OR <i>films</i></p> <p>.....</p> <p>.....</p> <p>OR <i>computer games</i></p> <p>.....</p> <p>.....</p> <p>OR</p> <p>.....</p>	<p>Concept #3 <i>Children</i></p> <p>.....</p> <p>OR <i>childhood</i></p> <p>.....</p> <p>.....</p> <p>OR</p> <p>.....</p> <p>.....</p> <p>OR</p> <p>.....</p> <p>.....</p> <p>OR</p> <p>.....</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Skimming

How to Skim a Book

1. Flip through the book from cover to cover. This gives you a general impression. Is the print easily read? Are there illustrations?
2. Flip through a second time. Look for chapter headings, summaries, questions, vocabulary lists, indexes, etc.
3. Look at the book jacket. Is there a summary of the contents? Is there biographical information about the author? Look at the title page front and back. What is the date of publication? Is the book out of date?
4. Look at the preface. Does the author express a particular point of view or bias? What other useful information is contained here?
5. Skim the table of contents for relevant sections.
6. Read opening and closing paragraphs of selected chapters. They often contain summaries of the chapters.
7. Check the index for specific references to your topic.

How to Skim an Article or Chapter

1. Glance quickly through the article to get an overall impression of length and organization.
2. Read the title, headings, captions, words in heavy print, italicized words, etc.
3. Look closely at illustrations, charts, graphs, maps, etc.
4. Read first and last paragraphs.
5. Read the first sentence (usually the topic sentence) of other paragraphs.
6. Read any questions at the end of the chapter or article.

Selecting the Best Search for Your Information Needs

I need a few good hits fast

Google	http://www.google.com
Ixquick	http://ixquick.com

I need to explore a broad academic subject

Librarians' Index to the Internet	http://lii.org/
National Library of Canada	http://www.nlc-bnc.ca/caninfo/ecaninfo.htm
Infomine	http://infomine.ucr.edu/

I need to focus my search

AltaVista - Advanced Web Search	http://www.altavista.com/sites/search/power
AllTheWeb.com - Advanced Search	http://www.alltheweb.com/advanced

I need to improve my results

WiseNut	http://www.wisenut.com
Teoma	http://www.teoma.com
Vivisimo	http://vivisimo.com

I need quality Web sites prepared by experts

About.com	http://home.about.com/index.htm
Argus Clearinghouse	http://www.clearinghouse.net/index.html
Internet Public Library	http://www.ipl.org
BUBL LINK / 5:15	http://bubl.ac.uk/link/index.html

I need biographical information

Biographical Dictionary	http://www.s9.com/biography/
Biography.com	http://www.biography.com/search
Lives: the Biography Resource	http://amillionlives.com/

I need Canadian government information

Canadian Government	http://www.gc.ca
Ontario Government	http://www.gov.on.ca
Toronto Government	http://www.city.toronto.on.ca/

I need late breaking news

AltaVista - News	http://news.altavista.ca/
Moreover - Top Stories	http://www.moreover.com/cgi-local/page?o=portal&c=Top%20stories
Yahoo - DailyNews	http://dailynews.yahoo.com/

I need fuller news coverage

CNN	http://cnn.com
CBC	http://www.cbc.ca
Globe and Mail	http://www.globeandmail.com

I need accurate objective information

Homework Center - Social Issues	http://www.multcolib.org/homework/sohc.html
Best Information on the Net - O'Keefe Library	http://library.sau.edu/bestinfo/Hot/hotindex.htm

I need perspectives from other countries

World Press Review	http://www.worldpress.org/index.htm
About.com - Regional Search Engines & Directories	http://websearch.about.com/msub12-m02.htm?once=true&
ABYZ - News Links	http://www.abyznewslinks.com/index.html

I need statistical data

Statistics Canada	http://www.statcan.ca
Census of Canada	http://www.statcan.ca/english/census96/list.htm

I need maps

Mapquest	http://www.mapquest.com
Yahoo Maps	http://ca.maps.yahoo.com/
National Atlas of Canada	http://atlas.gc.ca/

I need simple reference information

Canadian Encyclopedia	http://www.thecanadianencyclopedia.com
Infoplease.com	http://www.infoplease.com
CIA World Factbook	http://www.cia.gov/cia/publications/factbook/

I need primary sources

CPAC - Historical Documents	http://WWW.CPAC.CA/links/historical_e.asp
CanText Library - Canadian Documents Collection	http://www.nelson.com/nelson/school/discovery/cantext/cantext.htm

I need images and sounds

AllTheWeb: Fast Multimedia Search	http://multimedia.alltheweb.com/cgi-bin/advsearch
Google - Image Search	http://multimedia.alltheweb.com/cgi-bin/advsearch

I need computer and technology information

CNET.com	http://www.cnet.com/
Software Downloads	http://download.com.com/

I need a quotation

Barlett's Familiar Quotations	http://www.bartleby.com/100/
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Adapted from Abilock, Debbie. *Choose the Best Search for your Information Need*. 6 Jul. 2002. 7 Aug. 2002 <<http://www.noodletools.com/debbie/literacies/information/5locate/advceengine.html>>

Internet Searching (Keyword, Topic, Boolean)

KEYWORD SEARCH

- TOPIC: Margaret Atwood and theme of survival in her novels
- KEYWORD: Margaret Atwood and theme and survival and novels

CHOOSING KEYWORDS

1. Use unique words

- tigers (too general)
- Bengal tigers (more specific)

2. Multi-step process

- do your initial search
- scan the first couple of pages of results for relevancy
- revise your search

3. Narrow your search

- if keywords produce too much information, revise your search by adding another key word, e.g., Bengal tigers habitat

4. Upper and lower case

- Java (coffee/island)
- JAVA (programming language)

5. Initial caps for proper names

- Person - Celine Dion
- Geographic - United Arab Emirates
- Title - Merchant of Venice

6. Check spelling (if no results found)

- Note: American spelling -
centre vs. center
labour vs. labor
theatre vs. theater

BOOLEAN SEARCHING - is a complex search using operators such as **AND**, **OR**, **NOT**, and **NEAR** that define the relationships between the terms in your search

use AND to find only those articles containing all your search terms

- Renaissance AND sculpture
- +Renaissance +sculpture
- Renaissance sculpture (select All the words option)

use OR to find those articles with any one, or combinations, of your terms

- "Jean Chretien" OR "prime minister of Canada"
- "Jean Chretien" "prime minister of Canada"
- "Jean Chretien" "prime minister of Canada" (select Any of the words option)

use NOT to find any articles that exclude one or more terms

- python NOT Monty, Martin Luther NOT King
- python AND NOT Monty
- python -Monty

Evaluating Internet Resources

Because we live in an information age, the quantity of information on any given topic is huge. However, not all of this information is useful or trustworthy. Therefore, judging the accuracy of information is an important skill which is needed all the time.

When researching a topic, you will also be evaluating sources as you search for information. You can have some confidence in the information contained in books, newspapers, and magazines, since these sources are edited before they are published. You need to judge whether these sources are useful in terms of coverage of the topic, whether the information contained in the source is up-to-date, and whether the author presents a biased viewpoint.

Evaluating Internet sources can be a problem because anyone can put anything up on the Internet. Many Internet sources are self-published by the author, have not been edited by others, and are not monitored. Use the following checklist to judge the Internet sites you find. Articles found in online databases, such as encyclopedias, periodical articles databases, and newspaper databases, can be treated as reliable sources because they have been edited in their original publication form.

Remember, as well, that you should always use a variety of resources as part of the research process.

Useful Internet Sites for Evaluating Sources

Kathy Schrock's Guide for Educators: Critical Evaluation Tools

<http://school.discovery.com/schrockguide/eval.html>

Evaluating Sources of Information

http://owl.english.purdue.edu/handouts/research/r_evalsource.html

Evaluating Web Resources

<http://www2.widener.edu/Wolfgram-Memorial-Library/webevaluation/webeval.htm>

Evaluating Information

<http://www210.oakton.edu/projects/lby2002/eval.aspx>

QUICK: The Quality Information Checklist

<http://www.quick.org.uk/menu.htm>

Checklist for Evaluating an Internet Site

Title: _____

URL: _____

Date Accessed _____

Authority

- Who created the Web site?
- Is the author of the page clearly indicated? (If yes, identify.)..... YES/NO
.....
- What are the author’s qualifications and reputation in the subject?
-
-
- Does the Web site contain contact information to verify the content? YES/NO
- Has the site been rated by a reputable rating group? (If yes, identify.)..... YES/NO
.....

Objectivity/Bias

- What does the domain address tell you about the site?

Identify the site 's domain			
edu	educational site (usually a university or college)	~	a personal Web page
gov	government site	uk	British site
org	organization or advocacy group	ca	Canadian site
com	business or commercial organization		

- What is the purpose of the site (to inform, to advertise, to persuade)?
Comment:.....
.....
.....
- Is there an organization sponsoring the page?YES/NO
Who are they? What does this tell you about the page’s purpose?
-
-
- Is the information free of advertising?YES/NO
- Who is the intended audience of the site?
- Is there any indication of bias on the site?YES/NO
Comment:.....
.....

Content and Accuracy

- Is the information on the Web site useful for your research?YES/NO
.....
- How can you tell if Web site was well researched?.....
Explain:.....
.....
- Can the information on the Web site be verified using another source?YES/NO
- Is there documentation to indicate the sources of the information?.....YES/NO
Explain:.....
.....
- Does the site have links to other reliable sites on the topic?YES/NO
- Do they work or are they out of date?
- Did you reach this site from a reputable link?YES/NO

Currency

- When was the Web site written?
- When was the Web site last revised ?
- Is the information current or out-of-date? Explain:

Technical Aspects

- Is the site easy to load?YES/NO
Comment:.....
.....
- Is the site easy to navigate?YES/NO
Comment:.....
.....
- Do graphics and the layout add to the value of the site?YES/NO
Comment:.....
.....

OVERALL EVALUATION

After looking at all the criteria above, circle a general rating for the site:

- Excellent
- Good
- Acceptable
- Unacceptable

Comments:

.....

.....

.....

.....

.....

Source Sheet

Name:	Topic:
Dewey Call no. _____ Location: _____	Author(s): _____ Title: _____ Place of Publication: _____ Publisher: _____ Date of Copyright: _____ Pages used: _____
Dewey Call no. _____ Location: _____	Author(s): _____ Title: _____ Place of Publication: _____ Publisher: _____ Date of Copyright: _____ Pages used: _____
Dewey Call no. _____ Location: _____	Author(s): _____ Title: _____ Place of Publication: _____ Publisher: _____ Date of Copyright: _____ Pages used: _____
Online Source	Author(s): _____ Title: _____ WEB Address (URL): _____ Date of Copyright: _____ Pages used: _____ Date of Access: _____
Online Source	Author(s): _____ Title: _____ WEB Address (URL): _____ Date of Copyright: _____ Pages used: _____ Date of Access: _____

STAGE 3: Processing Information - Checklist

Analyze and Reflect

- Evaluate my information sources**
Have I examined my information for relevance, bias, accuracy, currency, point of view, and authority?
- Develop notes related to my information needs**
Have I kept good point-form notes?
Have I included information from different viewpoints?
Have I recorded my own thoughts, ideas, and reflections?
Do I have enough information?
- Use information honestly**
Have I carefully recorded all sources of information?
Have I acknowledged sources of quotes and ideas?
Have I followed all copyright laws?

Test Ideas

- Test ideas to adjust research and strategies**
Does my information relate to my topic, thesis?
Do I need to adjust my focus or research plan?
Have I discussed my ideas with others?

Sort Information

- Use organizers and headings to sort and record**
Have I made use of graphic organizers to help me look for patterns and relationships?
What organizers would best help me to analyze my gathered data?
Would a database or spreadsheet be helpful?

Synthesize Findings

- Make generalizations**
Did I discover trends and patterns in my collected information?
Did I find relationships?
Do I have conflicting information?
- Formulate conclusions**
Have I been able to form my own personal opinion?
Have I formulated an arguable thesis?
Can I justify my perspective with supporting evidence?
Have I developed convincing arguments?
Have I developed an outline or flow chart to consolidate my findings?

Note-Making Tips

Now that you have identified and gathered the best sources of information for your inquiry, you must now prepare to collect the data you need to answer your research question. Your teacher may evaluate these notes. They are a vital part of research. When you are making notes from your sources you are already starting

to analyze your data. By putting this data in your own words, you are demonstrating your understanding of key concepts and the ideas of others. Remember to also record your own ideas as they come to you. These reflections will be useful when you are ready to write your thesis or prepare for a presentation.

Research notes must be:	
Accurate	Be very careful to record correct information.
Honest	Always credit words and ideas of others.
Concise	Be brief, use abbreviations, keywords, and phrases.
Organized	Always use a technique to keep your notes organized.
Relevant	Keep checking your data. Does it help to answer your question, are you staying on topic?

When you are note-making, you will generally be making three kinds of notes.

Summarizing

When you summarize, you condense ideas, details, and supporting arguments in point-form, using your own words. Summarizing is useful for recording facts, statistics, and background material.

Paraphrasing

When you paraphrase, you take an author's idea, select what is pertinent, and restate it in your own words and sentence structure. Make sure you keep the author's meaning. Record a reference so you can credit the author in a citation.

Directly Quoting

When you use direct quotations, you copy the material directly from your source because it is important to use the author's words exactly. Make sure you copy the material carefully and record a reference so you can find it again, and so you can credit the author in a citation.

Note-Making Techniques

Try these techniques and find the ones that work best for you.

Index Cards or Large Sticky Notes

- Use a separate index card for each source or use an index card for each subtopic.
- Record notes on one side of the card only so you can spread them out and sort and organize them later.
- Keep a numbered source sheet of all resources used. p. 23.
- Use numbers to identify sources on your index cards.
- As you work, follow tips for note-making.

Split-Page Notes

- Fold your paper in half. Try one of these methods of note-making.
 - On one side, record headings and subheadings. On the other side record factual data, and ideas, and quotations related to the heading.
- OR
- On one side, record point form notes and on the other side, record your personal reflections or questions you have about that information.
- OR
- On one side record point form notes, and on the other side try to make that information visual. Create a web, chart, sketch, or graph that will help you to analyze that information.

Highlighting

- Only use this technique on photocopied material or on your own notes.
- Skim through the photocopy to highlight key words and ideas. Avoid highlighting too much.
- Use different-coloured highlighters for different subtopics. Now read carefully and make point-form notes.
- Highlighters are also useful to help you reduce your own point-form notes or to cluster ideas in preparation for writing your essay/presentation.

Word Processing

- All the above note-making techniques can be word-processed.
- The advantages of using the computer are the word-processing tools that can save you time and allow you to quickly rearrange or edit your information, e.g., changes to font, highlighting, editing features, and spellchecker.
- **Caution:** Check with your teachers. They may want you to print your work in progress at regular intervals so they can assess your progress during conferences.
- Remember to save your work!

If you use one of these note-making techniques or a combination of them, you will not be plagiarizing.

Note-Making Organizers

- Use the organizers in this booklet.
- Make sure that you fill in all required data about the source you are using.
- Use subheadings to separate information.
- Summarize or paraphrase the information in point form, using your own words.
- Be sure to include page numbers, and put quotation marks around direct quotations.

Visual

- Creating webs or mapping ideas are great note-making technique for some people.
- Visual organizers can be effective for note making while viewing a video.
- Visual organizers are also a great technique to use to pull all your notes together and start to analyze them. They will help you sort out your notes and look for connected and conflicting ideas.

5 R Method

- Use the sheet on page 34.
- Remember to fill in the bibliographic information section.
- As you read each book or article, make point-form notes of the important ideas and write them in the "record" column.
- Put quotation marks around direct quotes, and record page numbers.
- In the "relate" column, jot down any connected ideas or information you already know about this topic.
- Think about your own personal knowledge, media, books, and people who relate to this topic.
- When you have finished making notes, reduce the information to three to five main ideas and write them in the "reduce" column. These ideas may eventually become the paragraph or section headings of your essay/presentation.
- Finally, think about the theme or thesis of this book/article and write it down in your own words in the "reflect" column. Add your own ideas about why this is important. This may become the main thesis of your final product or one of the main arguments to support your thesis.

Sticky Notes

- As you are skimming through books/articles use sticky notes to mark sections you want to go back to when you are ready to make formal notes.
- On the sticky notes record keywords, phrases, or questions you have. Capture this spontaneous thinking - it is important.
- These markers will also help you to quickly make citations when you are ready to prepare your product.

What is Plagiarism?

Plagiarism comes from the Latin word for **kidnapper**. It is the act of using or passing off someone else's ideas or words as your own. It is a serious and punishable offence. Students who plagiarize may expect a mark of zero, and individual schools may also impose other serious consequences. Researched information that is paraphrased or quoted directly must be acknowledged. Factual material such as statistics must also be acknowledged. Common

knowledge such as dates, simple definitions, or commonly known observations do not need to be acknowledged. Crediting your sources by using embedded citations along with a Works Cited or Reference List allows the reader to easily determine from where the material has been taken. If you are not sure whether or not material needs to be acknowledged, always ask for clarification from your teacher or teacher-librarian.

Some Useful Web sites for Making Notes and Avoiding Plagiarism

How Not to Plagiarize

<http://www.utoronto.ca/writing/plagsep.html>

Taking Notes from Research Reading: Note-Take Effectively

<http://owl.english.purdue.edu/workshops/hypertext/ResearchW/notes.html>

Note-Making Layouts

http://learnline.ntu.edu.au/studyskills/nm/nm_nl.html

Plagiarism: What it is and how to recognize and avoid it

<http://www.indiana.edu/~wts/wts/plagiarism.html>

Plagiarism Q & A

<http://www.ehhs.cmich.edu/~mspears/plagiarism.html>

The SQ3R Reading Method

<http://www.iss.stthomas.edu/studyguides/texred2.htm>

Note-Making Sheet: Print Reference Material

PRINT REFERENCE MATERIAL



Name: _____ Course: _____ Date: _____

Topic/Subtopic: _____

Author: _____

Title of the article: _____

Title of reference material: _____

Format: _____

Place of publication: _____ Publisher: _____

Date of publication: _____ Volume #: _____ Pages: _____


Source Library: _____

page numbers

point-form notes and quotations

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
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_____	_____
_____	_____

Note-Making Sheet: Book

BOOK			
Name: _____	Course: _____		Date: _____
Topic/Subtopic: _____			
Author(s)/Editor(s): _____			
Title: _____			
Place of publication: _____			Publisher: _____
Date of publication: _____			Source Library: _____
page numbers	point-form notes and quotations		
_____	_____		
_____	_____		
_____	_____		
_____	_____		
_____	_____		
_____	_____		
_____	_____		
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_____	_____		
_____	_____		
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_____	_____		
_____	_____		
_____	_____		
_____	_____		
_____	_____		

Notemaking Sheet:

Periodical or Newspaper Article - Print, CD, Online Databases

PERIODICAL or NEWSPAPER ARTICLE - Print, CD, or Online Databases



Name: _____ Course: _____ Date: _____

Topic/Subtopic: _____

Author: _____

Title of Article: _____

Title of Periodical: _____

How it was accessed: _____

Date of publication: _____ Pages: _____ Web address: _____


page numbers

point-form notes and quotations

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
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_____	_____
_____	_____

Note-Making Sheet: Audio, Video, DVD, Interview

OTHER MATERIALS - Audio, Video, DVD Interview



Name: _____ Course: _____ Date: _____

Topic/Subtopic: _____

Title: _____

Format/Medium: _____


Director: _____

Producer/Distributor: _____

Date: _____ Source: _____

page numbers	point-form notes and quotations
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
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_____	_____

Note-Making Sheet: World Wide Web Pages

World Wide Web Pages	
Name: _____	Course: _____ Date: _____
Topic/Subtopic: _____	
Author[s]: _____	
Name of page: _____	
Title of Organization: _____	
Date of posting: _____	Web address [URL]: _____
line number	point-form notes and quotations
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
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_____	_____
_____	_____

Note-Making Sheet: Example

REFERENCE MATERIAL	
Name: <u>Cassandra Keane</u>	Course: <u>Science 9</u> Date: <u>October 4/2001</u>
Topic/Subtopic: <u>Acid Rain</u>	
Author: <u>Likens, Gene E.</u>	
Title of the article: <u>Acid Rain</u>	
Title of reference material: <u>The World Encyclopedia</u>	
Format: <u>Book</u>	
Place of publication: <u>Chicago</u>	Publisher: <u>World Book</u>
Date of publication: <u>1998</u>	Volume #: <u>1</u> Pages: <u>27-29</u>
Source Library: <u>G.S.H.A. Library</u>	
page numbers	point-form notes and quotations
	SUMMARIZING:
	- article outlines the causes, effects, occurrence and treatment of acid rain
	PARAPHRASING:
<u>27</u>	Causes: cars, factories, power plants give off chemical compounds such as sulphur dioxide & nitrogen oxides into the air to form sulphuric acid & nitric acid
	- these acids pollute rain, snow, sleet etc. to produce acid rain
	- some acidic gases & particles fall to earth when it is not raining
<u>28</u>	EFFECTS: - pollution of lakes, rivers, etc. killing fish and wildlife
	- damage to buildings, vegetation and soil
<u>29</u>	TREATMENT: - devices are available to remove sulphur & nitrogen compounds from factory smoke
	- lime may be added to lakes to neutralize the acids (this treatment does not last and may have harmful side effects)
<u>28</u>	QUOTING: "Scientists use the term acid deposition to refer to both wet and dry acid pollution that falls to the earth"



5R Method for Note Making

1• READ

TITLE:

AUTHOR: PAGES:

DATE OF PUBLICATION: PUBLISHER:

2• REDUCE

3• RECORD

4• RELATE

to main points - possible headings

point-form notes from reference material

connections to your topic & other notes

5• REFLECT

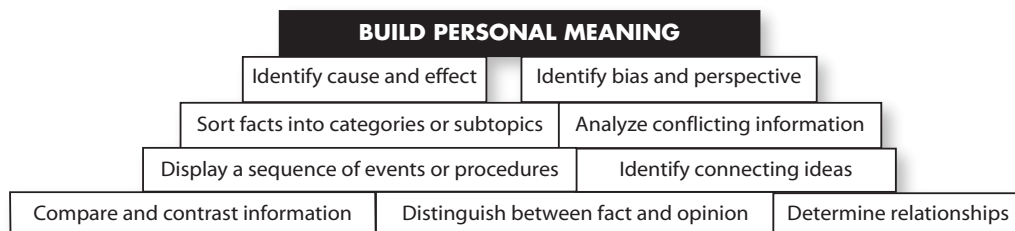
How can the information be used?

How do you feel about the information?

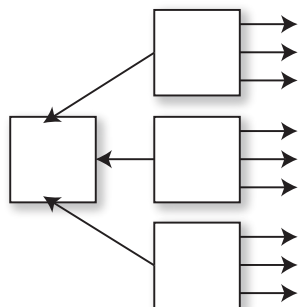
Go Graphic

Graphic organizers are useful visual tools to help you process the data you have gathered.

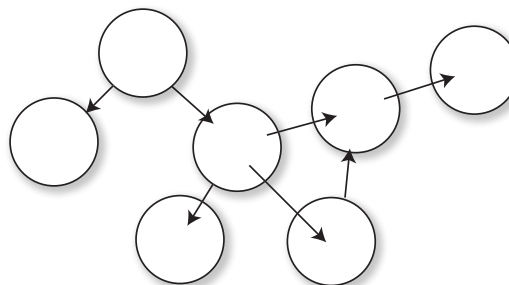
Use them to:



Determining cause and effect



Charting/Predicting effects



See some completed examples, in *Information Power Pack-Intermediate* pp. 54-57

For other examples check out these sites.

Inspiration Software

www.inspiration.com

The Graphic Organizer

www.graphic.org

The Write Design

<http://www.writedesignonline.com/organizers/>

You can ask your teachers for ready-made templates, or you can create your own using available draw software.

Graphic Organizer Worksheet

Purpose

- Group/categorize
- Compare
- Question action or reaction
- Identify cause and effect
- Correlate data
- Dissect information
- Look for commonalities/discrepancies
-
-

Strategies to try

- T-charts
- Venns
- Webbing/mapping
- Arrows
- Shapes
- Colour/shading
-
-

Sketches

Which organizer works best for my purpose?

.....

Why?

.....

Koehler, Carol and Sandi Zwaan. *Info Tasks for Successful Learning*. Toronto: Pembroke Publishers, 2001. Reprinted with permission.

Prompts to Build Understanding

Now that you have gathered all this data, you need to process it. That means you will have to analyze it - rework, reorganize, reread, reflect on the data you have gathered. It often helps to make use of graphic organizers that provide a visual interpretation for you. Try using these thinking prompts to spark links to your own thinking.

What is your information problem?

Is data reliable, accurate, up-to-date, biased...?

Identify different points of view.

- How many are there?
- Whose views are they?
- Why does believe?
- Are there points of view missing? Whose?
- Am I getting fact or opinion?

How is like/different ?

What are the strengths and weaknesses of ?

What are the causes of ?

What are the effects of ?

Can I identify relationships and trends?

How does relate to ?

What are the potential positive/negative impacts of ?

Who/what will impact on ?

What are the possible ripple effects?

Now you need to synthesize your information. That means you will be creating new ideas by linking it to other knowledge you have and your own personal ideas.

What are the implications of ?

Who or what will influence?

What does mean to me/my family/my community/the environment/...?

Does really matter? Why?

How can I use ?

What is the importance of ?

So what?

My opinion about is.....

Now you are ready to explain, design, invent, show, demonstrate, teach...

Koehlin, Carol and Sandi Zwaan. *INFO TASKS for Successful Learning*. Markham, Ontario: Pembroke Publishers, 2001. Reprinted with permission.

Independent Study Conference Notes

SECTION A: *To be completed by the student before conferencing.*

Name: Date:

Topic

Thesis (if it is required):

.....
.....

Outline of essay or report

Resources used:

.....
.....
.....
.....
.....

Questions for your teacher:

.....
.....
.....
.....

SECTION B: *To be completed by the teacher.*

Comments:

.....
.....
.....

SECTION C: Plans for the future

.....
.....
.....
.....

Next conference date:

Developing a Thesis

A thesis is an expression of your opinion on a topic.

1. Select a topic:
My topic: *Acid rain*
2. Get an overview from a variety of sources
3. Formulate a question from which your thesis statement can develop.
Question: *How will acid rain impact the lakes and rivers of Ontario in the next 20 years?*
4. Formulate a thesis statement that takes a stand, is arguable, and can be researched.
Thesis: *Acid rain will negatively impact the Great Lakes ecozones.*
5. Check your thesis statement against these models

Thesis	Comment
1. <i>Acid rain</i>	1. This is a topic, not a thesis.
2. <i>Does acid rain kill fish?</i>	2. This is a good question that might lead to a thesis, but this is not a thesis.
3. <i>Acid rain is a concern.</i>	3. A statement of fact is a weak thesis. Take a stand that is arguable.
4. <i>Something must be done about acid rain.</i>	4. Weak thesis. What must be done? Take a stand that is arguable.
5. <i>Acid rain hurts Ontario's water life.</i>	5. Good thesis - This statement takes a stand and is arguable.
6. <i>Acid rain will have a long-term impact on Ontario's lakes and rivers.</i>	6. Good thesis - This statement takes a stand and is arguable.

Can your thesis be researched?

Either #5 or #6 can be researched because there are many resources on acid rain in your School Library Information Centre and in the community at large.

Making an Outline

	Report	Research Essay
	an organized presentation of facts about a subject	a written expression of your opinion (stated in a thesis) supported by information gathered independently
1.	Introduction	Thesis
2.	Body	
	I. Subheading A Subpoint B Subpoint C Subpoint II. Subheading A Subpoint B Subpoint C Subpoint III. Subheading A Subpoint B Subpoint C Subpoint	I. Main point A Subpoint B Subpoint C Subpoint II. Main point A Subpoint B Subpoint C Subpoint III. Main point A Subpoint B Subpoint C Subpoint
3.	Conclusion	

- Many word-processing programs have outlining features to help you.
- Research Essays and Reports are not limited to three main points or subheadings.

STAGE 4: Transferring Learning - Checklist

Revise Product

- Develop a first draft of presentation**
 - What format will I use to present my work?
 - Who is my audience?
 - Have I revised and edited my work?
- Complete and polish presentation**
 - Have I asked someone else to proofread my work?
 - Have I applied my new knowledge?
 - Have I met all project requirements?

Present Findings

- Organize my presentation**
 - Is this an oral, visual, written, or multimedia presentation?
 - What equipment do I need?
 - Can I make use of presentation software?
 - Do I need to practise?
- Share new learning**
 - Have I incorporated good production and presentation skills?
 - Can I share my findings in other ways, e.g., publish, present to other interested groups?

Reflect On and Evaluate

- Complete a learning log**
 - What new knowledge and skills have I learned?
 - What was successful?
 - What would I change?
 - How did the Research Process help me with this project?
 - How can I improve my research skills?
 - Did I make effective use of information and communication technologies?

Transfer Skills

- Apply what I learned to other inquiries**
 - Why is my work important to my community, the world, and me?
 - Should I take some further action?
 - What new topics would I like to explore?
 - Can I use my new knowledge and skills in other subjects?
 - Add this work to my portfolio.

Editing the First Draft

Why?

- Check the Content.**
Ensure that you have met the requirements of the assignment, your thesis (purpose), and your outline.
- Check the Mechanics (Proofreading).**
Ensure proper spelling, grammar, punctuation, and style.

How?

- Read your draft at least twice, once aloud.
- Read your paper into a tape recorder. Listen. Does it make sense?
- Have another person edit your work, checking context, logic and mechanics.

What to Look for

- The draft flows smoothly and it makes sense.
- The introduction includes a thesis (if required) or clear statement of purpose.
- The parts of the draft are in the most effective order.
- The first sentence of each important paragraph refers to the thesis or purpose in some way.
- Each paragraph begins with a link to the previous paragraph with the use of transitional expressions such as "...However, in addition...", etc.
- Each paragraph includes a clear topic sentence.
- Each paragraph is long enough to develop its topic.
- Sentences vary in length and structure.
- The draft has a strong conclusion.

Add a Title

It should reflect your thesis or statement of purpose.

Sample Title Page

**The Global Threat of Acid Rain
by
Cassandra Keen**

**English 4A0-21
P.H. Sower
March 24, 2010**

Documentation

Because you are borrowing the words, facts, or ideas of others when you do research, you must tell readers that you have borrowed the material and from where you have borrowed it. To make sure your work is honest rather than **plagiarized**, you must acknowledge all borrowed material in two locations:

1. **with in-text parenthetical citations** within your essay, and,
2. **with an alphabetized list of your sources** on a separate page at the end of your essay.

You must give credit to the author of anything you use in your essay, not only direct quotations and paraphrases, but also opinions and ideas, and facts or figures (unless the material is widely known, such as a date).

Teachers require special **documentation styles** or formats in their students' essays. In the past, this has meant using either numbered **footnotes** at the bottom of each page or numbered **endnotes** at the end of the essay, followed by a **bibliography** listing all sources. Footnotes and endnotes have been replaced with the more modern technique of using **embedded citations** (also known as **in-text parenthetical citations**) within the text of the essay. These citations are placed at the end of a quotation or paraphrased sentence and are placed in parentheses. An embedded citation serves two purposes. The citation tells readers that the material is borrowed, and it also refers readers to more detailed information about the source so that they can locate

it. The older term, **Bibliography**, has been replaced by **Works Cited** or **References** because sources now usually include electronic and visual material as well as print sources.

The two documentation styles which are used most often are:

- **Modern Language Association (MLA)** which is used for English, history, the arts, and languages. This style gives authors' names and page numbers for citations which are embedded in the essay, and then has a Works Cited list, containing full bibliographic information, at the end of the essay.
- **American Psychological Association (APA)** which is used for science, the social sciences, business, and mathematics. This style gives authors' names, publication dates, and page numbers for citations which are embedded in the essay, and then has a References list, containing full bibliographic information, at the end of the essay.

This Research Guide gives instructions and examples for both MLA and APA styles.

For each research assignment, ask your teacher which documentation style should be used.

MLA Documentation Style

EMBEDDED CITATIONS

Format	The author's last name and the page number from which the quotation, paraphrase, or idea is taken must appear in the text, and a complete reference must appear in your Works Cited list. The author's name may appear either in the sentence itself or in parentheses following the quotation, but the page number should always appear in the parentheses.
Examples	<p>Direct Quotation - One Author</p> <p>Some argue that "a dream is the fulfillment of a wish" (Freud 154).</p> <p>Freud states that "a dream is the fulfillment of a wish" (154).</p>
	<p>Paraphrase of Author's Idea - One Author</p> <p>The historian, Crane Brinton, believes that the French and Russian revolutions had similar causes (Brinton 155).</p>
Format	If you are using several books by the same author, add an abbreviation of the title so that the reader knows which source you have used.
Examples	<p>Direct Quotation - More Than One Work by the Same Author</p> <p>"There is room enough in anyone's backbone for too much duplicity" (Laurence, <i>Jest</i> 182).</p>
Format	Place quotations longer than four lines in a block of lines and omit the quotation marks. Start the quotation on a new line, making sure you indent. Single-space the quotation. Your citation should come after the closing punctuation mark.
Examples	<p>Long quotation</p> <p>Ralph and the other boys finally realize the horror of their actions:</p>
	<p style="padding-left: 40px;">The tears began to flow and sobs shook him. He gave himself up to the first time on the island; great shuddering spasms of grief began to wrench his whole body. His voice rose under the black smoke before the burning wreckage of the island; and infected by that emotion, the other boys began to shake and sob too. (Golding 186)</p>

Format

When quoting from plays, cite the act, scene, and line numbers for Shakespeare's plays, and the page number, act, and scene (if any) for other plays.

Direct Quotation - Play by Shakespeare

Later in *King Lear* Shakespeare has the disguised Edgar say, "The prince of darkness is a gentleman" (3.4.147).

Examples

Direct Quotation - Play

In *Death of a Salesman*, Linda defends Willie Loman by stating:

He's not the finest character that ever lived. But he's a human being, and a terrible thing is happening to him. So attention must be paid. He's not allowed to fall into his grave like an old dog. Attention, attention must finally be paid to such a person. (Miller 56; act 1)

MLA Style: Preparing Your Works Cited List

This list, placed on a separate piece of paper at the end of your essay, should include all the sources you have quoted, paraphrased, or summarized. It provides the information necessary for a reader to locate any sources you cite. Each source you cite in your essay must appear in your Works Cited List.

General Rules:

- Arrange your sources in alphabetical order by the last name of the author.
- List the author by last name, follow it with a comma, and then first name.
- If a source has more than one author, invert only the first author's name, then continue listing other authors.
- If a source has no author, put it in the list by title. When putting it in alphabetical order, ignore 'A', 'The' or 'An' in the title.
- You may choose to underline the title or to use italics. Be consistent by using one form only in your Works Cited List. Both forms are correct. Examples which follow will consistently use italics.
- Indent second and third lines five spaces.
- Double-space between entries.
- Capitalize each word in the titles of books, articles, etc., not including 'A', 'The', or 'An' if they appear in the middle of the title.
- For well-known encyclopedias, it is not necessary to list the publisher or place of publication. Usually it is only necessary to list the edition number (if any) and the publication date.
- If you are listing more than one source by the same author, put the sources in alphabetical order by title, and instead of repeating the author's name, use three hyphens (- - -).

MLA Style Works Cited List: Basic Forms for Sources in Print

BOOKS

Follow the general format shown below and in the examples.

Format	Author (s). <i>Title of Book</i> . Place of Publication: Publisher, Year of Publication.
Examples	One author
	Goleman, Daniel. <i>Emotional Intelligence</i> . New York: Bantam, 1995.
	Two authors
	Gilbert, Sandra M. and Teresa Sullivan. <i>The Norton Anthology of Literature by Women: The Tradition in English</i> . New York: Norton, 1985.
	More than two authors
	Gilbert, Sandra M. and others. <i>The Norton Anthology of Literature by Women: The Tradition in English</i> . New York: Norton, 1985.
	No author given
	<i>The Dorling Kindersley World Reference Atlas</i> . London: Dorling Kindersley, 1994.
	Book by an Editor(s)
	David, Jack and Robert Lecker, eds. <i>Canadian Poetry: Volume One</i> . Toronto: General Publishing, 1982.
A part of a book, such as an essay in a collection	
Anderson, Doris. "Real Women in Fiction, Where Are You?" <i>The Role of Women in Canadian Literature</i> . Ed. Elizabeth McCullough. Toronto: MacMillan, 1975.	
Print Encyclopedia article, with author given	
Likens, Gene E. "Acid Rain." <i>World Book</i> Vol. 1. 2001 ed.	
Print Encyclopedia article, with no author given	
"Winnipeg." <i>The Canadian Encyclopedia</i> 1998 ed.	

Examples	Government Publication
	Canada. National Council of Welfare. <i>Women and Poverty Revisited</i> . Ottawa: Supply and Services Canada, 1990.
	Pamphlet
	<i>Aids in the '90s: the New Facts Of Life</i> . Health and Welfare Canada, 1996.
	A translated work
	Montoya, Isabella. <i>Spanish Folklore</i> . Trans. Jonathan Wilde. San Francisco: Harcourt, 1998.
	A novel or a play from a book that is a collection of several novels or plays
	Serling, Rod. <i>The Twilight Zone. Modern American Plays</i> . Ed. Robert Smith. New York: Scribner's, 1988.

MAGAZINES, NEWSPAPERS OR JOURNALS

Format	Author(s). "Title of Article." Name of Magazine Day Month Year: Page numbers.
Examples	Magazine article, with author given
	Morrow, Lance. "The Fog of War." <i>Time</i> 4 Feb. 1991: 61-62.
	Newspaper article, with author given
	Roseman, Eleanor. "Retirement Planning Pays Off." <i>Toronto Star</i> 10 Dec.1997: B3.
	Newspaper article, with no author given
	"Protesters Greet Chretien in Vancouver." <i>Toronto Sun</i> 12 Jan.1998: A11.

MLA Style Works Cited List: Basic Forms for Electronic Sources

BASIC FORMS FOR CD-ROM AND COMPUTER DISK SOURCES

Treat sources on CD-ROM or diskette the same as you would for sources in print, with two main additions: the medium ("CD-ROM, "Diskette") without quotation marks, and the distributor of the electronic work, if one is given, as well as the publisher.

Examples	Encyclopedia article on CD-ROM, with no author given
	"Aardvark." <i>World Book Multimedia Encyclopedia</i> . CD-ROM. 1999.
	Encyclopedia article on CD-ROM, with author given
	Sentman, Eugene. "Aardvark." <i>Multimedia Encyclopedia</i> . CD-ROM. 1999 ed. New York: Grolier, 1999.
	CD-ROM Periodical Database
	Begley, Sharon. "Odds on the Greenhouse Effect." <i>Newsweek</i> 1 Dec. 1997. <i>Sirs Researcher</i> . CD-ROM. SIRS. Spring 1998.
	CD-ROM Newspaper Article Database
	Mitchell, Bob. "Peel Sets up Squad to Deal with Abuse." <i>Toronto Star</i> 24 Mar. 1994: <i>Canadian News Disc</i> . CD-ROM. Toronto: Micromedia, 1999.

BASIC FORMS FOR ONLINE SOURCES

Note: If it is available, list the date of the latest revision of the site. It is also necessary to list your date of access because online sources are often updated and information available at one date may not be available at a later date. Be sure to include the complete address for the site, and enclose the address in <angled carets> so that the address is clear.

ONLINE ENCYCLOPEDIAS

Examples	Article in an online encyclopedia, with no author
	"Fresco." <i>Britannica Online</i> . Dec. 2001. 14 Dec. 2001. < http://www.eb.com/180 >.
	Article in an online encyclopedia, with author
	Sentman, Eugene. "Aardvark." <i>Grolier Online</i> . March 2002. 14 April 2002 < http://go.grolier.com >.

ONLINE NEWSPAPER AND MAGAZINE ARTICLES DATABASE SUBSCRIPTIONS

Format	Author. "Article Title." <i>Original Source of Article</i> Date of original source: page numbers. <i>Product name</i> . Name of Library subscribing to the service. Date of access <electronic address of subscription product>.
Examples	A magazine article found in an online subscription database
	Lanken, Dane. "When the Earth Moves." <i>Canadian Geographic</i> March-April 1996: 66-73. <i>Canadian Reference Centre</i> EBSCOhost. 10 Nov. 2000 < http://search.epnet.com >.
	A newspaper article found in an online subscription database
Angier, Natalie. "Chemists Learn Why Vegetables Are Good for You." <i>Toronto Star</i> 13 Apr. 1993. <i>Virtual News Library</i> . Parkdale Collegiate Institute Library. 12 Oct. 2001 < http://www.virtualnews.com >.	
	A reference source found in an online subscription database (no author)
	"Benjamin Franklin." <i>Discovering World History</i> . 1999. <i>Galenet</i> . Richview Collegiate Library. 20 March 2002 < http://galenet.gale.com >.

WEB PAGES ON THE INTERNET

Format	Author(s). <i>Name of Page</i> . Date of Posting/Revision (if available). Date of Access <electronic address>.
Examples	A personal or professional Web site, no date of posting available
	Lederman, Leon. <i>Topics in Modern Physics-Lederman</i> . 12 Oct. 2001 < http://www.ed.fnal.gov/samplers/hsphys/people/lederman.html >.
	A personal or professional Web site, with date of posting available
Schrock, Kathleen. <i>Kathy Schrock's Guide for Educators</i> 10 Nov. 2001. 14 Nov. 2001 < http://www.discoveryschool/schrock.com >.	

MAGAZINES AND JOURNALS ON THE WEB (NOT ON ONLINE DATABASES)

Format	Author(s). "Title of Article." <i>Title of Journal</i> Issue or Year: Pages. Date of Access <electronic address>.
Examples	<p>Abilock, Debbie. "The Gestalt of Online Searching." <i>MultiMedia Schools</i> Nov.-Dec. 1997. 10 Oct. 1998 <http://www.infotoday.com/MMSchools/nov97/story.htm>.</p> <p>Online Government Publication</p> <p>United States. Centre for Disease Control. National Centre for Chronic Disease Prevention and Health Promotion. <i>Diabetes Public Health Resource: FAQs About Diabetes</i>. 29 June. 2000. 25 May 2001 <http://www.cdc.gov/diabetes/faqs.htm>.</p>

DISCUSSION LISTS AND NEWSGROUPS

Examples	<p>A Usenet Group</p> <p>Madige, Ellen. "How to Build a Better Mousetrap." 16 Jan. 1998. Online posting. 21 Jan. 1998 <news:sci.tech.inventions.mousetrap>.</p>
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E-MAIL MESSAGES

Format	Author(s) name. "Title of message." E-mail. Date.
Examples	<p>Personal e-mail message</p> <p>Millon, Michele. "Re: Grief Therapy." E-mail. 10 Oct. 1998.</p>

ONLINE IMAGES, VIDEO, AND AUDIO CLIPS

Format	"Description or title of image, video, or audio clip." Date of posting. Type of image Retrieval date <Internet address>.
Example	"Hubble Space Telescope Release in the Space Shuttle's Payload Bay." 23 Oct. 1999. Online photograph. 12 Feb. 2002 < ftp://explorer.arc.nasa.gov/pub/SPACE/GIF/s31-04-015.gif >.

Other Types of Sources

VIDEOCASSETTE OR DVD

Format	<i>Title</i> . Director (if known). and Producer (if known). (Date). <i>Title</i> . Format. Distributor, Date.
Examples	Video
	<i>After the Montreal massacre</i> . Dir. Gerry Rogers. Prod. Nicole Hubert. Videocassette. National Film Board, 1990.
	Video-CBC News in Review
	<i>CBC News in Review, March 1998</i> . "Ice Storm." Prod. Hans Pohl. Videocassette. Canadian Broadcasting Corporation, 1998.
	DVD
	<i>Saving Private Ryan</i> . Dir. Steven Spielberg. Prod. Steven Spielberg. DVD. DreamWorks Home Entertainment, 1999.

TELEVISION OR RADIO PROGRAM

Format	Episode Title. Name of Program. Format. Name of network. Local station, city. Date.
Examples	Television Broadcast
	"Bali, Masterpiece of the Gods." <i>National Geographic</i> . Television Program. NBC. WPNT, Buffalo, NY 5 Feb. 2002.

AUDIO RECORDING, TAPE OR CD

Example	Bach, Johann Sebastian. <i>Italian Concerto in F Major</i> . Perf. Angela Hewitt. Cond. Claudio Abbado. Berlin Philharmonic. Compact Disc. Deutsche Grammophon, 1985. Digital Stereo 419 218-2 GH.
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IMAGES

Examples	Slide/Transparency
	"Parthenon." Slide. Silver Padachey Collection, 1998.
	Cartoon
	Reilly, P. Cartoon. <i>New Yorker</i> . 28 Jan. 1977:32.
	Map
	Canada. Map. Chicago: Rand McNally, 1996.

ORIGINAL WORKS OF ART

Examples	As Viewed at a Museum or Art Gallery
	Rembrandt van Rijn. <i>Aristotle contemplating the bust of Homer</i> . Metropolitan Museum of Art, New York.
	As Viewed in a Book
	Rembrandt van Rijn. <i>Aristotle contemplating the bust of Homer</i> . Metropolitan Museum of Art, New York. <i>Masterpieces of the Met</i> . By Donelson F. Hoopes. New York: Prentice Hall, 1987.

LIVE EVENT

Examples	Stage Play
	<i>Lilies</i> . By Michel Marc Bouchard. Dir. Suzanne Smith. Theatre Passe Muraille, Toronto 4 Feb. 2002.
	Concert
	Mehta, Zubin. Cond. Israel Philharmonic Orchestra. Roy Thomson Hall, Toronto. 1 May 2001.
	Interview
	Wong, Jan. Personal Interview. Toronto. 8 Feb. 1998.

MLA Style: Sample Essay Showing Embedded Citations

Reducing Acid Rain: A Success Story?

Acid rain is an environmental issue that affects plant and animal life, lakes and rivers, buildings and structures, and human beings. Precipitation that contains acidic gases such as sulphur dioxide or nitrogen oxide has the potential to cause serious environmental problems. Since the 1960's scientists have studied the harmful results of acid rain and looked for ways to reduce harmful atmospheric pollutants (Howard and Johnston 16). In recent years, efforts to reduce the negative effects have been successful. People have recognized acid rain as a serious environmental threat and have taken steps to stop it (Anderson 121).

Laws reducing air pollution have helped to reduce the initial causes of acid rain. In the 1970s a drop in the fish population and changes in lakes and forests alerted environmentalists to the problem (Lucas). In response, the federal and provincial governments together created the Eastern Canada Acid Rain Program, aimed at reducing the amount and type of pollutants allowed into the atmosphere (Environment Canada). In 1991 the Canada-US Air Quality Agreement was signed, designed to control air pollution that would move from one country to another. A recent report states that "in the Great Lakes region, there has been a 76% reduction in toxic substances and that greater numbers and diversity of wildlife, including frogs, turtles muskrats and herons are reappearing in the area" (Environment Canada).

Public awareness of the dangers of acid rain to the environment has led to voluntary measures that have a positive effect. Some large corporations have used technology to control dangerous emissions and are now using energy more efficiently. Other companies have done their part by inventing and manufacturing environmentally friendly products used by both industry and individuals (Lucas). There are many things that ordinary people are doing in their homes and yards and while shopping and travelling, to reduce acid rain emissions.

Many people automatically turn off lights and electrical equipment, reduce their driving and select public transportation or carpools, take up sports that do not require the use of fuel, make responsible choices when shopping, recycle at home and at work, and express opinions to elected officials regarding environmental policies. (Ferguson)

MLA Style: Sample 'Works Cited' List

Anderson, Lynette. *Acid Rain*. New York: Gloucester Press, 1999.

Environment Canada. *Our Great Lakes: Working Towards a Healthy and Sustainable Great Lakes Basin Ecosystem*. 12 Nov. 2000. 20 May 2001
<<http://www.on.ec.gc.ca/glimr>>.

Ferguson, H.L. "Acid Rain." *Canadian and World Encyclopedia 2000 Online*.
15 May 2001 <<http://www.tceplus.com>>.

Howard, Ray and William Johnston. *Poison in the Sky*. Toronto: McClelland and Stewart, 2000.

Lucas, George. "How Healthy are Our Lakes?" *Toronto Star* 25 May 2000. *Electric Library Canada*. George S. Henry Academy Library. 30 May 2001
<<http://www.elibrary/education.ca>>.

A Note about Annotated Works Cited Lists

Sometimes your teacher will require an Annotated Works Cited List either when the project is completed or during Stage 2 when you are locating and selecting resources.

Set up your list in the same way as in the example above, but include an annotation of about five lines for each entry, which gives the following information:

- The author's background and qualifications (this may be difficult for Web sites)
- The author's thesis/point of view
- Details about the specific information present in the source
- A comment on whether the source is biased
- A comment on the usefulness of the resource

APA Documentation Style

EMBEDDED CITATIONS

Format	The author's last name and the page number from which the quotation, paraphrase, or idea is taken must appear in the text, and a complete reference must appear in your References list. The author's name may appear either in the sentence itself or in parentheses following the quotation, but the page number should always appear in the parentheses.
Examples	<p>Direct Quotation - One Author</p> <p>Some argue that "a dream is the fulfillment of a wish" (Freud, 1997, p.154).</p> <p>Freud (1997) states that "a dream is the fulfillment of a wish" (p.154).</p>
	<p>Paraphrase of Author's Idea - One Author</p> <p>The historian, Crane Brinton, believes that the French and Russian revolutions had similar causes (Brinton, 1967, p.155).</p>
Format	If you are using several books by the same author, add enough information so that a reader can distinguish among the works. For example, use the different dates of publication or an abbreviation of the title if the dates of publication are the same.
Examples	<p>Direct Quotation - More Than One Work by the Same Author</p> <p>"There is room enough in anyone's backbone for too much duplicity" (Laurence, <i>Jest</i>, 1964, p.182).</p>
Format	When a work has two authors, places names in parentheses and join them with an ampersand (&). If their names appear within the sentence, use "and" rather than an ampersand. For more than six authors, use only the first author's name followed by 'et al'.
Examples	<p>Two Authors</p> <p>"The main cause of the fall of the Roman Empire was over expansion of its boundaries" (Alcock & Thornhill, 1993, p.12).</p>
	<p>More Than Six Authors</p> <p>Numerous studies have shown that television violence has negative effects on the behaviour of children (Smith et al., 1996, p.14).</p>

Format	Place quotations longer than 40 words in a single-spaced free-standing block of lines, and omit quotation marks. Start the quotation on a new line, indented five spaces from the left margin. The parenthetical citation should come after the closing punctuation mark.
Examples	<p>Long quotation</p> <p>Ralph and the other boys finally realize the horror of their actions:</p> <p style="padding-left: 40px;">The tears began to flow and sobs shook him. He gave himself up to the first time on the island; great shuddering spasms of grief began to wrench his whole body. His voice rose under the black smoke before the burning wreckage of the island; and infected by that emotion, the other boys began to shake and sob too. (Golding, 1954, p.186)</p>

Preparing Your References List

This list, placed on a separate page at the end of your essay and called References, must include all the sources you have quoted, paraphrased, or summarized. The References list provides the information necessary for a reader to locate any sources you cite.

General Rules:

- *Arrange your sources in alphabetical order by the last name of the author.*
- *Give the last name and initials for all authors of a particular work. Use "&" instead of "and" when listing multiple authors of a single work. List all authors when there are up to six authors. When there are more than six authors, list the first author and then use "et al." for the other authors.*
- *If you have more than one work by a particular author, order them by publication date, oldest to newest (a 1991 article would appear before a 1996 article).*
- *If a source has no author, put it in the list by title, but leave out 'A', 'The', or 'An' when determining the alphabetical order in the References List.*
- *You may choose to underline the title or to use italics. Be consistent by using one form only in your References list. Both forms are correct. Examples which follow will consistently use italics.*
- *Indent second and third lines of the entry five spaces.*
- *Double-space between entries.*
- *Capitalize only the first word of the title (and the first word of the subtitle, if any) and any proper names for books, articles, and Web pages. Capitalize magazine and journal titles as they appear in the text you have read.*
- *Include any additional information necessary for retrieving the material, such as edition or volume number immediately after the title.*
- *For well-known encyclopedias, it is not necessary to list the publisher or place of publication. Usually it is only necessary to list the edition number (if any) and the publication date.*

APA Style References List: Basic Forms for Sources in Print

BOOKS

Follow the general format shown below and in the examples.

Format	OR	Author (s). (Date of Publication). <i>Title of Book</i> . Place of Publication: Publisher.
		Author (s). (Date of Publication). <u>Title of Book</u> . Place of Publication: Publisher.
Examples	One author	
		Goleman, D. (1995). <i>Emotional intelligence</i> . New York: Bantam.
	Two to six authors	
		Last name first for each author, then initial, then other authors joined by ampersand (&). Then follow same format as book with one author.
		Gilbert, S., Smith, T. & Jones, W. (1985). <i>The Norton anthology of literature by women: the tradition in English</i> . New York: Norton.
	More than six authors	
		Hudson, J., et al. (1988). <i>Justice and the young offender in Canada</i> . Toronto: Wall & Thompson.
	No author given	
		<i>The Dorling Kindersley world reference atlas</i> . (1994). London: Dorling Kindersley.
	Book by an Editor(s)	
		David, J., & Lecker, R. (Eds.). (1982). <i>Canadian poetry: volume one</i> . Toronto: General Publishing.
	A part of a book, such as an essay in a collection	
		Anderson, D. (1975). Real women in fiction, where are you? In E. McCullough (Ed.), <i>The role of women in Canadian literature</i> (pp. 122-141). Toronto: MacMillan.
Print Encyclopedia article with author given		
	Likens, G. (2001). Acid rain. In <i>World Book (Vol. 1, pp. 416-422)</i> . Chicago: World Book.	
Print Encyclopedia article with no author given		
	Winnipeg. (1998). In <i>The Canadian Encyclopedia (Vol. 3, pp. 322-327)</i> . Toronto: McLelland and Stewart.	

Examples	Government Publication
	National Council of Welfare. (1990). <i>Women and poverty revisited</i> . Ottawa: Supply and Services Canada.
	Pamphlet
	<i>Aids in the '90s: the new facts of life</i> . (1990). [Pamphlet]. Health and Welfare Canada.
	A novel or a play from a book that is a collection of several novels or plays
	Serling, R. <i>The twilight zone</i> . (1988). In R. Smith, (Ed.), <i>Modern American plays</i> (pp. 78-94). New York: Scribner's.

MAGAZINES, NEWSPAPERS, OR JOURNALS

Format	Author(s). (Year, Month Day). Title of Article. <i>Name of Magazine</i> , Volume Number (if available), page numbers.
Examples	Magazine article with author given
	Morrow, L. (1991, February 4). The fog of war. <i>Time</i> , 137, 61-62.
	Newspaper article with author given
	Roseman, E. (1997, December 10). Retirement planning pays off. <i>Toronto Star</i> , B3.
	Newspaper article with no author given
	Protesters greet Chretien in Vancouver. (1998, January 12). <i>Toronto Sun</i> , A11.

APA Style References List: Basic Forms for Electronic Sources

BASIC FORMS FOR CD-ROM AND COMPUTER DISK SOURCES

Treat sources on CD-ROM or diskette the same as you would for sources in print, with two main additions: the medium (CD-ROM), or [Diskette], the edition if one is given, and the distributor of the electronic work, if one is given, as well as the publisher.

Encyclopedia article on CD-ROM, with no author given

Aardvark. (1999) In *World Book Multimedia Encyclopedia*. [CD-ROM]. 1999 edition. Chicago: World Book.

Encyclopedia article on CD-ROM, with author given

Sentman, E. Aardvark.(1999). In *Multimedia Encyclopedia*. [CD-ROM].1999 edition. New York: Grolier.

CD-ROM Periodical Database

Begley, S. Odds on the greenhouse effect. (1997, Dec.1) *Newsweek*, 32-34. *Sirs Researcher*. [CD-ROM]. Spring 1998 edition. Boca Raton, FL: SIRS.

CD-ROM Newspaper Article Database

Mitchell, B. Peel sets up squad to deal with abuse. (1994, March 24). *Toronto Star Canadian News Disc*. [CD-ROM]. 1999 edition. Toronto: Micromedia.

Examples

Basic Forms for Online Sources

Note: If it is available, list the date of the latest posting of the site. It is also necessary to list your date of access because online sources are often updated and information available at one date may not be available at a later date. Include the complete address for the site unless it is a subscription online database. Do not place any punctuation after the address of the site.

ONLINE ENCYCLOPEDIAS, NEWSPAPER AND MAGAZINE ARTICLES DATABASE SUBSCRIPTIONS

Format	<p>Author. (Date of print publication: year, month day). Article Title. <i>Title of original source of Article, Volume number (if available), page numbers.</i> Retrieval date (month day, year), Subscription Provider.</p> <p>Note: It is not necessary to include the Internet address for Online subscription databases.</p>
Examples	<p>An encyclopedia article in an online subscription database (no author)</p> <p>Fresco. (2000, December 1). In <i>Britannica Online</i>. Retrieved June 12, 2001, from <i>Britannica Online</i> database.</p>
	<p>An encyclopedia article in an online subscription database (with author)</p> <p>Smith, G. (2001, January 1). Spiders. In <i>World Book Online</i>. Retrieved March 10, 2001, from <i>World Book Online</i> database.</p>
	<p>A magazine article found in an online subscription database</p> <p>Lanken, D. (1996, March-April) When the earth moves. <i>Canadian Geographic</i>, 73, 64-66. Retrieved November 10, 2000, from :BSCOhost database (<i>Canadian Reference Centre</i>).</p>
Examples	<p>A newspaper article found in an online subscription database</p> <p>Angier, N. (1994, April 13). Chemists learn why vegetables are good for you. <i>Toronto Star</i>, A4. Retrieved October 12, 2001 from <i>Virtual News Library</i> online database.</p>
	<p>A reference source found in an online subscription database (no author)</p> <p>Benjamin Franklin. (2001). Retrieved March 20, 2002, from <i>Discovering World History</i> online database.</p>

WEB PAGES ON THE INTERNET

Format	Author(s). (Date of original posting or revision, if available-use 'n.d.' if there is no posting date). <i>Name of Page</i> . Retrieval date from Internet address, Internet address
Examples	A personal or professional Web site, no date of posting available
	Lederman, L. (n.d.). <i>Topics in modern physics-Lederman</i> . Retrieved December 1, 2001, from http://www.ed.fnal.gov/samplers/hsphys/people/lederman.html
Examples	A personal or professional Web site with date of posting available
	Schrock, K. (2001, November 10). <i>Kathy Schrock's guide for educators</i> . Retrieved January 6, 2002, from http://www.discoveryschool/schrock.com

MAGAZINES AND JOURNALS ON THE WEB (NOT ON ONLINE DATABASES)

Format	Author(s). (Date of posting). Title of Article. <i>Title of Journal, volume or issue</i> , page numbers. Retrieval date from Internet address, Internet address
Examples	Abilock, D. (1997, November-December). The gestalt of online searching. <i>MultiMedia Schools</i> , 6, 34-35. Retrieved October 30, 2001, from http://www.infoday.com/MMSchools/nov97/story.htm
	Online Government Publication
	United States. Centre for Disease Control. National Centre for Chronic Disease Prevention and Health Promotion. (2000, June 29). <i>Diabetes public health resource: FAQs about diabetes</i> . Retrieved May 25, 2001, from http://www.cdc.gov/diabetes/faqs.htm
	An article in a free online encyclopedia with no author
	Confederation. (December 2001). <i>Canadian Encyclopedia Online</i> . Retrieved December 14, 2001, from http://www.thecanadianencyclopedia.com/
Discussion Lists and Newsgroups, e.g. a Usenet Group	
Madige, E. (1998, January 16). How to build a better mousetrap. [Online posting]. Retrieved January 21, 1998, from http://news/sci.tech.inventions.mousetrap	

ONLINE IMAGES, VIDEO AND AUDIO CLIPS

Format	Description or title of image. (Date of posting). [Type of medium] Retrieval date, Internet address
Example	Hubble space telescope release in the space shuttle's payload bay. (1999, October 23). [Online photograph]. Retrieved February 12, 2002, from ftp://explorer.arc.nasa.gov/pub/SPACE/GIF/s31-04-015.gif

Other Types of Sources

VIDEOCASSETTE OR DVD

Format	<i>Title</i> . Director. (if known) and Producer (if known). (Date). <i>Title</i> . [Format]. Distributor.
Examples	Video
	Rogers, G. (Director). (1990). <i>After the Montreal massacre</i> [Videocassette]. National Film Board.
	Video-CBC News in Review
	Pohl, H. (Producer). (1998). Ice storm. <i>CBC news in review, March 1998</i> . [Videocassette]. Canadian Broadcasting Corporation.
	DVD
	Spielberg, S. (Producer and Director). (1999). <i>Saving Private Ryan</i> . [DVD]. DreamWorks Home Entertainment.

TELEVISION OR RADIO PROGRAM

Format	Episode Title. (Date). Name of Program. [Television Program]. Name of network. Local station, city.
Examples	Television Broadcast
	Bali, masterpiece of the Gods. (2002, Feb. 5). <i>National Geographic</i> . [Television Program]. NBC. WPNT, Buffalo, N.Y.

AUDIO RECORDING, TAPE OR CD

Example

Bach, J.S. (1985). *Italian concerto in F major*. [CD]. Deutsche Grammophon.

IMAGES

Examples

Slide/Transparency

Parthenon. (1998). [Photograph]. Toronto: Silver Padachey Collection.

Cartoon

Reilly, P. (1997, Jan. 28). *New Yorker*, 322. [Cartoon]. 32

Map

Canada. (1996) [Map]. Chicago: Rand McNally.

ORIGINAL WORKS OF ART

Examples

As Viewed at a Museum or Art Gallery

Rembrandt van Rijn. (2001, March 15). *Aristotle contemplating the bust of Homer*. [Painting] New York: Metropolitan Museum of Art.

As Viewed in a Book

Rembrandt van Rijn. (1987). *Aristotle contemplating the bust of Homer*. [Colour Plate] in F.D. Hoopes, *Masterpieces of the Met*. New York: Prentice Hall, pp. 63-64.

LIVE EVENT

Examples

Stage Play

Smith, S. (Director). (2002, Feb. 4). *Lilies*. [Play]. Toronto: Theatre Passe Muraille

Concert

Mehta, Z. (Conductor). (2001, May 1). Israel Philharmonic Orchestra. [Concert]. Toronto: Roy Thomson Hall.

Interview

Note: Do not include in reference list. Personal Interviews should be cited in the text only: (J. Wong, personal interview, 1998, Feb. 8).

APA Style: Sample Essay Showing Embedded Citations

Reducing Acid Rain: A Success Story?

Acid rain is an environmental issue that affects plant and animal life, lakes and rivers, buildings and structures, and human beings. Precipitation that contains acidic gases such as sulphur dioxide or nitrogen oxide has the potential to cause serious environmental problems. Since the 1960's scientists have studied the harmful results of acid rain and looked for ways to reduce harmful atmospheric pollutants (Howard & Johnston, 1997, p.16). In recent years, efforts to reduce the negative effects have been successful. People have recognized acid rain as a serious environmental threat and have taken steps to stop it (Anderson, 1996, p.121).

Laws reducing air pollution have helped to reduce the initial causes of acid rain. In the 1970s a drop in the fish population and changes in lakes and forests alerted environmentalists to the problem (Lucas, 2000). In response, the federal and provincial governments together created the Eastern Canada Acid Rain Program, aimed at reducing the amount and type of pollutants allowed into the atmosphere (Environment Canada, 2000). In 1991 the Canada-US Air Quality Agreement was signed, designed to control air pollution that would move from one country to another. A recent report states that "in the Great Lakes region, there has been a 76% reduction in toxic substances and that greater numbers and diversity of wildlife, including frogs, turtles muskrats and herons are reappearing in the area" (Environment Canada, 2000).

Public awareness of the dangers of acid rain to the environment has led to voluntary measures that have a positive effect. Some large corporations have used technology to control dangerous emissions and are now using energy more efficiently. Other companies have done their part by inventing and manufacturing environmentally friendly products used by both industry and individuals. (Lucas, 2000) There are many things that ordinary people are doing in their homes and yards and while shopping and travelling, to reduce acid rain emissions.

Many people automatically turn off lights and electrical equipment, reduce their driving and select public transportation or carpools, take up sports that do not require the use of fuel, make responsible choices when shopping, recycle at home and at work, and express opinions to elected officials regarding environmental policies. (Ferguson, 2000)

APA Style: Sample References List

- Anderson, L. (1996). *Acid rain*. New York: Gloucester Press.
- Environment Canada. (2000, November 12). *Our Great Lakes: working towards a healthy and sustainable Great Lakes Basin ecosystem*. Retrieved May 20, 2001, from <http://www.on.ec.gc.ca/glimr>.
- Ferguson, H. (2000). *Acid rain*. In *Canadian and World Encyclopedia 2000 Online*. Retrieved May 15, 2001, from Canadian and World Encyclopedia 2000 Online database.
- Howard, R. & Johnston, W. (1996). *Poison in the sky*. Toronto: McClelland and Stewart.
- Lucas, G. (2000, May 25). How healthy are our lakes? *Toronto Star*. Retrieved May 26, 2001 from *Electric Library Canada Online* database.

A Note about Annotated Resource Lists

Sometimes your teacher will require an Annotated Resource List, either when the project is completed or during Stage 2 when you are locating and selecting resources.

Set up your list in the same way as in the example above, but include an annotation of about five lines for each entry, which gives the following information:

- The author's background and qualifications (this may be difficult for Web sites)
- The author's thesis/point of view
- Details about the specific information present in the source
- A comment on whether the source is biased
- A comment on the usefulness of the resource

Useful Internet Sites for Help with Documentation

American Psychological Association. *APA Style*. <<http://www.apastyle.org/>>.

Cornell University Library. *How to Prepare an Annotated Bibliography*.
<<http://www.library.cornell.edu/okuref/research/skill28.htm>>.

Hacker, Diana. *Research and Documentation Online*.
<<http://www.dianahacker.com/resdoc/index.html>>.

Modern Language Association. *Frequently Asked Questions About MLA Style*
<<http://www.mla.org>>.

Purdue University. *Online Writing Lab*.
<<http://owl.english.purdue.edu/handouts/general/index.html>>.

University of Illinois Writers Workshop. *Bibliographies APA Format*.
<http://www.english.uiuc.edu/cws/wworkshop/bibliography_style_handbookapa.htm>.

University of Illinois Writers Workshop. *Bibliographies MLA Format*.
<<http://www.english.uiuc.edu/cws/wworkshop/MLA/bibliographymla.htm>>.

University of Toronto. *Writing at the University of Toronto: Standard Documentation Formats*. <<http://www.utoronto.ca/writing/document.html>>.

Traditional Footnotes and Endnotes

This system of small raised numbers indicating footnotes or endnotes, followed by a bibliography, used to be the standard method of documentation. It is still preferred by some humanities disciplines (including History). Footnotes and endnotes are used to give credit to sources of any material quoted, summarized or paraphrased. They are intended to refer readers to the exact pages of the works listed in the Works Cited, References, or Bibliography section. Footnotes are placed numerically at the foot of the very same page where direct references are made, while endnotes are placed numerically at the end of the essay on a separate page entitled Endnotes or Notes. You can choose either endnotes or footnotes (and let your word-processor's footnote or superscript function help you deal with them).

- When you refer to a source the first time, you must give full bibliographic information. These entries are the same as what you would list in your Works Cited or References List except that the author's name is in normal order (e.g. John Smith rather than Smith, John as it would be in the Works Cited List).
- When you refer to a source the second time, you can shorten the note by using only the author's last name and the page number (e.g., Smith 435). That's easier than learning the old-fashioned system of Latin abbreviations such as *op. cit.* ("in the same work") and *ibid.* ("in the same place").
- In listing a Web page as a source, include the date you read the page as well as the URL. That information lets your reader judge whether he or she is seeing the same version of the Web page you looked at.

For much more detailed information and examples, please see I. Lee, "How to Write Footnotes and Endnotes". A Research Guide for Students. <<http://www.aresearchguide.com/7footnot.html>>.

Preparing a Presentation

Consider a variety of possible formats to present your research:		
Visual	Oral	Written
bulletin board carving chart, graph computer drawing comic strip costume diagram display experiment floor plan game illustrations kiosk map model mural overhead transparency painting photographs photo essay picture picture book poster puzzle scrapbook sculpture timeline	debate dramatization interview lesson panel discussion report script for slide/film song speaker speech tape workshop	abstract anthology article booklet brochure/pamphlet diary/journal editorial essay letter manual menu newspaper article novella poetry press release review report script scroll story summary quiz
	Performance	
		dance demonstration docudrama musical performance play puppet show radio broadcast role play skit slide show tableau talk show
		video conference CD-ROM hyperstudio stack Internet homepage (Web page) slide show video

Getting Ready for My Presentation

Self-Evaluation Checklist

- Have I used a plan/outline?*
- Have I developed an interesting introduction?*
- Have I presented a clear explanation of topic or thesis?*
- Have I presented information in an acceptable order?*
- Have I used appropriate language?*
- Have I used complete sentences?*
- Have I offered a concluding summary?*
- Have I incorporated visual/audio aids?*
- Have I practised/rehearsed and timed my presentation?*
- Have I considered my audience?*
- Am I prepared to handle questions and comments from the class?*

After My Presentation:

- Have I spoken clearly, correctly, distinctly, and confidently?*
- Have I maintained eye contact?*
- Have I maintained acceptable posture?*
- Have I maintained the interest of the class?*

Evaluating the Project

Topic: Name:

How Would You Rate Your Work?

Rate yourself on a 1 to 5 basis

(1=poor; 2=fair; 3=good; 4=very good; 5=excellent).

1. *Did I use my research time well? (stay on task, make decisions, work independently)*

1 2 3 4 5

2. *Did I work well with others when appropriate? (sharing ideas, asking for help, getting information - classmates, teachers, other contacts)*

1 2 3 4 5

3. *Did I prove my thesis/develop my topic?*

1 2 3 4 5

4. *Is my information accurate?*

1 2 3 4 5

5. *Did I use a variety of sources, print and non-print?*

1 2 3 4 5

6. *Is my material well-organized? (main ideas, supporting facts, logical arrangement)*

1 2 3 4 5

7. *Did I choose the best way to present my results?*

1 2 3 4 5

8. *Have I made good use of special effects to make my presentation interesting?*

(illustrations, charts, slides, costumes, etc.)

1 2 3 4 5

9. *Is my style clear and effective?*

1 2 3 4 5

10. *Have I used correct form for my presentation? (spelling, grammar, essay format, oral skills, etc.)*

1 2 3 4 5

Group Effectiveness Appraisal

Group Effectiveness Appraisal

Name: Group:

Project Title:

Audience:

Rate your group on a 1 to 5 basis
(1 = poor; 2 = fair; 3 = good; 4 = very good; 5 = excellent)

<input type="checkbox"/>	We worked co-operatively with all group members.	1	2	3	4	5
<input type="checkbox"/>	We accomplished what we set out to complete.	1	2	3	4	5
<input type="checkbox"/>	We were satisfied with our performance of this group task.	1	2	3	4	5
<input type="checkbox"/>	We used our group time efficiently, without wasting or misusing time.	1	2	3	4	5
<input type="checkbox"/>	We all contributed fairly to the completion of this group task.	1	2	3	4	5

Personal assessment and observations:

Did you feel satisfied with your own participation in the project? Discuss your feelings honestly.

.....
.....

Do you think that the project participation was reasonably equal (that is, do you feel others in your group worked well and contributed fairly)?

.....
.....

Do you think there are some ways your group could have improved and therefore produced a better finished project?

.....
.....

What have you learned about working with others?

.....
.....

Useful General Resources to Help You with the Research and Writing Process

- Axelrod, Rise B. and Charles R. Cooper. *The St. Martin's Guide to Writing*. 6th ed. Boston: Bedford/St. Martin's, 2001.
- Fowler, H. Ramsey and Jane E. Aaron. *The Little Brown Handbook*. 7th ed. New York: Addison-Wesley, 1998.
- Gibaldi, Joseph. *The MLA Handbook for Writers of Research Papers, Theses, and Dissertations*. 5th ed. New York: Modern Language Association, 1999.
- Guilford, Chuck. *Paradigm on Line Writing Assistant*. 15 Sept. 2000. 7 Aug. 2002 <<http://www.powa.org>>.
- Hacker, Diana. *The Bedford Handbook*. 6th ed. Boston: Bedford/St. Martin's, 2002.
- Internet Public Library. *A+ Research and Writing for High School and College Students*. 8 Jun. 2002. 7 Aug. 2002 <<http://www.ipl.org/div/aplus/>>.
- Koehlin, Carol and Sandi Zwaan. *Information Power-Pack: Intermediate Skills Book*. Markham, Ontario: Pembroke Publishers, 1997.
- Lee, I. *A Research Guide for Students*. 1 Aug. 2002. 7 Aug. 2002 <<http://www.aresearchguide.com/>>.
- Publication Manual of the American Psychological Association*. 5th ed. Washington, DC: American Psychological Association, 2001.
- Purdue University. *Purdue University's Online Writing Lab*. 2 Aug. 2002. 7 Aug. 2002 <<http://owl.english.purdue.edu/>>.
- Strunk, William Jr. and E.B. White. *The Elements of Style*. 4th ed. New York: MacMillan, 1995.
- University of Toronto. *Advice on Academic Writing*. 23 May 2002. 7 Aug. 2002. <<http://www.utoronto.ca/writing/advise.html>>.
- University of Wisconsin-Madison Writing Center. *Writer's Handbook*. 2002. 7 Aug. 2002 <<http://www.wisc.edu/writing/Handbook/AcademicWriting.html>>.
- Wittman, Sandra. *Life Beyond Yahoo: Finding Information on the World Wide Web*. 7 Aug. 2002 <<http://www210.oakton.edu/projects/lby2002/index.aspx>>.

