

FRANCES KELSEY SECONDARY

THE RESEARCH CYCLE

AND

STYLE GUIDE FOR REFERENCES

AND

TEXTUAL NOTES AND QUOTATIONS IN ESSAYS

RESEARCH CYCLE USING THE RESEARCH CYCLE TO RESEARCH YOUR ASSIGNMENT

**"But he never
could think
which he ought
to do first and
so in the end
he did nothing
at all."
A.A. Milne**

Is this YOU when faced with “producing” anything to do with research? Do you find it a daunting task because don’t know where to start and you really haven’t got a plan? Do not despair - the RESEARCH CYCLE is the plan! Do not waste your time copying and pasting and ending up with something of little value. Instead, work with information to come to your own conclusions. To do this requires planning your project. This begins by converting your topic into an “essential question” (what you want to find out about, if your topic has not already been given to you as a question) and then actively revising and rethinking your questions and plans throughout the research process. This is what the Research Cycle helps you do!

- You will probably need to go through the Cycle more than once since you usually do not know what you don’t know when you first plan your research, but you need to start somewhere! You might want to change some of the questions or you might have come across an interesting aspect of your subject that you would prefer to focus on.
- Remember research is not a linear (straight line) process. You may need to revisit your questions, change your outline, or add report notes as you go along.

THE RESEARCH CYCLE

STEPS	WHY?	HOW?
1) Questioning	<p>Research questions that require problem-solving, decision-making, justifying your own opinion or questions that cause you to make up your own mind are much more fun as well as challenging and, very important, not boring for the teacher to read or for you to present!</p> <ul style="list-style-type: none"> As an example: Look at these two titles: <u>Is Riel a Hero or a Villain?</u> And <u>The Life of Louis Riel</u>. The first title forces you to come to your own conclusion; the second title encourages you to write a descriptive life story as in an encyclopedia, which is not what is wanted from research (and the teacher could go and read about it in the encyclopedia). 	<ul style="list-style-type: none"> Clarify and “map out” what it is exactly that you are going to research. This is your essential question. Begin by brainstorming. You might want to read a very general overview of your topic to get the feel for what aspect you want to research. Develop a cluster diagram or some type of a visual of all related questions. These subsidiary questions will then guide subsequent research efforts. <u>Use of Graphic Organizers to help you.</u> Graphic Organizers help you to visualize where you are going. Cluster diagram , tables or charts are always visual organizers to use.
2) Planning	<ul style="list-style-type: none"> Once you have established the essential question and developed some sub-questions to help focus your search for information, start to think about the best ways to find pertinent and reliable information that will help you to answer these subsidiary questions 	<ul style="list-style-type: none"> Think of possible sources for the type of information you want: what kind of books? - almanac, atlas, encyclopedia, book about your topic- which electronic sources? -BigChalk, Internet? Before rushing to the Internet, think carefully of your best sources. The librarian is there to help you save time by discussing with you your best possible sources.
3) & 4) Gathering, Sorting and Sifting	<ul style="list-style-type: none"> You want to be efficient so just gather information that is relevant and useful to your questions. Try not to be led away from your initial questions; however, that is not to say that you might want to revise or add a question at this time. Don’t forget that at this time it is important to start recording the sources you are using for your Bibliography, page numbers for quotes, etc. This way you keep track of resources used. 	<ul style="list-style-type: none"> As you gather your information you are sorting it according to your questions. You sift through what you have gathered and eliminate what is not really relevant and sort the rest under the correct questions you have given yourself.
5 & 6) Synthesizing (bringing it all together) and Evaluating	<ul style="list-style-type: none"> Now is the time to make sure you have enough of the relevant information to continue your task. Look over what you have and if necessary repeat steps in the process to get more material 	<ul style="list-style-type: none"> Develop an outline from your questions, charts and notes. See template in this booklet

TIPS

TIP	WHY?	HOW?
KEEPING TRACK OF YOUR INFORMATION SOURCES FOR YOUR BIBLIOGRAPHY	When the time comes to do your good copy, all you need to do is format the data.	<ul style="list-style-type: none"> • Open a file on you H drive for your Bibliography data. Check out the KELSEY STYLE GUIDE so you know what data you will need in order to do a correct bibliography. As soon as you make use of a source, copy and paste the relevant data to this file. Then when the time comes to do your good copy, all you need to do is format the data. • It is also a good idea to enter the data from print material right away so you have it all in one place. • This is also a good place to keep track of page numbers, etc., for any quotations you are going to use. • You need to check the Kelsey Style Guide. If you do not understand something on it, check with the Librarian. Marks are deducted for incorrect formatting of bibliographies and missing data.
NOTES	Making notes in your own words shows you have thought about what you are writing and that you understand what you are writing.	<ul style="list-style-type: none"> • Notes are not full sentences, usually only 5 - 6 words in length. • Use abbreviations - develop your personal shorthand • Leave out articles and prepositions - the, a, etc. • DO NOT COPY full sentences. • Skim first! Once you have the general idea, read for understanding and details. Then make notes, sort and sift them and then do your outline.
OUTLINE	Organizes your notes according to topics	<ul style="list-style-type: none"> • Use the template on the following page as a guide.
FIRST DRAFT	A rough copy allows you to write quickly using your outline as a guide. You do not need to worry about presentation. Just write! Do not edit now.	<ul style="list-style-type: none"> • When you have cycled through the research cycle and are satisfied with your work, you are ready to write your first draft. • ALWAYS DOUBLE SPACE - MAKES FOR EASIER EDITING. • See below for steps to follow when doing your first draft.

OUTLINES

Preparing an outline is the last step you need to do before writing your report. Prepare an outline even if your teacher doesn't ask for one. It will help you organize your notes and make writing your first draft easier.

Begin preparing the outline by gathering all your notes and reviewing them. Then decide how the information can be organized into major topics and subtopics. Assign a heading to each topic and subtopic. Next, arrange the headings in logical order.

For Grade 9's And For All Grades

For A Short Report

For a short report, your outline can be simple, with only a few main headings and subheading. Here is an example of an outline for the report on "Life Aboard the Space Shuttle":

1. Introduction

2. Body

I The crew's quarters

A. Size

B. Arrangement

II Basic needs

A. Breathing

B. Sleeping

C. Eating and drinking

D. Eliminating wastes

III Daily Tasks

A. Navigating the spacecraft

B. Communicating with Earth

C. Performing scientific experiments

3. Conclusion

Template For A Five-Paragraph Essay Outline Grades 10-12:

INTRODUCTION:

THESIS STATEMENT

_____ and main ideas to be expanded on below _____

BODY:

Main Idea #1

(First argument) _____

Topic sentence _____

Supporting ideas and examples (in **note** form) _____

Main Idea #2

(Second argument) _____

Topic sentence _____

Supporting ideas (in **note** form) _____

Main Idea #3

(Third argument) _____

Topic sentence _____

Supporting ideas (in **note** form) _____

CONCLUSION

(Extract from World Book Encyclopedia)

STEPS TO FOLLOW WHEN WRITING YOUR FIRST DRAFT

- On a separate piece of paper develop a **Thesis Statement** from your “essential” question. This statement explains what you are planning to discuss and prove in your essay and will eventually be incorporated into the introductory paragraph. A thesis statement can make or break a paper!
- Write the **BODY** of your essay using your outline and notes. Incorporate any quotations, and mark where any visual data (maps, charts, graphs), will be placed, if being used.

TIP: Don't get hung up over your introduction and conclusion paragraph. Once the body is written, write your introduction, incorporating your thesis statement, and then your conclusion. Also at this stage - just write, do not try to edit as you write as this will stop your creative juices!

Introduction: Don't write, “ This essay is about ...”, or something equally obvious and uninteresting. Try to get the reader's attention while clearly showing what your essay will be about. This is what a good thesis statement will do. The paragraph should briefly outline your position on the topic, and the arguments or facts you will be presenting.

Body: Each paragraph in the body of your essay should have its own topic sentence. Everything within the paragraph should be related to that topic. Try to make *transitions* between your paragraphs. Use phrases like, “Besides having to learn many new customs, immigrants to Canada also may have to face the unpleasantness of prejudice in their new country.” In other words, *connect* your ideas.

Conclusion: It is not necessary to repeat all your arguments in the concluding paragraph, although you may summarize your main points. Find a memorable way to conclude your essay that will reinforce your main idea. A thought-provoking statement, a question or even a well-known and relevant quotation may be effective.

- **REVISE** your draft. This is such an important step! The work you hand in will be penalized if there is little evidence of good editing. Go over each section of your draft remembering that the **INTRODUCTION** has your thesis statement and an overview of your essay, the **BODY** states the facts, and the **CONCLUSION** shows how the facts proved your thesis to be correct.
- Print a copy of your report to edit.

Good editing means:

- Proofreading - look for all those grammatical errors, punctuation errors, etc.
- Not using words such as “thing”, “stuff”, frequent use of phrases such as, “there is”, “there are”, “its”, “it's”.
- Using spell check
- Avoiding contractions and slang in formal writing (don't, guy, etc.)
- Not using: “I am going to write about”, “This essay is about”
- Watching the use of “I think” - does it suggest you are not too sure of what you are saying?
- Asking yourself, “ Have I produced interesting work that my teacher will enjoy reading?” Be honest! Nobody likes to read boring work!

Final Copy

- Proper title page:

<p style="text-align: center;">TITLE OF DOCUMENT</p> <p style="text-align: right;">Name Course Teacher's name Date handed in</p>
--

- Double space report - very important for eyesight!
- Word processed Bibliography
- Self-evaluation sheet attached to assignment
- Also hand in your outline, notes and whatever else is asked for.

FRANCES KELSEY SECONDARY SCHOOL

STYLE GUIDE

HOW TO FORMAT YOUR REFERENCES

AND

HOW TO HANDLE TEXTUAL NOTES AND QUOTATIONS

IN YOUR TEXT

BIBLIOGRAPHY

American Psychological Association (APA) Format

Citations are needed for:

- every quotation used
- opinions and ideas taken from the work of other authors
- facts and statistics that the reader may doubt. No reference citation is required for facts that are generally accepted as true, such as dates of birth, wars, etc.
- photographs, maps, charts, graphs

Plagiarism.

“Plagiarism is the presentation of another's words or ideas as your own. It is a bad thing. Don't do it.”

Babbie, Earl. (1998). *Plagiarism*. Retrieved January 6, 2001, from <http://www.csubak.edu/ssric/Modules/Other/plagiarism.htm> This is a short article on what constitutes plagiarism. Well worth reading.

Sample Reference

Alphonso, Caroline. (2001, January 6). “School of hard knocks mixes Plato, poverty.” *The Globe and Mail*.

Retrieved January 7, 2001 from <http://www.theglobeandmail.com>

Babbie, Earl. (1998). *Plagiarism*. Retrieved April 18, 2000 from

<http://www.csubak.edu/ssric/Modules/Other/plagiarism.htm>

Bergmann, P. G. (1993). “Relativity.” In *The new encyclopedia britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.

Black, R. (Director). (1990). *Hamlet* [Video]. Paramount.

CBC (Producer) (1999). *Chinese Boat People* [Video] Available School library # 904

Calfee, R.C., & R.R. Vanlencia, (1991). *APA guide to preparing manuscripts for journal publication*. Washington, DC: American Psychological Association

Exploring science: The stars. (1990). Toronto: Prentice-Hall.

Halley's Comet on 12 March, 1986 [digital image], AAO image reference UKS 19. Edinburgh: Anglo-Australian Observatory/Royal Observatory. Retrieved Sept. 20, 1999, from <http://www.aao.gov.au/local/www/dfm/uks019.html>

Henry, W. (1990, April 9). “Making the grade in today’s schools.” *Time*, 135, 28-31

MacCharles, Tonda. (2000, 09/20). “Liberals try to fast track new young offenders law.” *The Toronto Star*. Retrieved September 2, 2001, from *Electric Library* database.

Vietnam War" Retrieved June 3, 2000, from *Britannica Online*.

BASIC RULES: Read Carefully

READ AND FOLLOW THE BASIC RULES FOR FORMATTING YOUR REFERENCE.

Styles are changing all the time because of the many different types of material to be cited. The Kelsey Guide is based on the APA format and tries to give you guidance so that all necessary data is included in your citations. Remember the purpose of a reference is to acknowledge your sources and assist readers to locate the original material. **Always be consistent within the citation style that you choose.**

For example:

- Your REFERENCE is placed on a separate page at the end of your essay.
- **Alphabetize by authors' last name, or if no author, by title**
- Each source you cite in the essay must appear in your reference. Also list items you read and got information from. Always acknowledge the use of other people's ideas and opinions in your text. See the section, Handling Textual Notes and Quotations in this Guide.
- Either use quotation marks around article titles or don't, but don't mix the styles. Italicize Book and Journal titles.
- Entries are by author for books with 3 authors or less. The first author's name is inverted (**last name first**). Second and third authors' names are not inverted. Give last name and initials. If you have more than one work by a particular author, order them by publication date, oldest to newest (thus a 1991 article would appear before a 1996 article). When an author appears as a sole author and as the first author of a group, list the one-author entries first.
- More than 3 authors, use title of item. (First word of title - not the, a, an)
- The date of the item appears in brackets **after the first element of the entry - author or title of item if there is no author**. For electronic resources the date of a webpage may be the date it was last modified. See examples on next page.
- Use "&" instead of "and" when listing multiple authors of a single work.
- The first line of each entry starts at the left margin. Subsequent lines should be indented. **Note:** If this is not possible because of limitations of your word processor, start at left-hand margin, but be consistent.
- For "Location", with a print resource, you should always list the city, but you should also include the province or state if the city is unfamiliar or if the city could be confused with one in another province or state.
- Entries are **not** numbered and are double-spaced between entries

HOW TO CITE PRINT (Hard copy) RESOURCES
(Titles italicized may be underlined instead)

Your bibliography is one list alphabetized by author last name or title if there is no author.

Book (With one Author or up to three Authors):

Example of a citation:

Calfee, R.C., & R.R. Valencia, (1991). *APA guide to preparing manuscripts for journal publication*. Washington, DC: American Psychological Association

Data Required	Data
Author	Calfee, R.C., & R.R. Valencia
(Year of Publication)	(1991)
Title of work:	APA guide to preparing manuscripts for journal publication
Location	Washington, DC
Publisher	American Psychological Association

Book (No Author or three or more Authors):

Example of a citation:

Exploring science: The stars. (1990). Toronto: Prentice-Hall.

Data Required	Data
Title of work:	Exploring science: The stars
(Year of Publication)	(1990).
Location	Toronto:
Publisher	Prentice-Hall.

An entry in an encyclopedia

NOTE:

The name of the ency. is not capitalized! **If an article has no author, enter under title.**

Example of a citation:

Bergmann, P. G. (1993). "Relativity." In *The new encyclopedia britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.

Data Required	Data
Author	Bergmann, P. G.
(Date of encyclopedia)	(1993).
Title of article	"Relativity."
In <i>Name of ency.</i> (Vol., pages).	In <i>The new encyclopedia britannica</i> (Vol. 26, pp. 501-508).
Place published:	Chicago:
Publisher	Encyclopedia Britannica

Article in a magazine or newspaper

Example of a citation:

Henry, W. (1990, April 9). "Making the grade in today's schools." *Time*, 135, 28-31

Data Required	Data
Author, A.A.	Henry, W.
(Year of Publication, add month and day of publication for daily, weekly, or monthly publications).	(1990, April 9).
"Title of article."	"Making the grade in today's schools."
Title of periodical, Vol. (If given),	<i>Time</i>
Issue Number, pages	135, 28-31

HOW TO CITE ELECTRONIC RESOURCES

Source: American Psychological Association. (2001, August 1) APA style for electronic resources. Available from <http://www.apastyle.org>

- There is a print copy at the Library desk

THERE ARE MANY DIFFERENT TYPES OF RESOURCES ON THE INTERNET. BELOW ARE EXAMPLES OF DIFFERENT TYPES AND THE WAY TO CITE THEM. SELECT THE BEST FORMAT FOR YOUR RESOURCES.

- If there is no date indicate by (n.d.)
- If there is no author, begin the reference with the title of the document
- Look for citation information at the top or bottom of the web document.
- Direct readers as closely as possible to the information being cited - wherever possible, reference specific documents rather than home or menu pages.

Document from the World Wide Web (WWW)

Example of a citation:

Babbie, Earl. (1998). *Plagiarism*. Retrieved April 18, 2000 from <http://www.csubak.edu/ssric/Modules/Other/plagiarism.htm>

Data Required	Data
Author	Babbie, Earl.
Document Title	<i>Plagiarism</i> .
Date of Document	(1998).
Retrieved Date	Retrieved April 18, 2000
From (Give URL)	http://www.csubak.edu/ssric/Modules/Other/plagiarism.htm

Digital Image (Picture)

Example of a citation:

Halley's Comet on 12 March, 1986 [digital image], AAO image reference UKS 19. Edinburgh: Anglo-Australian Observatory/Royal Observatory. Retrieved Sept. 20, 1999, from <http://www.aao.gov.au/local/www/dfm/uks019.html>

Data Required	Data
Title of Image	Haley's Comet
Source/Photographer	Australian Observatory/Royal Observatory
Date of Document	12 March, 1986
Retrieved Date	Retrieved Sept. 20, 1999
Description	[digital image]
From (Give URL)	http://www.aao.gov.au/local/www/dfm/uks019.html

Online Encyclopedia (Britannica, World Book, Canadian Encyclopedia, BC Encyclopedia)

NOTE: The URL is not required for databases

Example of a citation:

"Vietnam War" Retrieved June 3, 2000, from *Britannica Online*.

Data Required	Data
Author (if available)	(Enter by author name if there is an author)
Document Title	"Vietnam War"
Retrieved Date	Retrieved June 3, 2000
From (Title of Database)	<i>Britannica Online</i> (Note: NO URL required because it is a database)

Database on the WWW (Example: E.library): NOTE: The URL is not required for databases

Example of a citation:

MacCharles, Tonda. (2000, 09/20). "Liberals try to fast track new young offenders law."
The Toronto Star. Retrieved September 2, 2001, from *BigChalk* database.

Data Required	Data
Author	MacCharles, Tonda.
Document Title	"Liberals try to fast track new young offenders law."
(Date of Document)	(2000, 09/20).
Retrieved Date	Retrieved September 2, 2001
From (Title of Database)	from <i>BigChalk</i> database (Note: NO URL required)

Electronic Newspaper Article

Example of a citation:

Alphonso, Caroline. (2001, January 6). "School of hard knocks mixes Plato, poverty." The Globe and Mail. Retrieved January 7, 2001, from <http://www.theglobeandmail.com>

Data Required	Data
Author	Alphonso, Caroline.
Document Title	"School of hard knocks mixes Plato, poverty."
(Date of Document)	(2001, January 6).
Retrieved Date	Retrieved January 7, 2001
From (Give URL)	from http://www.theglobeandmail.com

OTHER

Video

a) Available in school library

Example of a citation:

CBC (Producer) (1999). *Chinese Boat People* [Video] Available School library # 904

Data Required	Data
Title	<i>Chinese Boat People</i> [Video]
Date	(1999).
Director (if available)	
Producer	CBC
Other (eg. location)	Available School library # 904

b) Other videos

Example of a citation:

Black, R. (Director). (1990) *Hamlet* [Video]. Paramount.

Data Required	Data
Title	<i>Hamlet</i> [Video].
Date	(1990).
Director (if available)	Black, R.
Producer	Paramount.

E-Mail

Because e-mail is a personal communication, not easily retrieved by the general public, no entry appears in your bibliography. When you cite an e-mail message in the body of your paper, acknowledge it in brackets.

Example: According to Jane Brown (personal communication, email, June 20, 2001) the results will show.....

Handling Textual Notes and Quotations In Your Text

General Advice

By themselves, quotations cannot prove the arguments in an essay. They can support and/or illustrate the points that you want to make, but the quotations alone are of little value. Therefore, the following advice is important:

- Avoid too many quotations. Only those really required for an argument should be used.
- Avoid quotations that are too long. It is best to use phrases from longer passages.
- Explain the quotations which are used, showing clearly why they are useful for your arguments.
- Students are cautioned against plagiarism. The rule is that when two or more important words are used in the same form and order, they must be placed in quotation marks.
- If you are not quoting directly, but using another person's opinion, ideas, acknowledgment must be made in your text.

When using APA format, follow the author-date method of citation. This means that the author's last name and the year of publication for the source should appear in the text, and a complete reference should appear in the bibliography. Different styles are illustrated below:

Textual Notes - Reference in your essay to an author/title.

Smith (2000) said that the Vikings landed in what is now Newfoundland in . . .

In a recent book it was reported that the Vikings landed in Newfoundland (Smith, 2000), . . .

Item with no author use abbreviated title

example:

It was reported that the Vikings landed in Newfoundland (Explorers, 2002)

Short Quotations

a) Print

To indicate short quotations (fewer than 40 words) in your text, enclose the quotation within double quotation marks. Provide the author, year, and specific page citation in the text, and include a complete reference in the bibliography. Punctuation marks such as periods, commas, and semicolons should appear after the parenthetical (brackets) citation. Question marks and exclamation points should appear within the quotation marks if they are a part of the quotation but after the parenthetical citation if they are a part of your text.

Examples: (Double space like the rest of your essay.)

It was reported that "there is no doubt that the Vikings were the first residents of Newfoundland" (Smith, 2000:32).

According to Smith (2000:32), "the Vikings were the first residents of Newfoundland"

Smith (2000:32) is convinced that "the Vikings were the first residents of Newfoundland" which is a theory that is at odds with other researchers.

b) Electronic

Often, for **electronic sources**, some or all of these elements may be missing. To help a reader locate the text you are quoting in your source can be difficult. **Include author, date of webpage, or if not given, date retrieved.** One of two things can be done:

Use the paragraph number, if available, preceded by the ¶ symbol or the abbreviation para.

Example: Recent discoveries prove that the Vikings were the first residents of Newfoundland (Smith, 2000, ¶ 15),

Or,

Cite the heading and the number of the paragraph following it so as to direct the reader to the location of the material.

Example:

Recent discoveries prove that the Vikings were the first residents of Newfoundland (Smith, 2000, Viking section)

c) Short poetry quotations (maximum 40 words) may be included as part of the essay, but line divisions should be indicated by a slash (/) , and the original capitalization should be used. Quotation marks and the reference citation must be used.

“Now you are alone,/ you were truly alone,/ you were the one who remained standing.”

(Cohen, 1993, p.241)

d) In short prose quotations (maximum 40 words):

- to omit information from a quotation, use ellipsis points (three periods...)

“ The seal hunt is important to the economy, ... but creates an emotional outcry.”

(Smith & Brown, 1998, p.32)

- to add information to a quotation use square brackets []

“As an advocate for the seal hunt, he [Joe Slate] often spoke on the radio.”

(Smith & Brown, 1998, p.39)

Long Quotations

Place quotations longer than 40 words in a free-standing block of typewritten lines, and omit quotation marks. Start the quotation on a new line, indented five spaces from the left margin. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation five spaces from the new margin. Maintain double-spacing throughout. The parenthetical citation should come after closing punctuation mark.

Example: (Double space)

In Smith’s latest report (2000) on her research she makes the following assertion:

The Vikings were undoubtedly the first residents of Newfoundland. My recent dig on the coast proved that they were living there prior the arrival of others from the south.