

The U.S. History Research Project: A Manual for Students

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Table of Contents

Introduction—	2
Chapter I: Selecting your topic—5 (Reference collection, background reading, online research guide, narrowing the scope of your topic)	
Chapter II: Selecting sources—	8
Chapter III: Writing the prospectus—	12
Chapter IV: Compiling a bibliography—	15
Chapter V: Doing the research—	16
Chapter VI: Writing the paper—	24

Introduction to the U.S. History Project

By now you have studied enough history at Loomis Chaffee to know that the discipline extends far beyond the text you read and the names and dates you memorize. Like a detective's investigation, historical inquiry involves looking for clues, piecing together the evidence and drawing conclusions. Instead of asking "whodunit?", however, historians ask the following three questions: "What happened?", "why did it happen?" and "what does it mean?" The short version is "what, why and so what?" The most important question is "so what?" Above all else, the drive to answer this last question motivates historians to study the past.

You also know by now that being a historian does not necessarily involve getting a post-graduate degree and publishing scholarly articles and books. Although we rely upon scholars to deal with some of the more difficult historical questions, anyone with some training and a collection of good sources can study and write about history effectively. In the past, you have consulted sources and addressed the questions of what happened, why and so what. It is likely that your previous instructors assigned to you a set of sources to study and questions to address. They selected the sources, issues, subject matter and time periods that you studied on the basis of issues and events that professional historians consider meaningful to many.

The U.S. History Research Project takes a different approach to the study of history by inviting you to sit in the driver's seat: this time you will be defining the research topic and deciding which sources to consult. You don't have to study events or people that are important to others, or derive conclusions that everyone will appreciate. This time you will be deciding which events and questions to study on the basis of your own interest.

Original historical research offers you the opportunity to identify a problem or question, gather information from primary and secondary sources, evaluate the information and present your findings in essay format. Research is interpretive, analytical and investigative. Your research and written work demonstrate that you perceive a historical topic in a unique way. Thus, this assignment goes far beyond the simple reporting and summarizing of information that you have found in your sources.

You may find the research project intimidating at first. Defining your own issue, finding your own sources and composing a long essay may seem overwhelming. On the other hand, previous students have said that this project was one of the most valuable and interesting assignments they completed at Loomis Chaffee. The project taught them important skills that they used not only in college, but also in their professional lives. They also found the project rewarding because it enabled them to research and write about a topic they find meaningful. Similarly, history teachers and librarians at Loomis Chaffee view the exercise as important because it offers students the opportunity to hone their research and critical thinking skills. Teachers often state that the research projects represent students' best work in that class.

Students who completed the U.S. History project gave these words of advice:

- Anticipation of this task is your greatest obstacle.
- The project requires a significant investment of time and energy.
- Approach this assignment as a series of steps.
- Begin the project as soon as your instructor assigns it to you.
- Choose a topic that interests you.
- Map out a plan for completing the project.
- Ask lots of questions. Your instructor and the reference librarians are happy to help you. They state that students who seek help early and often generally produce better work and have a more positive experience with the project.

Using this research manual and other U.S. History resources

To guide you through the research and writing process, this manual also provides information about recommended resources such as NoodleTools tutorials. One of the most important resources that you will use for this project is the U.S. History LibGuide (loomis.libguides.com/ushistory), an online guide that details recommended resources and research tools.

Speak with your instructor or the reference librarians if you need help with your project. You can email the reference librarians, Mr. Styles or Ms. Zimmermann, or stop by the library reference desk on the main floor during library hours. You can also make an appointment to meet with one of the librarians for personalized research assistance.

Getting Started – Create a to-do list

Since researchers' work habits and their topics' difficulty levels vary significantly, only you can determine how much time you should allot to each stage of the project. The following general guidelines provide an overview of the project.

Selecting your topic

- Choose at least 3 preliminary topics
- Read background information on the topics
- Determine if there is enough material to research each topic adequately
- Choose one topic
- Narrow the topic

Selecting sources

- Locate/access the sources
- Evaluate your sources
- Identify the sources you will use
- Add sources to preliminary bibliography

Writing a prospectus

- Describe and explain your topic

- Discuss available sources that are applicable to your research and that you plan to use
- Explain why the topic is relevant and interesting
- Identify and clarify which questions you intend to answer by doing research on this topic
- Decide if you are going to write an analytical or a narrative paper

Reading and note taking

- Collect and interpret information
- Write notecards

Writing the paper

- Review notes
- Develop an outline
- Organize notes according to the outline
- Write a first draft in accordance with the outline
- Revise the first draft (after teacher comments) and write the final paper

CHAPTER I: SELECTING YOUR TOPIC

The first step in the research process is to develop an appropriate research proposal. Since you will work on this project for several months, you should take great care in selecting a topic and defining a purpose for your research. As you develop your proposal, keep in mind the following criteria for topic selection:

- The topic must be American history-related.
- Avoid very recent topics (from the past 20 years).
- Avoid topics for which you can't find adequate scholarly resources (e.g., American serial killers).
- You should find the topic interesting. Avoid topics based exclusively on personal experiences as these will not have source material from varying perspectives.
- The topic should be worth investigating. Avoid topics for which history has no answer, such as "what is the meaning of war?"
- The topic should present a problem that you believe needs to be addressed (because other researchers have not addressed it or because there is controversy about it). Avoid topics that have been researched extensively if you will not be able to formulate any original ideas about them.
- Avoid topics that seek to measure the effect of an event, cultural trend or idea on American society. These topics are difficult to research and often stray far from the essential questions historians ask. (To review these questions, see paragraph one of the Introduction on page 2.)
- There must be enough information sources available to you.
- Your teacher must approve your topic.

Brainstorming a Topic

The following tips will help you choose a topic:

- List areas of interest in American History.
- Survey your textbook for possible topics by scanning the table of contents, pictures, index, subject headings, etc.
- Ask your teacher for suggestions.
- Think of a historical controversy that research could help clarify.
- Work with three or four other students to brainstorm some topics that interest you.

Choose three preliminary topics that interest you. When looking for resources, you may find that at least one of your topics will not work. By choosing three topics, you will leave your options open if the first topic proves unsuitable.

The Importance of Background Reading

Doing background reading will also help you select a good topic. Good sources for background information include encyclopedias, your history textbook, and book introductions or chapters in books that address your topic. As you read, write down relevant keywords, dates and concepts. Record details that interest you or questions that you have about the topics.

Investigate multiple sources (periodicals, books, newspapers, primary sources) on each topic to determine if there is enough information to research these topics. Conversely, if you find a large amount of material on your topic, you might have to revise or change your topic. For popular, well-researched topics, you may find it more difficult to generate an original research question.

Reference Collection: Sources for Background Information

Reference resources such as encyclopedias provide excellent background information on your topic. These sources often provide useful overviews as well as extensive bibliographies on your topic. Consult the U.S. History LibGuide (loomis.libguides.com/ushistory) for a full list of recommended print and electronic reference resources. You can also access the LibGuide and all of the library’s databases through the library website.

Narrowing the Scope of Your Topic

Now that you have selected your topic, you should begin to develop a specific angle for your research. Identify an event, court case, piece of legislation, or person connected with your topic that interests you and warrants further exploration. Write down thoughtful, probing questions that you have about this narrower topic (who, what, where, when, why, etc.).

Create a topic statement by adding modifying words like *conflict*, *debate*, etc. (Avoid examining effects of something as this is often too difficult to gauge.)

Some examples of broad topics that have been narrowed:

Broad Topic	Narrowed Topic
The Civil Rights Movement	The conflict between Jesse Jackson and the Southern Christian Leadership Conference (SCLC) after Martin Luther King’s death.
Disease in Colonial America	The debate surrounding smallpox inoculation in early 18 th -century Boston.
Women’s Suffrage	Opposition to the women’s suffrage movement in the late 19 th century.

You may find it helpful to express your topic in the form of a question:

- “What internal disputes arose in the SCLC in the wake of Martin Luther King’s death?”
- “Why was there such a strong debate surrounding smallpox inoculation in Boston in the 1730s?”

More examples of questions generated from a narrowed topic:

- What role did the SCLC play in the Civil Rights Movement?
- What was the relationship between King and Jackson in the SCLC?
- Were there internal disputes in the SCLC that predated Dr. King’s death?

Defining a Rationale – A Purpose for Your Paper

Topic: I am studying _____

Question: Because I want to find out what/who/how/why _____

Rationale: in order to understand how/why/what _____

Example of a Rationale

Topic: The conflict between Jesse Jackson and the SCLC after Martin Luther King's death.

Rationale: In order to understand the internal disputes that existed in the SCLC and how they contributed to the overall success or failure of the Civil Rights Movement.

Now that you have selected a sufficiently focused topic and defined a rationale for writing your paper, you will need to find resources and compile a bibliography on your topic.

CHAPTER II: SELECTING SOURCES

By now you should have chosen a general topic; gathered enough background information to get a comprehensive overview; and narrowed your general topic to a specific question, problem or debate.

The next step is to locate sources and begin to compile a working bibliography. Your **working bibliography** will include all of the resources that you intend to use whereas your **final bibliography** will include all of the resources that you actually used. Do not include sources in the final bibliography that you did not ultimately use. Since the research process is dynamic, you will need to add sources frequently while researching your topic. Therefore, your working bibliography will probably vary significantly from your final bibliography.

To compile a working bibliography, you will need to record every source that you consult in NoodleTools (www.noodletools.com). Consult **Chapter IV: Compiling a Bibliography (p. 14)** for more information. If you need help locating sources, talk to a librarian or your instructor.

Understanding Primary vs. Secondary Sources

You will need to use both primary and secondary sources for this project.

Primary Sources – Original, first-hand accounts of a subject or an event, primary sources may also come from a person who lived at the time of the event but was not an eyewitness. Examples of primary sources include: newspapers, diaries/journals, letters, interviews, speeches, news footage, autobiographies, art, photographs, poetry, music, and three-dimensional artifacts. Doing historical research means using mainly primary sources; therefore, if you cannot find a significant number of primary sources, you should find another topic.

Visit the U.S. History LibGuide (loomis.libguides.com/ushistory) for a full list of recommended print and electronic primary sources.

Secondary sources – Scholars create secondary sources by doing research using primary sources. Examples of secondary sources include: books, encyclopedias, scholarly journals, magazines, and newspapers. You will use secondary sources to gather background information and gain an understanding of what historians already know about a topic area.

Visit the U.S. History LibGuide for a full list of recommended secondary sources (you will find sources under both the **Journal & Book Databases** and **Reference** tabs).

Finding Primary Sources in Books

To find primary sources in books using PeliCAT (the library catalog) or in iCONN (CT state catalog, iconn.org), do a search using keywords related to your topic along with one of these search terms: **Sources, personal narratives, correspondence, manuscripts, diaries, autobiography, interviews, speeches, or documents**. To find additional sources, click on the title of a relevant result and use the subject headings in the catalog record to find additional sources.

Types of Sources

You will find recommended primary and secondary sources for the U.S. History Research Project in the U.S. History LibGuide (loomis.libguides.com/ushistory). Note: if working remotely (off campus), you will need a copy of the usernames and passwords for the library's subscription databases. You will find this list on the student portal (sign in through loomischafee.org); click on the dropdown menu **Katharine Brush Library Resources** and select the document **KBL Electronic Resources with Usernames and Passwords**. The password for ebrary ebooks changes every month. You will find this listed separately in the same folder on the portal.

Periodicals

Periodicals are magazines or journals published at regular intervals (weekly, monthly, quarterly, etc.). These sources often provide valuable information on a topic from a variety of perspectives. Depending on the date of publication, periodicals can serve as either primary or secondary sources. For example, an article written in *Time* magazine in 1968 about Martin Luther King's assassination is a primary source whereas a 1998 article written on the 30th anniversary of his death is a secondary source.

Types of periodical sources

Popular Magazines – Though informative and up-to-date, popular magazine articles are not based on scholarly research. No in-text citations or bibliography are included. Therefore, you should use these sources sparingly.

Scholarly Journals – These sources contain articles written by scholars in various academic fields. Published for expert and academic readers, scholarly articles are usually based on original research that supports the author's theory or conclusion. They tend to be longer than popular articles and often include tables, graphs, and diagrams. The titles of scholarly journals often begin with words such as "Journal," "Review," "Bulletin" or "Research". Journals are often sponsored by academic organizations such as the American Historical Association. You will be using JSTOR extensively to find book reviews and articles.

Visit the U.S. History LibGuide for all recommended periodical sources. For a comparison of popular and scholarly resources, visit <http://library.miami.edu/scholarly-vs-popular/>

Newspaper Databases

Newspapers offer excellent primary source information such as eyewitness accounts, speeches, interviews, editorials, quotes, and reprints of historical documents. The library's top historical newspaper source is **ProQuest Historical Newspapers** (also available as **Historical Newspapers Graphical Edition**).

Other online sources

Although the internet has a wealth of information, a great deal of the information is disorganized and/or invalid. Visit the U.S. History LibGuide (loomis.libguides.com/ushistory) for a full list of recommended primary source websites. Feel free to search for other websites if the resources on this list don't cover your topic. However, before using online sources, you should familiarize yourself with the website evaluation criteria below. If you are in doubt about a source, check with your teacher or a librarian.

Print sources from other libraries: interlibrary loan

If the library doesn't have the materials that you need, library staff will help you find the books or journal articles in another library. Planning ahead on your part is essential since interlibrary loans usually take 5 to 14 days. If you are a day student, the librarians can assist you in locating the book or periodical through your town's library; you will then initiate the interlibrary loan on your own. The librarians will initiate interlibrary loans for boarding students. Library staff will notify students once interlibrary loan books arrive at the library; the books will then be placed on the reserve shelf for use only in the library. The librarians will contact you when the due dates for loaned items are approaching to find out if you want to renew your materials.

To search for items in other libraries, go to the state catalog, iCONN (iconn.org).

Evaluating Sources

Approach all sources with a critical eye. Are they valid, authoritative, and consistent with the material you are researching? Consider these questions when evaluating print sources:

- **What is the source about?** What subject area does it cover? If the source is a book, check the table of contents, the index, dates covered, etc.
- **Is the source primary or secondary?** Can the primary source be tested? Upon which facts does the source rely for an opinion? Do secondary sources accurately interpret or reflect the original material?
- **Is the author reputable?** Check to see if the author is qualified to write on this topic. Read the book jacket to determine educational background, experience, and expertise in the subject area. You can also do an online search to determine an author's academic affiliations and publications. Check book reviews through trusted sources like JSTOR, The New York Times, or Book Review Digest.
- **Is the work adequately documented?** Does the work include footnotes and a bibliography?

Web Evaluation Checklist

- **Affiliation:** Is the website affiliated with an organization or institution or does an individual own the site?
- **Authorship:** What makes the author an authority on the subject? What are the author's education and professional experience? You can do an online search to determine an author's academic affiliations and publications.
- **Purpose:** Is the website designed to entertain, persuade, educate or sell?
- **Currency:** When was the website last updated?
- **Quality:** Is the writing grammatically correct?
- **Bias:** Does the site contain information or links to other sites that reflect a bias?
- **Relevance:** Is the information meaningful and useful for your research?

CHAPTER III: WRITING THE PROSPECTUS

Now that you've gathered a significant number of sources, you will need to write your research prospectus. A prospectus is a brief (one page) statement of purpose for your research paper. In developing your prospectus, you should:

- Describe and fully explain your topic.
- Discuss available sources that are applicable to your research and those that you plan to use.
- Explain why the topic is relevant and interesting.
- Identify and clarify which questions you intend to answer by doing this research.

Before writing your prospectus you must decide whether you will write a narrative or an analytical paper. The following describes some of the main differences between the two types of essays.

Analytical

An analytical paper presents a thesis statement that you will defend through strong arguments and supporting evidence. This type of paper addresses a debatable question. The paper moves from one argument to the next, presenting each argument's significance and connection to the thesis statement. The paper contains a conclusion that synthesizes the arguments into a convincing and definitive endpoint for your reader.

Sample Prospectus for an Analytical Paper

Limitations on Jewish Immigration to the U.S. During World War II

My research paper will deal with the immigration restrictions set forth by the United States during World War II, specifically on Jewish refugees from Europe during the Holocaust. In 1938, the U.S. slightly relaxed its existing immigration restrictions, but from 1939 to 1941 the nation almost completely closed its doors to outsiders. From 1941 until 1944, President Roosevelt and his advisers debated whether to increase the number of Jewish refugees admitted into the U.S., but ultimately decided against changing the existing policy. During World War II, the United States admitted fewer than half of the number of immigrants allotted according to the quotas. Furthermore, the country intentionally required documents that Jewish immigrants could not provide. I seek to find out why FDR and his top advisers stood by and allowed so many Jews to be killed in Europe.

Some research has been done on this topic, yet there is still room for much more examination. David S. Wyman's *The Abandonment of the Jews* provides a comprehensive, relatively objective account of the many groups conflicting over the country's lack of action and of the many meetings that took place to look for a solution. The United States Holocaust Memorial Museum has put together exhibits on its website and in the museum, which I intend to visit in March. Another useful source is Richard Breitman's *American Refugee Policy and European Jewry, 1933-1945*, which argues that the poor economic condition of the United States, not anti-Semitism, was the major reason for not accepting refugees. Finally, there are a number of recently declassified U.S. government documents from the Roosevelt era that should

prove most valuable in shedding new light on the FDR administration's decision-making process. Many historians have wrestled with why the United States government refused to help a people in dire need, and I hope to contribute new scholarship to this debate.

Narrative

A narrative is essentially a story based on historical events. However, rather than merely telling a story or reciting facts, a narrative explores the broader significance of the events in the story. While a narrative essay does not have a clearly defined thesis, it does have a story line or path. Like all good stories, it contains a discernible beginning, middle and end. It moves from one event to the next, while considering the significance of each event or turning point. Narratives are less concerned with proving an argument than with crafting a story that flows well and includes people or events that get to the heart of the story.

Sample Prospectus for a Narrative Paper

The Origins of "Little Italy" in Hartford, 1920-1940

Beginning in the mid 19th century and continuing into the early twentieth century, America experienced a wave of immigration unlike that of any other country. Millions of foreign men, women, and children poured off ships into U.S ports. Circumstances for which emigration became immanent differ based on the country of the immigrant. Mass starvation, the potato famine, drove millions of Irish to America in the late 1800's. In the case of many Germans, religious persecution caused their exodus from Germany. For many others, the simple prospect of higher wages and better opportunities was enough to want to leave home. As America grew, matured, and became industrialized, the need for more workers and the chances for success increased. In truth, the possibility of achieving a better life turned America into the Land of Hopes and Dreams for many.

Yet, for the majority of optimistic immigrants their dreams of success were just that: only dreams. Historians debate the cause of the failure of the American dream; the starvation, horrendous living and working conditions, and general poverty of so many of America's newest sons and daughters. Some historians argue that most immigrants were seen as only laborers and were never given the opportunity to succeed. Others contend that the established, prominent business men in America, who despised immigrants and saw them as filth, already controlled the positions of power and refused to allow immigrants to climb the company ladder; from 1900-1930 in Connecticut, 107 of the 110 most prominent industrialists were native born.¹ Still others believed that by isolating themselves within their own ethnicity, immigrants never adapted to American life. Whatever the cause of their problems may have been, many immigrants, still clinging to their dreams of prosperity, took action in hopes of escaping their wretched lifestyle. Allying themselves with corrupt neighborhood politicians and business men also known as "bosses", fighting for government reform for their disease-ridden neighborhoods, or migrating as a group to another part of the city were all options various immigrant groups explored to escape poverty.

¹Samuel Koenig, "Ethnic Factors in Connecticut Life: A Survey of Social, Economic, and Cultural Characteristics of the Connecticut Population," New Haven, CT: WPA Connecticut Writers Project, 1940.

During the period between 1920 and 1940, Hartford, Connecticut culturally experienced a geographical alteration. Nearly ten thousand Italians, the city and state's largest immigrant group, began migrating from the center of the Hartford to the southern edge of the city.² Yet, what caused these people to wish to leave an area that had been home their ethnic community for fifty years? How did this group succeed in their migration? Key community leaders, such as politician Tony Zazzaro, introduced the idea that a better life could be attained. Social clubs and organizations helped to bring together an often divided population; in addition, the natural unity of the Italian family made group coercion much easier. Community loyalty allowed Italian workers to gain status in the business world. Churches, the center of Italian life, provided the emotional catalyst for the people to work for change.

By moving from the city to the suburbs, the Italians hoped to live a lifestyle common to the middle class families; free from dangerous crimes, health risks, and corruption. Hartford Italians saw the inner city atmosphere as the chief contributor of their problems and viewed the more suburban outskirts of the city as their solution. The distinguishing characteristic of unity and loyalty to your family and culture allowed the Italians of Hartford to better their way of life.

²Samuel Koenig, "Ethnic Factors in Connecticut Life: A Survey of Social, Economic, and Cultural Characteristics of the Connecticut Population," New Haven, CT: WPA Connecticut Writers Project, 1940.

CHAPTER IV: COMPILING A BIBLIOGRAPHY

When researching, you will need to record your sources for future reference. To record sources and create bibliographic entries, you will use NoodleTools (noodletools.com), which will help you generate, edit, and publish a Chicago/Turabian bibliography. You will also use NoodleTools to create digital notecards. To access NoodleTools tutorials, visit the library's NoodleTools guide in the U.S. History LibGuide (loomis.libguides.com/ushistory) or through the student portal.

Writing Bibliography Cards

When recording your sources, format your entries properly and include accurate bibliographic information as well as any details that will help you write notes. The following guidelines will help you create your bibliography in NoodleTools:

- Enter each source into your NoodleTools bibliography.
- Although you can import book citations directly into NoodleTools through WorldCat (see LibGuide tutorials), you will need to consult your books' title pages for accurate title, publication, and author information. Do not consult book covers for these details.
- The verso (the reverse side of the title page) includes information about the publication date. If you see multiple copyright dates, record the last one listed.
- In the case of online resources, record the URL (web link) and the date when you accessed the documents.
- Write a brief annotation or description of the scope and usefulness of your resources.

CHAPTER V: DOING THE RESEARCH

Consider the following questions as you research:

- **Historical Context** – When was the document written? Where was it written? What other events were happening at the time?
- **Author** – Who is the author? What makes the person an authority on this subject? From what angle do they approach the subject? Why might the author be writing this particular document?
- **Audience** – To whom is the document addressed? Does the intended audience provide any clues as to why the document was written?

Collect and examine data from a variety of perspectives. Do not ignore contradictory evidence. Effective historians acknowledge other viewpoints while ultimately convincing the reader to agree with theirs. While doing research you may learn that other scholars agree with the conclusion you derived on your own. Keep in mind that you must document this material even if you reached the same conclusion before reading the source.

Procedure for Taking Notes

As you enter sources into your NoodleTools bibliography, you should also create notecards on these sources. You will find a NoodleTools Notecards tutorial in the U.S. History LibGuide (loomis.libguides.com/ushistory).

Taking Notes

Be sure not to include too much information on each individual notecard. Keeping your notecards concise will help you organize your thoughts as you research and write. Don't worry about having too many cards as you can discard extraneous cards and create new ones very easily.

You can include the following pieces of information on your notecards:

- Direct quotation
- Paraphrase or summary
- Your original thoughts or ideas (called **My ideas** in NoodleTools).

You should include an original thought or idea on each notecard that you create. Otherwise, when you write your paper, you might not remember the importance of the quotations and paraphrases that you recorded.

If your paraphrase or quotation covers more than one page from your sources, indicate the turn of the page by the use of a double slash (//). If you use only a portion of the note, the double slash (//) will pinpoint the exact page of origin.

When composing notecards on primary sources, you should copy directly (quote) as much as possible instead of paraphrasing. You can decide later what to quote and what to paraphrase.

Including a direct quote at the outset is easier than returning to the source material later on if you discover that you need a direct quotation or a longer quotation.

You should not rely on a secondary source for a quotation if you have access to the original source. Find the original (primary) source of the quotation, and cite that instead of citing the secondary source.

There are two situations when you should quote directly from a secondary source rather than paraphrase:

- When there is no way to rephrase accurately the material from the original source.
- When the author's choice of words is so powerful and illustrative that you want to retain the impact of the original expression.

Be sure to paraphrase immediately after reading a source to avoid distorting the idea when you try to record it later on.

Record your own reactions and observations (questions, original ideas, links to other sources) as you take notes by writing them in the **My Ideas** section at the bottom of the NoodleTools notecard. Doing this will help you organize your paper.

Sample Notecards

Direct Quotation (quoting directly from a source)

Whenever you quote, you must copy the information exactly as it appears in the original text, including punctuation marks. Enclose the beginning and end of the phrase in double quotation marks.

Original passage from: Martin Luther King, Jr., "Letter from Birmingham Jail, April 16, 1963," in *Why We Can't Wait*, by Martin Luther King, Jr. (New York: Harper and Row, 1963), 74-94.

For years now I have heard the word "Wait!" It rings in the ear of every Negro with piercing familiarity. This "Wait" has almost always meant "Never." We must come to see, with one of our distinguished jurists, that "justice too long delayed is justice denied."

NoodleTools Notecard for Direct Quote

The screenshot shows a NoodleTools notecard interface. On the left, the 'Title (Main Idea)' is 'King in jail'. Below it, the 'Direct Quotation' section contains a rich text editor with a paragraph of text: "For years now I have heard the word 'wait!' It rings in the ear of every Negro with piercing familiarity. This 'Wait' has almost always meant 'Never.' We must come to see, with one of our distinguished jurists, that 'justice too long delayed is justice denied.'" The word count is 46 and the character count is 218. On the right, the 'Source' is 'King, Martin Luther. Why We Can't Wait. New York: Har'. Below that, there are fields for 'URL', 'My Tags' (with a dropdown), 'Tags' (containing '"king," "jail"'), 'Pile' (with a dropdown), and 'Paraphrase or Summary' (with a rich text editor showing 'Words:0 Chars: 0').

Direct Paraphrase (summarizing/putting material into your own words)

Slightly modifying the words or switching the order of parts of the passage without crediting your source amounts to plagiarism.

Original passage from John Morton Blum, *Years of Discord: American Politics and Society, 1961-1974*, (New York: Norton, 1991), 479.

The New Frontier and the Great Society failed to address the endemic nature of American poverty. And Kennedy and Johnson, stymied by the influence of special interests on the Hill, would not propose truly redistributive taxation. Further, the Vietnam War absorbed federal energies and funds necessary for continued social reform.

NoodleTools Notecard for a Direct Paraphrase

The screenshot shows a NoodleTools notecard interface. On the left, the 'Title (Main Idea)' is 'Failure of Great Society'. Below it, the 'Direct Quotation' section contains a rich text editor with a paragraph of text: "The New Frontier and the Great Society failed to address the endemic nature of American poverty. And Kennedy and Johnson, stymied by the influence of special interests on the Hill, would not propose truly redistributive taxation. Further, the Vietnam War absorbed federal energies and funds necessary for continued social reform." The word count is 80 and the character count is 788. On the right, the 'Source' is 'Blum, John Morton. Years of Discord: American Politics'. Below that, there are fields for 'URL', 'My Tags' (with a dropdown), 'Tags' (containing 'Great Society, Kennedy, Johnson, Vietnam War'), 'Pile' (with a dropdown), and 'Paraphrase or Summary' (with a rich text editor showing 'Words:33 Chars: 188'). The paraphrased text reads: 'The Great society failed in large part because:' followed by a bulleted list: '• The Kennedy and Johnson administrations were beholden to special interest groups on Capitol Hill; and' and '• Economic and political resources were diverted toward the Vietnam War'.

Indirect Quotation (quoting a quotation)

When quoting a passage that is already a quotation, you must enclose the entire passage in double quotation marks and change the original double quotation marks to single quotation marks (see example below).

Original passage from Hank Thomas interview in Howell Raines, *My Soul is Rested: Movement Days in the Deep South Remembered*, (New York: Putnam, 1977), 233.

The bus started exploding, and a lot of people were cut by flying glass. We were taken to the hospital...The people at the hospital would not do anything for us. They would not. And I was saying, "You're doctors, you're medical personnel." They wouldn't. Governor Patterson got on state-wide radio and said, "Any rioters in the state will not receive police protection." And then the crowd started forming outside the hospital, and the hospital told us to leave.

Indirect quotation example

"The bus started exploding, and a lot of people were cut by flying glass. We were taken to the hospital...The people at the hospital would not do anything for us. They would not. And I was saying, 'You're doctors, you're medical personnel.' They wouldn't. Governor Patterson got on state-wide radio and said, 'Any rioters in the state will not receive police protection.' And then the crowd started forming outside the hospital, and the hospital told us to leave."

When reading sources, keep in mind that blocks of text set apart from the main text through spacing and indentation could be quotations even though they lack quotation marks.

Indirect Paraphrase (paraphrasing a paraphrase)

When you paraphrase material that your source borrowed from another source, you must identify on your notecard the original sources and all the information that they provide.

Original passage from Hank Thomas interview in Howell Raines, *My Soul is Rested: Movement Days in the Deep South Remembered*, (New York: Putnam, 1977), 233.

The bus started exploding, and a lot of people were cut by flying glass. We were taken to the hospital...The people at the hospital would not do anything for us. They would not. And I was saying, "You're *doctors*, you're medical personnel." They wouldn't. Governor Patterson got on state-wide radio and said, "Any rioters in the state will not receive police protection." And then the crowd started forming outside the hospital, and the hospital told us to leave.

Indirect paraphrase example

Injured freedom riders were denied medical attention at the hospital and received no protection from the police.

Although well-written, the paraphrased version of Mr. Thomas' statement is far less powerful than the direct quotation.

Reflection during research

As you gather information, take time to consider where your research is leading you. Record all of your ideas on notecards (one idea per card). Work on developing a preliminary thesis (analytical essay) or storyline (narrative essay), and think about which parts of the paper will be weak without doing further research. Reevaluate your evidence. Interpret and reinterpret the documents. Discuss your ideas with someone else to see if they make sense. Avoid diving into your sources and taking notes blindly; a large number of notecards does not necessarily indicate that you have done productive research.

Plagiarism

Before taking notes, you must understand the definition of plagiarism. "As students asked to do research of your own, you have every right to draw upon, borrow, and criticize the work of other scholars. In exercising this right, however, you also incur the obligation to acknowledge your sources."³

When you submit written work, you are stating that all the ideas presented are yours, except when you document your sources. To present ideas or words without giving credit to your sources, regardless of intent, constitutes plagiarism. Even unintentional plagiarism may result in disciplinary action.

Defining Plagiarism

The Loomis Chaffee History and Social Science Department accepts the following three-part definition of plagiarism below by Donald Sears:

- **Word-for-Word** plagiarism - This includes (a) the submission of another person's work as one's own; (b) the submission of a paper downloaded from the internet; (c) the submission of work from any source that is not properly acknowledged by a footnote, bibliography, or reference in the paper itself; (d) the submission of any part of another's work without proper use of quotation marks.
- **Patchwork-Quilt Plagiarism** - Some students make the mistake of passing off as original work a paper consisting of phrases and sentences stitched together from various sources. Failure to acknowledge this borrowed material constitutes plagiarism.
- **Unacknowledged Paraphrase** - An author's discovery of fact or original interpretation of factual information is as much his property as his exact words are. Restatement by means of paraphrase does not remove the necessity of giving credit to the original sources."⁴

³The Committee on Sources of Dartmouth Colleges, *Sources: Their Use and Acknowledgement* (Hanover, NH: Dartmouth College, 1987), 1.

⁴Donald A. Sears, *Harbrace Guide to the Library and the Research Paper*, 3rd ed. (New York: Harcourt, Brace, Jovanovich, Inc., 1973), 44-45.

Examples of Plagiarism

To avoid plagiarism, you will need to take notes carefully. Whenever you use material from another source, you must either: **Quote** (copy the information exactly as it appears in the original) or **Paraphrase** (restate in your own words).

The following examples illustrate the three types of plagiarism and the correct way of crediting the author.

Original passage from William Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England* (New York: Hill and Wang, 1983), 126.

Reducing the forest was an essential first step toward reproducing that Old World mosaic in an American environment. For the New England landscape, and for the Indians, what followed was undoubtedly a new ecological order; for the colonists, on the other hand, it was an old and familiar way of life.

Word-for-Word Plagiarism

Example:

For the New England colonists, cutting down abundant trees was an essential first step toward reproducing the Old World mosaic in an American environment. What followed was undoubtedly a new ecological order.

Correction:

For the New England colonists, cutting down abundant trees “was an essential first step toward reproducing the Old World mosaic in an American environment...What followed was undoubtedly a new ecological order.”¹

Patchwork-Quilt Plagiarism

Example:

Cutting down trees was an essential first step to recreating an Old World mosaic in the New World.

Correction:

Cutting down trees “was an essential first step” to recreating an “Old World mosaic” in the New World.¹

NOTE: Moving phrases out of their original order and mixing some paraphrased writing with unacknowledged quotation from the sources does not legitimize this mosaic.

Unacknowledged Paraphrase

Example:

Reducing the forest was an essential first step toward reproducing that Old World mosaic in an American environment. For the New England landscape, and for the Indians, what followed was undoubtedly a new ecological order; for the colonists, on the other hand, it was an old and familiar way of life.

Correction:

The colonists sought to recreate their English pastoral landscape in the New World by deforestation. This greatly altered the ecology of New England, and thus the Indians' way of life.¹

The above version is a good paraphrase of the original passage; however, the student forgot to note the source. The entire paragraph must be footnoted to acknowledge the ideas of William Cronon. To avoid a charge of intellectual dishonesty, the writer just needs to place a footnote at the end of the paraphrased paragraph.

Avoiding Plagiarism

Reducing your source material to essential points and utilizing your own words is difficult at first. You need to practice this technique and think about the material. Try paraphrasing your information after reading at least a whole paragraph. Without looking directly at the material, rephrase the material in your own words. Check what you have written against the original. If necessary, rewrite the notecard or put quotation marks around any words that you are quoting directly.

If the passage you quote is already a quotation, you must indicate that you have an indirect quotation by using a double quotation first, then changing the original double quotation marks to a single set of quotation marks, then placing a double quotation mark at the end. (See sample notecard on page 16 for an example.)

Often you don't want to use the quotation exactly as written. Never change (add, delete, or modify) something without showing the changes you have made. There are two ways to excerpt quotations:

- To omit portions of the original source without changing the meaning, use an ellipsis, consisting of three spaced periods (...), for the words left out in the middle of quoted material. If the portion omitted is the end of a sentence, insert four dots, three to indicate omission and the fourth to indicate the end of the original sentence.
- To insert your own words (explanations or corrections), use square brackets []. Parentheses cannot be substituted for square brackets. Square brackets are used to change an upper-case letter (capital) to a lower-case letter and a lower-case letter to an upper-case letter.

Example:

Your original source reads:

“In 1807 Thomas Jefferson decided to recommend to Congress that the United States adopt the same strategy which it had used during the Revolution: the boycott. Therefore, Congress passed the Embargo Act, making it illegal to trade with Great Britain as long as Britain refused to guarantee Americans equal rights on the seas.”¹

If you wanted to excerpt part of this quote for your paper, you might write something like this:

“In 1807...Jefferson decided to recommend...[that Congress pass] the Embargo Act, making it illegal to trade with Great Britain....”¹

- Pay close attention to detail when you quote. You must copy the information exactly as it appears in the original text, including all punctuation marks, capitalization, and underlining. You also must enclose the beginning and the end in quotation marks.
- Make sure all quotation marks are used in pairs. Make them prominent on your notecard.
- On notecards, you may abbreviate when paraphrasing, but never abbreviate when you are quoting. When you write your final essay, you will not remember, for instance, if the “U.S.” you wrote on your notecard stands for “U.S.” or “United States” in the original source.
- Don’t misrepresent the author’s meaning by taking the source’s words out of context. If you can’t adequately translate the author’s expression of ideas in your own words, use the author’s exact words in a quotation.

Example:

Your original source reads:

“I did not come to class on time on Tuesday.”

The entire sentence would have to be quoted. Misquotes like “I did...come to class on time on Tuesday” or “I did not come to class...on Tuesday” would seriously alter the meaning of the original statement.

Some Final Thoughts on Plagiarism

Plagiarism often occurs inadvertently through inattention to detail. Take care not to copy a sentence, memorable phrase, or word and call it your own. Any striking word or words taken verbatim from a source require quotation marks and proper attribution. When in doubt, footnote.

CHAPTER VI: WRITING THE PAPER

Reading over your notecards is the best way to review what you have learned through your research. Make additional notes about how the notecards seem to be fitting together. As you begin to see patterns and themes emerge, change the notecard headings and rearrange the cards in thematic groups.

Developing an Outline

How you organize your paper depends on the type of paper you want to write; analytical and narrative essays require different approaches to organization. Before you begin writing your outline, revisit your original proposal to remind yourself of your purpose in doing research. Will your findings support that purpose? If not, have you revised your purpose? To get a clear sense of your purpose, summarize it by writing it out a second time.

Once you have restated your purpose, you can determine the appropriate form for your paper. For example, if your purpose was to find out *what really happened* at Lexington, Massachusetts on April 19, 1775, the best form would be a narrative. If you wanted to find out *why Captain Parker was out on the Lexington Green* at sunrise with his armed company, you would probably choose to write an analytical essay instead. Discuss your decision with your teacher to make sure you are on the right track.

Composing your introduction at this stage will help you articulate your purpose more clearly. Write and revise your introduction until it clearly conveys your purpose. The two different types of papers require different types of introductions (see below). If you are writing an analytical paper, you should be able to state your thesis and main supporting arguments. If you are writing a narrative, you should know the main themes that you will present in your essay. After composing the introduction, you can compose an outline for the rest of your paper by dragging and dropping notecards into the Outline area in NoodleTools.

Outlining an Analytical Paper

- **Introduction** - Written in paragraph form. Define the issue and/or context. Although you should provide some background information on your topic, you can assume some prior knowledge on the reader's part. Avoid recitation of widely known facts. State your thesis and main supporting arguments in the order you plan to discuss them.
- **First argument to support your thesis** - Topic sentence
 - First supporting point - 3-4 words (drag and drop notecards in NoodleTools)
 - Second supporting point - 3-4 words (drag and drop notecards in NoodleTools)
 - Additional supporting points as needed
- **Second argument to support your thesis**— topic sentence
 - First supporting point - 3-4 words (drag and drop notecards in NoodleTools)
 - Second supporting point - 3-4 words (drag and drop notecards in NoodleTools)
 - Additional supporting points as needed
- **Third argument to support your thesis**— topic sentence
 - First supporting point - 3-4 words (drag and drop notecards in NoodleTools)
 - Second supporting point - 3-4 words (drag and drop notecards in NoodleTools)
 - Additional supporting points as needed

- **Conclusion** - Although you don't need to write this yet, you might want to list a few ideas.
- **Bibliography**

In a short analytical paper you would confine each main argument to a single paragraph; however, in a longer paper such as this one, you are more likely to present each argument over the course of several paragraphs.

Outlining a Narrative

- **Write out the introduction/beginning** - This may include a preface, forward, or introduction to the narrative in which you state your purpose or motivation for writing this story. Alternatively, you may simply begin your story. In either case, you will want to stimulate your reader's interest.
- **Write an "abstract" of the plot of the story** - Provide the main steps or turning points in the story from start to finish. Then separate the main points into a list that includes supporting notecards for each part of the story.
- **Ending** - Every narrative has an ending or resolution. Determine your story's ending point. (Drag and drop the notecards that you will use to develop the ending.)
- **Conclusion** - Bring your story to a close and reflect on its meaning.
- **Bibliography**

Organizing Notecards According To Outline

Now that you have an outline, return to your notecards and arrange them in the order you plan to use them. Work with the main ideas or story components first and then organize the supporting notecards within each section. At this stage you may find that you require more information in order to develop an idea that is essential to your thesis or story. In this case, you will need to do additional research (or revise your thesis or storyline and reorganize your outline again).

You may also discover that some of your notecards don't fit in anywhere. If this is the case because they require you to alter your thesis or change your story, then be sure to heed them; don't simply discard information that contradicts your argument. You will find that extraneous notecards often result from the following two situations:

- You already have the information from another source. In this instance, keep the notecard and cite both sources in your footnote.
- The information is irrelevant to your essay. In this case, delete the notecard. Don't try to find a way to include any information that doesn't directly serve your purpose.

The First Draft

Now that you've written your outline and organized your supporting notes, you're ready to begin writing. At this point you may want to revise your introduction one more time to remind yourself of your purpose. The following two strategies can help you get started:

- Start with your introduction and write your paper according to the exact order of your outline

—OR—

- Choose any point in your essay and write that section first. Sometimes this strategy will give you the momentum you need to start the writing process. Continue to compose sections of your essay in the order you wish while keeping track of the paper's overall flow of the paper. Be sure to craft strong transitions that will keep your reader on track.

After you finish writing, you should revise and polish your paper to make it look like the final paper. Review your essay carefully to determine how well it measures up to the standards listed in the following rubric.

First Draft Checklist

Although your teacher may distribute a rubric/checklist with specific components you'll need to include in your first draft, the following rubric lists elements and characteristics common to all good research papers:

- **Title**
 - Summarizes your topic, preferably in a clever and interesting fashion
- **Introduction/Beginning**
 - Grabs the reader's attention
 - Defines the issue and clearly articulates the thesis (*analytical*)
 - Sets the stage of the story and introduces theme (*narrative*)
 - Justifies the purpose of the essay and explains why your topic relevant and important
- **Evidence/Research**
 - Considers historical context of the evidence
 - Effectively introduces and integrates quotations
 - Balances high-quality primary and secondary evidence from multiple perspectives
 - Includes sufficient evidence to support thesis (*analytical*)
 - Includes sufficient plot components and descriptive details (*narrative*)
- **Analysis**
 - Presents sophisticated analysis and interpretation of the evidence
 - Sheds new light on the topic
- **Conclusion/End**
 - Effectively reiterates arguments and wraps up thesis, much like an attorney would deliver a closing statement to the jury in a trial (*analytical*)
 - Ties together the threads of the story (*narrative*)
 - End connects back to the beginning and clearly reinforces the purpose of the paper
- **Composition**
 - Smooth transitions between sentences and paragraphs
 - Topic sentences support/develop the thesis (*analytical*)
 - Each paragraph moves along a clear path through a series of events (*narrative*)
 - Clear and engaging writing style
 - Uses appropriate tone (formal, 3rd person, not sarcastic or colloquial)
 - Uses proper grammar and sentence structure
- **Format/Mechanics**
 - Indent quotations that are longer than four lines
 - Page numbers are centered at the bottom of each page (but not on the first page)
 - Footnotes and bibliography are properly formatted
 - Paper is carefully proofread and spell-checked
 - Margins are 1 inch all around
 - Text size is 12-point, and appears in Times, Palatino, Geneva or Helvetica font
 - Paper is double-spaced

Quotations longer than four lines should be indented 10 spaces (or hit the tab key twice) and single-spaced (with one space above and one below quotation.) If you indent a quotation, you do not need to use quotation marks. Indenting and single-spacing indicates that you are quoting directly. Place the footnote reference number at the end of the last line of the quotation.

Documentation

In addition to recording your sources in NoodleTools throughout the research process, you will need to use footnotes to credit your sources in the body of your essay. In most recent Word programs you can click on the **Reference** tab and select "footnote". The following section outlines the basics of using footnotes to document sources.

What to document

You may use information from any source as long as you provide the proper credit through documentation. Through documentation, you acknowledge the author of the material and inform the reader where you found the material. You must document all of the following:

- Quotations, both direct and indirect.
- Paraphrased ideas that you have borrowed from someone else, including another's opinion, judgment, interpretation, insight, attitude, feeling or conclusion.
- Information that is in dispute.
- Data from illustrations, charts, graphs, tables, diagrams, polls and statistical sources.
- Uncommon facts (any facts found in three or more sources can be considered common knowledge that does not require acknowledgement).

Suppose that you are writing a paper on the Mexican War. You should not document the following facts about the war: that it began in 1846, ended in 1848, was fought between the Mexicans and Americans during the Polk administration, and led to the American acquisition of California. However, you do have to document information such as the war's causes and the lists of casualties for each battle.

By providing the source of the facts and opinions that appear in your paper, footnotes lend authority to your paper. Failing to document denies the author(s) whose material you used the acknowledgment that they deserve. Documentation allows readers to verify the accuracy of your work and use your work for their own research purposes.

Learning where to document

Place the footnote reference number at the end of each piece of documented information. When quoting directly, place the footnote after the closing quotation mark:

“This is a direct quotation, followed by a footnote reference number.”¹

Note that the punctuation always goes within the closing quotation mark. If the quotation does not end the sentence, you can insert the footnote at the end of the sentence.

- Do not place one quotation directly after another. Use your own analysis or interpretation to bridge the gap between quotations. Integrate your quotations into the text of the essay so that they flow smoothly within your discussion.
- Introduce the speaker and/or context of the quotation.
- Use direct quotations from secondary sources only when analyzing the material or when using the author’s original expression to strengthen your essay. Most of the time you should summarize or paraphrase information from secondary sources.

Footnotes

Number your footnotes consecutively in the main body of your essay. Most Word programs number entries automatically even when you insert a new footnote during revision. Footnotes consist of two parts: (1) a superscript number (a raised number slightly above the line) following your borrowed idea, information or quotation in the main text, and (2) the same number repeated at the bottom of page followed by all the necessary information describing where the idea came from. Footnote numbers are never followed by a period.

Footnotes must appear on the bottom of the same page where the documented information appears. The first reference to a work should cite full information (author’s name, title of work, facts of publication, and page number). As detailed in the following section, subsequent mentions of the same source include less information. You can also watch footnote tutorials on the library’s YouTube channel (<http://www.youtube.com/channel/UCoXDTxS-PzsabYK2v4-l4cQ>).

Direct Quotations and Direct Paraphrases

Here is a typical footnote for a first reference to a book:

Author’s first name author’s last name, *Main Title* (Place of Publication: publishing company, most recent copyright date), page number(s).

Here is a typical footnote for a first reference to a periodical article:

Author’s first name author’s last name, “Title of article,” *Title of Periodical*, Volume and number (if available), date, page number(s).

Note the punctuation used above. Whereas bibliography entries use periods between the various parts of the citation, footnote entries use commas.

Indirect Quotations

If you quote a statement that is in quotation marks in your source, begin your footnote entry by documenting the quotation's original source in proper footnote form. Then write "as quoted in" followed by the source in which you found the material.

Indirect Paraphrases

If you paraphrase something your source has paraphrased, start the footnote entry by documenting the quotation's original source in proper footnote form. Then write "cited by" followed by the source in which you found the material.

Sample Footnote Citations

Here are some citations for a first reference. Pay close attention to details such as punctuation. Note that each sample footnote citation corresponds with the examples of bibliography citations in Chapter IV.

Book with A Single Author

¹Ruth Wallis Herndon, *Unwelcome Americans: Living on the Margin in Early New England* (Philadelphia: University of Pennsylvania Press, 2001), 34.

Book with Two Authors or Editors

¹Alice Fahs and Joan Waugh, eds., *The Memory of the Civil War in American Culture* (Chapel Hill, North Carolina: University of North Carolina Press, 2004), 5-6.

Book with an Institution, Association, or the Like, as "Author"

¹National Aeronautics and Space Administration, *The First 25 Years, 1958-1983: A Resource for Teachers: A Curriculum Project* (Washington, D.C.: NASA, 1983), 23-24.

Book with No Author

¹*The Lottery* (London: J. Watts, 1732), 89.

An Essay or Article in an Edited Collection or Anthology

¹Seymour Drescher, "The Atlantic Slave Trade and the Holocaust: A Comparative Analysis," in *Is the Holocaust Unique? Perspectives on Comparative Genocide*, ed. Alan S. Rosenbaum (Boulder: Westview Press, 1996), 67.

Magazine Article with an Author

¹Steven J. Bell, "From Gatekeepers to Gate-Openers." *American Libraries*, August/September 2009, 52.

Magazine Article With No Author

¹"The Victor—for the Moment," *Time*, August 10, 1962, 15.

Journal Article

¹Rod Andrew, "Soldiers, Christians, and Patriots: The Lost Cause and Southern Military Schools, 1865-1915," *The Journal of Southern History* 64 (November 1998): 708.

Newspaper Article

¹Motoko Rich, "Off the Shelf, onto the Laptop," *New York Times*, October 15, 2009, Section A.

Electronic Sources: Websites and HTML Database Articles

Use the following citation styles for articles or information found on a website and database articles found in HTML format that do not have concise page divisions. Following the title of the webpage or article is the "bread crumb trail" or web link that enables the reader to navigate to the cited page.

Article from a Website

¹COP 15 Copenhagen, "Failure in Copenhagen is not an Option," United Nations Climate Change Conference Dec 7-Dec 18 2009, News, <http://en.cop15.dk/news/view+news?newsid=2257> (accessed November 20, 2009).

Journal Article (HTML Format)

¹Kevin M. Levin, "William Mahone, the Lost Cause, and Civil War History," *Virginia Magazine of History & Biography* 113, no. 4 (2005), <http://search.ebscohost.com/login.aspx?direct=true&db=aqh&AN=19282457&site=ehost-live> (accessed November 20, 2009).

Book Review in a Journal (HTML Format)

¹Harold Holzer, review of *Lincoln's Sanctuary: Abraham Lincoln and the Soldier's Home*, by Matthew Pinsker, *Civil War Times* 42 (December 2003), <http://search.ebscohost.com/login.aspx?direct=true&db=aqh&AN=11104009&site=ehost-live> (accessed November 20, 2009).

Magazine Article (HTML Format)

¹Aryn Baker, "Talking with the Taliban," *Time*, November 30, 2009, <http://find.galegroup.com/gtx/start.do?prodId=AONE&userGroupName=s1221> (accessed December 2, 2009).

Newspaper Article (HTML Format)

Gordon, Michael R, "Reagan Firm on 'Star Wars' Despite Insistence by Soviets," *New York Times*, October 24, 1987, <http://find.galegroup.com> (accessed December 3, 2009).

Documenting Later References: Example

But Peter Scotto has offered another view.¹ Frye defined the alazon as a "self-deceiving or self-deceived character in fiction."² Frye denies Scotto's theory.³ Scotto's theory states: "My essay, then, is about the ways in which a reader gives voice to those silences."⁴

¹Peter Scotto, "Censorship, Reading and Interpretation: A Case Study from the Soviet Union," *PMLA* 109, no. 1 (1994): 61.

²Nicholai Frye, *Anatomy of Criticism: Four Essays* (Princeton: Princeton University Press, 1957), 32.

³Ibid., 35.*

⁴Scotto, "Censorship, Reading, and Interpretation," 61.**

***Note:** Ibid. is an abbreviation for ibidem, which means "in the same place." When a source is referenced and following the same source, ibid. can take the place of the note. However, the author must include the page number(s). An ibid. footnote can never be the first footnote on a page.

****Note:** The author can use an abbreviated footnote after the original source is completely cited earlier in the paper (as seen in the first footnote). An abbreviated footnote includes the author's last name, shortened title, and page number(s).

The Bibliography

To prepare your bibliography, refer back to your NoodleTools bibliography to format your final bibliography. Discard any cards for sources that did not aid you in the actual writing of the paper. Make sure that you've added all of the sources you used to your bibliography. Keep in mind that the bibliography format is different from the footnote format. (See Chapter IV for examples). Bibliography citations are single-spaced (with a space between each) and they begin at the margin, while the second and succeeding lines are indented. Do not number the bibliography entries. Finally, make sure you've revised the bibliography title from Works Cited to Bibliography.

Preparing The Final Paper

When you get your first draft back from your teacher, look over all of the comments carefully. If you have questions, see your teacher as soon as possible. Don't get discouraged if you see lots of comments and corrections on your first draft. Even the strongest papers require revision between drafts.

Keep in mind that your teacher is not your editor. Often a teacher will make one blanket comment, such as, "check your spelling," or "your sentence structure needs attention." If you address only the sections that your teacher has marked, you will not be making adequate revisions.