

PPHS Research Guidelines

Grades 9-12

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Fall 2007

PPHS Research Guidelines based on:

The Big6™

1. Task Definition

- 1.1 Define the task
- 1.2 Identify the information needed

2. Information Seeking Strategies

- 2.1 Brainstorm possible sources
- 2.2 Select the best sources

3. Location & Access

- 3.1 Locate sources
- 3.2 Find information within sources

4. Use of Information

- 4.1 Engage in the source (read, view, listen, touch)
- 4.2 Take out needed information

5. Synthesis

- 5.1 Organize information from all sources
- 5.2 Present the result

6. Evaluation

- 6.1 Judge the result
- 6.2 Judge the process

Research Guidelines **Grades 9-12**

Step 1: FOLDER AND NOTE CARDS– Each student must obtain a folder, one package of 4x6 lined note cards, and one package of 3x5 lined note cards. The folder can be a 3 ring binder or one with pockets. A calendar will be provided to each student stating required due dates.

Step 2: DEFINE THE TASK – Choose an interesting subject or an interesting approach to a given subject. **Narrow** the subject to a topic that can be thoroughly researched within the assigned limits of your research project and/or the available sources.

Remember, until you have completed some groundwork in the library, you may not know the limits of your sources and must be prepared to adjust your topic.

Narrowing a topic might look something like these examples:

Modern writers

Modern American writers

American novelists of the 1920's

F. Scott Fitzgerald

Fitzgerald's novels as a reflection of the 1920's

OR

Environmental concerns

Pollution

Air Pollution

Acid Rain

The effects of Acid Rain on the Western Hemisphere

Step 3: INFORMATION SEEKING STRATEGIES – Brainstorm possible sources and select the best.

Step 4: LOCATION & ACCESS – Locate sources and begin finding information within sources. Your teacher will tell you how many sources are required. Your sources should be one of the following:

magazine

book

newspaper

encyclopedia

Internet – use “PPCAT” for evaluation of electronic sources

P - Proof

P – Point of View

C - Coverage

A - Accuracy

T – Timeliness (up-to-date?)

CD-ROM

pamphlets

videos

atlases

dictionary

interview

any others you think of

Step 5: PREPARE A WORKING BIBLIOGRAPHY – A working bibliography is a record of potential sources of information for your research paper.

When you find a source that seems worth checking into, make bibliography entries for them on **separate** 3x5 lined, index cards.

Follow **indentation** and **punctuation** exactly as shown in the MLA Handbook.

Code your cards in the upper right hand corner. This code will be used on all future note cards from this source. You will find it useful to include **location** and **call numbers**.
(See **attachment #1**)

Step 6: USE OF INFORMATION – **Spend at least 3 to 4 hours reading about your topic.** Look in the **index** of your source to locate key words about your topic. You will not read the entire source you have chosen, but you will read only the pages that pertain to your narrowed topic.

Step 7: SYNTHESIS – As you were conducting your research about your topic, and when you analyzed your prompt, you chose a purpose for your paper. Your next step is

to write this purpose in the form of a **thesis statement**. A thesis statement is a sentence that tells briefly and clearly the main idea you want your audience to understand about your topic. It is the controlling idea of your research paper. It reflects your purpose and suggests your attitude/point of view toward your subject. Like the topic sentence of a paragraph, the thesis statement focuses your attention and that of your audience on the direction your paper will take.

Topic: Fitzgerald's novels as a reflection of the 1920's

Thesis: The Great Gatsby by F. Scott Fitzgerald reflects the decadence of the 1920's.

OR

Topic: The effects of acid rain on the Western Hemisphere

Thesis: Acid rain has negatively affected the Western Hemisphere

The thesis statement must be:

- SIMPLE OR COMPLEX
 - NEVER COMPOUND
 - NEVER THE FIRST SENTENCE IN THE INTRODUCTION
- (See **attachment #2**)

STEP 8: TAKE ACCURATE AND WORKABLE NOTES – After you have prepared a working bibliography and developed a trial thesis statement, you are ready to begin gathering information. Although there are several note taking methods for recording information, using index cards offers several advantages:

- after taking notes, they are easily arranged into a satisfactory order
- limited space precludes lengthy, unnecessary information
- compact uniformity facilitates ease of handling and coding

In the upper right hand corner note the code of the bibliography card that corresponds to the source from which you are taking notes.

In the lower right corner of the note card, write the number of the pages on which the material is found. Both the source code and the page numbers are important for documenting purposes later.

Use a separate card for each note and try to limit each card to several sentences on a single idea or subtopic. By focusing on one idea, you can more easily group and reorganize your cards later on. (See **attachment #3**)

Whether you summarize, paraphrase, or directly quote, you must credit your sources.

Plagiarism- The use of another person's words or ideas without acknowledging the source- is a serious, punishable offense, one you must always avoid. (See attachment #4.)

Step 9: ANALYZE YOUR NOTES AND PREPARE A REVISED THESIS (if necessary)

Analyze the information in your notes in order to determine whether your trial thesis is accurate. If so, it can now become the thesis for your paper. If the trial thesis is not fully supported, revise it to reflect your findings accurately.

STEP 10: OUTLINE – Make a topic outline using your note cards. (See attachment #5.)

- Use the paper title-not the word outline at the top
- Include the thesis after the title and before the outline proper
- Use topics which are grammatically parallel (nouns, verbs, etc.)
- Follow rules for capitalization and indentation
- As a rule, each main topic should have at least two subtopics
- Do NOT use the words Introduction, Body, Conclusion
- A topic must have **at least two** subtopics or none at all

Title

Thesis:

- I. Main topic
 - A. Subtopic of I
 - B. Subtopic of I
 - 1. Subtopic of B
 - 2. Subtopic of B
- II. Main topic

Step 11: ROUGH DRAFT – Must be typed! Write a rough draft (skipping lines as you do so)! Use your outline (Step 11) as a guide as you write.

Documentation – is the citing of information in your composition that acknowledges the sources you used. **Parenthetical documentation** (citation in parentheses) has largely replaced the footnote or endnote system. In the parenthetical documentation system a brief note, which is called a **parenthetical citation**, is inserted **following material needing to be credited from an outside source**.

The citation generally consists of an **author's last name** and **page number**. A parenthetical citation contains just enough information to help the reader locate the source on the **Works Cited** page at the end of the research paper (see step 15 for Works Cited page). **All citations appearing in your research paper must be listed on the works cited page!**

Generally, put the final punctuation **after** a parenthetical citation:

No Need for Hunger recommends that the U.S. Government develop a new foreign policy to help Third World countries overcome poverty and hunger (Spitzer 51).

Step 12: REVISE YOUR WORKING DRAFT- Once you have brought your composition to life by writing a working draft, the nature of your job changes significantly. You must now become your own toughest critic.

Carefully reread what you have written so that you can find those parts which communicate most effectively as well as those which work poorly or not at all. Then you can become an author again, rewriting and, if necessary, reorganizing.

Thoughtfully reconsider the composition as a whole as well as individual paragraphs, sentences, words, and phrases.

Step 13: FINAL COPY – Read your MLA Handbook to see what a writer does to a final copy. There are odd little things that the MLA Handbook has you do to the paper.

Step 14: WORKS CITED PAGE – This is the most important part of your paper. You must use the MLA Handbook's rules to do this. Mechanics is a big part of the paper. (See attachment #6 and #7)

Step 15: TITLE PAGE - at the Teacher's discretion

Step 16: EVALUATION – A rubric will be used to judge result and process.

Attachment #1

Example of a Bibliography Card

1

Chase, Stuart. The Power of Words. New York:
Harcourt, Brace, Inc., 1994.

301.6
Cha

PPHS Library

Attachment #2

Thesis Statement

A thesis statement:

- is a sentence that states the main purpose of the paper (main idea)
- should be simple or complex
- should indicate what mode of writing your paper will be (persuasive, informative, descriptive, etc.)
- should show the writer's voice using clear and precise word choice

Complex and Simple Sentences:

- a simple sentence contains one independent (main) clause
- a complex sentence contains one independent (main) clause and one subordinate (dependent) clause
 - *subordinate clause – add comma – independent clause
 - *independent clause – no comma – subordinate clause

Independent (Main) Clauses:

- independent (main) clause – contains a subject, predicate, and a thought
- can stand alone as a sentence (simple sentence)
- two independent (main) clauses joined by a comma and a coordinating conjunction (and, or, for, nor, yet, so) are called a compound sentence

Subordinate (Dependent) Clauses:

- subordinate (dependent) clause – contains a subject and predicate, but **DOES NOT CONTAIN THOUGHT**
- subordinate clauses always begin with subordinate conjunctions: (after, although, as, as if, as long as, as though, because, before, if, since, so that, than, unless, until, when, whenever, where, whereas, wherever, while)

Attachment #3

TAKING NOTES (4X6 OR 3X5 CARDS)

1. Note cards are used to record all information needed for the research paper. Note cards are the only system that permits rapid location of information plus easy organization of material when rough draft time comes.
2. Find a topic by using the index and table of contents of sources.
3. Skim the selection. Notice heading and topic sentences. Begin taking notes after discovering the important facts and ideas that **pertain to your topic**.

There are three methods of note taking: summary, paraphrase, and quotation:

1. Summarize if you want to record only the general idea of a large amount of material.
2. If you require detailed notes on specific sentences and passages, but not the exact wording, you may wish to paraphrase – that is, to restate the material in your own words.
3. When you believe that some sentence or passage in its original wording might make an effective addition to your paper, transcribe that material **exactly as it appears**, word for word, comma for comma. Whenever you quote from a work, be sure to include quotation marks scrupulously in your notes to distinguish between verbatim quotation and summary or paraphrase. Strive for accuracy in your note taking, not only in copying words for a direct quotation but also in summarizing and paraphrasing author's ideas. Careful note taking will help you avoid the problem of plagiarism.

Write the main idea in a few words across the top of each note card. This is referred to as the “slug” or topic. **USE ONLY ONE IDEA PER CARD!**

Procedure:

1. **Place topic of slug in the upper left corner.** As you take notes and write down topics, the topics on the note cards will suggest a rough outline for the paper, so be careful to make them specific.
2. **In the upper right corner, note the number of the source card** or bibliography card that corresponds to the source you are taking notes from. The number identifies the source of your note.

Attachment #3....cont.'d

This device relates the note cards to the source card or bibliography card and will enable you to document correctly when you are ready to write your rough draft.

3. *In the lower right corner of the note card, write the SPECIFIC number of the page on which the material is found.* This will be important for documenting purposes later.

EXAMPLE OF A NOTE CARD

8

Relationships between humans and nature

In Robert Frost's poetry, nature can frustrate humans as easily as it can reveal truths to them. Yet Frost does not feel that humans are "marooned on a desert isle called 'earth.'" Instead he sees nature as both harsh and mild; and he sees humans at once in nature and separate from it.

p. 203

Attachment #4

Plagiarism

What is plagiarism?

Plagiarism means using someone else's work without giving them credit.

How do I know when to give credit?

In your writing, you must give credit whenever you use information that you found in a source, unless it is common knowledge (see below). Always give your source for:

- Quotations (exact words)
- Paraphrased information
- Summarized information
- Facts that are not common knowledge
- Ideas, including opinions and thoughts about what particular facts mean
- Maps, charts, graphs, data, and other visual or statistical information

What is common knowledge?

Common knowledge is information that is widely available. If you saw the same fact repeated in most of your sources, and if your reader is likely to already know this fact, it is probably common knowledge. For example, the fact that Vladimir Putin was elected president of Russia in 2000 is common knowledge.

Accidental Plagiarism

Sometimes, plagiarism is obvious. Copying a lab report from another student and buying a research paper over the Internet are clear examples of plagiarism. But plagiarism can also be accidental. Following these tips will help you avoid accidental plagiarism.

- In your research, when you copy words from a source, put quotations marks around them so that you do not forget that they were not your own words.
- When your notes include an idea, write in parentheses whether it is the source's idea or your own idea.
- Check your final text against your notes. Make sure that you did not accidentally use wording or other content without giving credit for it.

Unacceptable paraphrasing and misuse of credits are the most common causes of accidental plagiarism. Here are examples of these problems.....and some solutions.

Source

A pro-market democratic reformer, Vladimir Putin as vowed to revitalize the foundering economy, fight corruption, subvert Communism, and build a strong Russia. - Beth Rowen, *Vladimir Putin: President and Prime Minister of Russia*

Problem: Uncredited Quotation:

A pro-market reformer, Vladimir Putin vows to revitalize the economy, fight corruption, subvert Communism, and build a stronger nation.

The writer has dropped and changed a few words, but otherwise just copied the source.

Remember! When words are taken from a source, they must 1) copied exactly; 2) enclosed in quotation marks; and 3) followed by a credit.

Problem: Unacceptable Paraphrasing

A democratic reformer who is pro-market, Vladimir Putin has promised to re-energize the failing economy, battle corruption, destroy Communism, and develop a powerful Russia.

The writer has changed a few words, but the sentence structure and much of the wording are the same as in the source. The writing is too similar to the source to count as original.

Remember! An acceptable paraphrase changes both the sentence structure and the wording.

So, what if the writer had added a source credit to the end? Would that make it acceptable? Well, no. Here's why:

Problem: Misused Source Credit

A pro-market reformer, Vladimir Putin has promised to re-energize the failing economy, battle corruption, destroy Communism, and develop a powerful Russia.
(Rowen.)

The writer does give a source credit. However, the paraphrasing is unacceptable (see above), and it does not become acceptable just because a source credit is added. The purpose of a source credit is to tell where information came from. Unless the writer is using a quotation, the information must always be restated in an original way.

Remember! The writer must *either* copy the source exactly and use quotation marks, or paraphrase the source acceptably. Both options require source credits.

Problem: Misplaced Source Credit

Vladimir Putin has promised various reforms. (Rowen.) Jump-starting Russia's economy, fighting government dishonesty, and strengthening the nation are among his goals.

The writer has placed the source credit in the wrong place – at the beginning, rather than the end, of a passage.

Remember! Credit your source immediately *after* you have used it.

Problem: Mix of Credited and Uncredited Quotations

A pro-market “democratic reformer,” Vladimir Putin has vowed to “revitalize the foundering economy,” fight corruption, and build a strong Russia. (Rowen.)

The writer has used quotation marks around some of the words, which is the correct way to treat words that are copied exactly. However, the writer has copied other words without using quotation marks.

Remember! *All* exact words from a source need to be enclosed in quotation marks. Using quotation marks in your research notes will help you remember where words came from.

Solution: Successful Paraphrasing

Putin has promised various reforms, including better government integrity. He is seen as wanting to advance both democracy and economic growth. (Rowen.)

This is successful because:

- The writer used key information from the source, but changed both the sentence structure and the wording.
- The writer used a source credit after the information.

Solution: Successful paraphrasing with a Credited Quotation

Rowen calls Putin a “pro-market democratic reformer,” noting his promise to advance government integrity and economic growth. (Rowen.)

This is successful because:

- The writer successfully paraphrases the source, changing both the sentence structure and the wording.
- The words that are copied exactly from the source have been enclosed by quotation marks
- The writer used a source credit after the information.

Attachment #5

How to Create an Outline

While outlining is not difficult, it can be hard to get started. The following suggestions can make the task easier.

1. First, arrange your notes in a logical order to follow as you write. If you are having difficulty seeing an order, look for clues in the sequence of your ideas. You can make a diagram, such as a flow chart, to help you visualize the best order.
2. Jot down major headings.
3. Sort the material to fit under the headings. Revise the headings, order, or both, as necessary.
4. Look for relationships among the ideas and group them as subtopics.
5. Try to avoid long lists of subtopics. Consider combining these into related ideas. In nearly all cases, your paper is better for having linked related ideas.
6. If you can't decide where to put something, put it into two or more places in the outline. As you write, you can decide which place is most appropriate.
7. If you're not sure that an idea fits, write yourself a reminder to see where it belongs after you've written your first draft.
8. If an important idea doesn't fit, write a new outline with a place for it. If it's important, it belongs in the paper.
9. Accept your outline as a working draft. Revise and edit it as you proceed.
10. Let your outline sit a few days. Then look at it again and see what ideas don't seem fit, which points need to be expanded, and so on. No matter how carefully you construct your outline, it will inevitably change. Don't be discouraged by these changes; they are part of the writing process.

Outline form

Thesis statement: Write your thesis statement here.

- I. Major topics or paragraphs are indicated by Roman numerals (I, II, III). These are made by using the capital I, V, or X on your keyboard.
 - A. Subheads are indicated by capital letters.
 1. Details are indicated by numbers, followed by a period.
 - a. Indicate more specific details with lower-case letters.
 - b. These are written a, b, c, and so forth.
 2. Begin each entry with a capital letter.
 - B. You can have as many entries as you like, but there must be at least two in each category.
 1. You cannot have a I without a II.
 2. You cannot have an A without a B.
 3. You cannot have a 1 without a 2.
 4. You cannot have a lower-case a without a lower-case b.
- II. Try to keep the entries in parallel order.
 - A. There are word entries.
 - B. There are phrase entries.
 - C. There are sentence entries.

Attachment #6

Documentation

Works Cited Formatting

At the end of your paper, you must include a list of Works Cited. The following are some general tips for formatting a list of Works Cited.

Preparing a List of Works Cited

1. Arrange entries in alphabetical order according to the author's last name. Write the name in reverse order – last name first. For works with two or more authors, reverse only the first author's name.
2. If no author or editor is given, alphabetize the entry by the title, disregarding the word *a*, *an*, or *the* at the beginning of a title.
3. When more than one work by an author is listed, use three hyphens followed by a period rather than repeat the author's name.
4. Title information follows any author information and lists the title of the article, essay, or other part of the book first if needed, then the title of the book.
5. Book and magazine titles should be in italics or else underlined.
6. Article titles should be enclosed in quotation marks.
7. Publication information follows the author and title and, as needed, lists the editor's name, edition number, volume number, and series name. Always list the place of publication, publisher's name, and publication date. Whenever possible, use abbreviations for the publisher's name. (See the list of abbreviations in the *Sourcebook for Writers*, Section 3.6.) If appropriate, list page numbers.
8. Separate the author, title, and publication information with a period and one space.
9. Use a colon followed by one space to separate the volume number and year of a periodical from the page numbers.
- 10. If an entry runs more than one line, indent five spaces for every line after the first.**
11. Double-space between the lines of an entry and between entries.
12. Continue the pagination of your paper on your Works Cited page. For example, if your paper ends on page ten, begin your Works Cited list on page eleven.

Works Cited Examples

Print Resources

A Book by One Author

Blum, John, M. *The National Experience: A History of the United States*. New York: Harcourt, 1985.

Two or More Books by the Same Author

Said, Edward W. *Culture and Imperialism*. 1993. New York: Vintage-Random, 1994.

---. *Orientalism*. 1978. New York: Vintage-Random, 1979.

Books Whose Authors Share a Last Name

Note: If you are listing works whose authors have the same last name, list them according to the alphabetical order of their first names.

Gould, Glenn. *The Glenn Gould Reader*. Ed. Tim Page. New York: Knopf, 1984.

Gould, Stephen Jay. *Full House: The Spread of Excellence from Plato to Darwin*. New York: Harmony, 1996.

A Book by Two or Three Authors

Margulis, Lynn, and Karlene V. Schwartz. *Five Kingdoms: An Illustrated Guide to the Phyla of Life on Earth*. 3rd ed. New York: Freeman, 1998.

A Book by Four or More Authors

Brown, Lester, et. al. *State of the World 1990*. New York: Norton, 1990.

Martin, Ralph, et. al. *Teaching Science for All Children*. 2nd ed. Boston: Allyn, 1997.

A Work by a Government Agency

United State. Energy Information Administration. *Monthly Energy Review January 1996*. Washington, DC: Energy Information Administration, 1996.

A Work by an Anonymous Author

The Anglo-Saxon Chronicle. Trans. G. N. Garmonsway. 1953. London: Dent, 1962.

A Book with an Editor

McCoubrey, John. W., ed. *Modern American Painting*. New York: Time-Life, 1970.

A Book with an Author and an Editor

Johnson, Samuel. *Selected Writings*. Ed. Patrick Cruttwell. 1968. London: Penguin, 1986.

A Republished Book

Note: You will often find several dates listed on the copyright page. In general, you should use the latest copyright date. Sometimes there will also be a date showing the latest printing. This might happen if a book goes from hardback to paperback, for example. In such situations, provide the

original publication date before the rest of the publication information.

Cosman, Carol, Joan Keefe, and Kathleen Weaver, eds. *The Penguin Book of Women Poets*. 1978. Harmondsworth, Eng.: Penguin, 1979.

A Book with a Publisher's Imprint

Note: You may find a special name, called an imprint, along with the name of the publisher on the title page. For instance, a Harcourt Brace book may also carry the legend, "A Harvest Original," and a Dell book may carry the legend "A Laurel Edition." List the imprint before the name of the publisher, and insert a hyphen between the two names.

Bronte, Charlotte. *Jane Eyre*. 1961. New York: Laurel-Dell, 1975.

An Anthology or Compilation

Reddaway, Peter, ed. *Uncensored Russia*. London: Jonathan Cape, 1972.

A Work in an Anthology

Rosenblum, Robert. "The Primal American Scene." *The Natural Paradise: Painting in America 1800-1950*. Ed. Kynaston McShine. New York: Museum of Modern Art, 1976. 165-178.

An Introduction, Preface, Foreword, or Afterword

Barreca, Regina. Introduction. *The Portrait of a Lady*. By Henry James. New York: Signet-Penguin, 1995. v-xv.

Book with Multiple Volumes

Shaw, Bernard. *The Complete Prefaces*. Eds. Dan H. Laurence and Daniel J. Leary. 3 vols. London: Penguin, 1997.

Books in Later Editions

Dubal, David. *Reflections from the Keyboard: The World of the Concert Pianist*. 2nd ed. New York: Schirmer-Simon, 1997.

A Translation

Pirandello, Luigi. *Six Characters in Search of an Author and Other Plays*. Trans. Mark Musa. London: Penguin, 1995.

A Book with a Title in its Title

Ewing, A.C. *A Short Commentary on Kant's Critique of Pure Reason*. 1938. Chicago: U of Chicago P, 1967.

An Article from a Newspaper

Artner, Alan G. "An American Original: The Unique Midwestern Vision of Grant Wood." *Chicago Tribune* 15 Jan.1984, sec. 10: 15-19.

An Article from a Newspaper, No Author Given

"Development near for old shipyard site." *Chicago Tribune* 4 Apr. 1999: sec. 1:7.

An Article from a Monthly or Bimonthly Magazine

Wooden, Howard E. "Grant Wood: A Regionalist's Interpretation of the Four Seasons." *American Artist* July 1991: 58.

An Article from a Weekly or Biweekly Magazine

Franklin, Daniel. "The Soviet Economy." *The Economist* 9 Apr. 1988: 48-49.

An Article from a Magazine, No Author Given

"People and places." *Gramophone* March 1999: 16-17.

An Encyclopedia Article

"Realism." *World Book Encyclopedia*. 1990 ed.

A Scholarly Journal Article

Boggs, Kathleen. "Career Decisions: The Campbell and Ms. Flood." *The Career Development Quarterly* 46 (1998): 12-20.

On-Line Resources

A Professional or Personal Web Site, Reference Database, or On-line Scholarly Project

Note: Include the title of the project or database, the name of the editor, electronic publishing information (including version number, date of electronic publication, and name of sponsoring institution), date you accessed the material, and electronic address. If the electronic address runs over onto another line, it would be best to place it on its own line so as not to break it up. Note that many sources will not provide all of the above information, so you may have to settle for citing whatever information is available to you.

The Botany Libraries. Harvard university. 17 Dec. 1998
<<http://www.herbaria.harvard.edu/libraries/libraries.html>>.

Princeton German Web Project. 15 Sep. 1998. Princeton University. 5 Apr. 1999.
<<http://www.princeton.edu/~german/PGWP/Index.htm>>.

An Article in a Reference Database

"Heaney, Seamus." *Microsoft Encarta Concise Encyclopedia*. 1997-1999. Microsoft. 5 Apr. 1999
<<http://encarta.msn.com/find/Concise.asp?z=1&pg=2&ti=0AE7A000&o=1>>.

An Article in an Electronic Journal

Machlis, Sharon. "Bookseller Beefs Up Products, Searches." *Computerworld* 2 Nov. 1998. 17 Dec. 1998 <<http://www.elibrary.com/search.cgi?id=119940369x0y6229w3>>.

Other Electronic Resources

CD-ROM

Essay and General Literature Index. CD-ROM. Wilson, 1999.

"Time Warner, Inc.: Sales Summary, 1988-1992." *Disclosure/Worldscope. W/D Partners*. CD-ROM. Oct. 1993.

Videocassettes

Note: Include the title, the director if provided, the distributor, and the year of release. Insert the medium before the name of the distributor.

Art of the Western World. Videocassette. Annenberg/CPG Collection, 1989.

Radio and Television Programs

Note: Include the title of the segment, the title of the program, the name of the network, the network's call letters, the city of the station, and the broadcast date.

“The cost of wining at all costs.” *Dateline NBC.* NBC. WMAQ, Chicago. 31 July 1998.

Other

Personal Interview

Strauss, Hector. Personal interview. 5 Nov. 1990.

Attachment #7

EXAMPLE OF A WORKS CITED PAGE

Works Cited

- Angier, Natalie. "After 73 Years, A *Titanic* Find." *Time* 16 Sep. 2006: 68.
- . "Haunting Images of Disaster." *Time* 23 Sep. 1985: 58.
- Baldwin, Hanson W. *Sea Fights and Shipwrecks: True Tails of the Seven Seas*. New York: Country Life, 1955.
- Bishop, Mrs. H.D. "The *Titanic*: From a Lifeboat, 15 April 1912." *Eyewitness to History*. Ed. John Carey. Cambridge: Harvard, 1987. 436-437.
- "Disaster at Sea." *Compton's Interactive Encyclopedia*. CD-ROM. 2001 ed. Carlsbad, CA: Compton's NewMedia.
- Friedrich, Otto. "When the Great Ship Went Down." *Time* 16 Sep. 2006: 70.
- Lord, Walter. *A Night to Remember*. New York: Holt, 1955.
- "New Liner *Titanic* Hits an Iceberg; Sinking by the Bow at Midnight; Women Put Off in Lifeboats; Last Wireless at 12:27 A.M. Blurred." *New York Times* 15 Apr. 1912: A1.
- Secrets of the Titanic*. Videocassette. Dir. Nicholas Nixon. With Martin Sheen. National Geographic Society Video, 1986, 58 min.
- "Titanic." *Encyclopedia Britannica On Line*. 15 Oct. 1999
<<http://www.eb.com/bol/topic?eu=74542&sctn=1>>.
- Wade, Syn Craig. *The Titanic-End of a Dream*. New York: Rawson, Wade, 2005