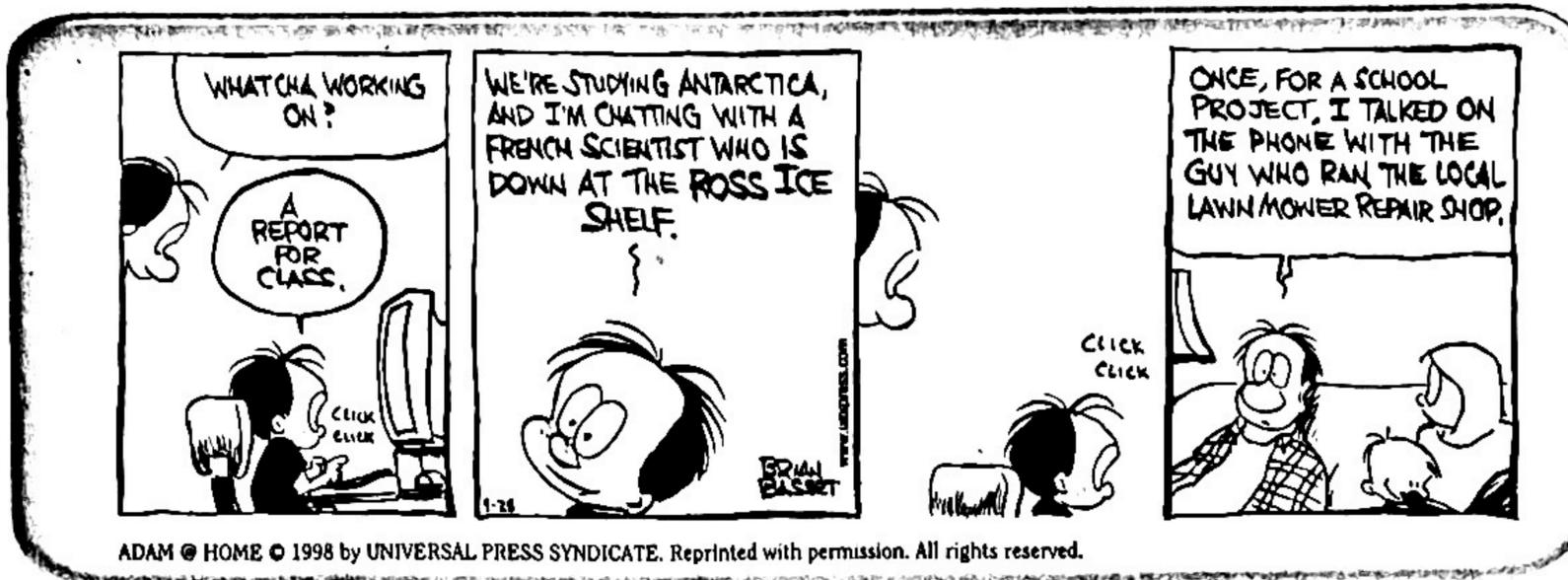




## Locate Sources



It is now time to locate sources of information you will need for your research paper. In this step, you will learn about the many resources available to you and how best to use them. Before starting out on Step 2, however, take a moment to check your progress against the timetable you have chosen as a model (see page 10). Remember, it's important to stay on schedule. Time lost or wasted now will be difficult—maybe impossible—to make up later.

### Two Kinds of Sources

As you begin to look for information about your topic, you will explore two kinds of sources. A **primary source** is an original text, document, interview, speech, or letter. It is not someone's comments on or analysis of a text; it is the text itself. A **secondary source** is *not* an original text or document; rather, it is someone's comments on or analysis of a primary source. For example, U.S. census data are a primary source; a study of economic trends based on census data would be a secondary source.

Here are some examples of primary and secondary sources:

**PRIMARY SOURCES:** Literary works (poems, short stories, novels, essays, plays); documents; autobiographies; letters; interviews; speeches; surveys; tables of statistics

**SECONDARY SOURCES:** Comments on or analysis (either written or spoken) of an original text or document; biographies

### Hint!

Try to include at least one primary source in your paper. Your comments on a primary source will show your knowledge about your topic. Primary sources also provide a welcome change from reading about other people's ideas and opinions.

**✓ Evaluate the sources that you find.**

**CHECK THE DATE.** You will want accurate, up-to-date information, especially if the topic involves the sciences or social sciences. An article published in 1978 about space stations is seriously out of date, but a 1978 article about William Shakespeare could still be an excellent source. You will have to look at the article to see.

**CHECK THE AUTHOR.** Is the writer an expert on the topic? You can usually find some information about the writer (educational and career background) on a book's title page or jacket or at the beginning or end of a magazine article. Is there any indication that the writer is biased or unreliable? You need to be especially careful about using information you find on the Internet. (See pages 26–27 on evaluating Internet sources.)

## Library/Media Center Resources

Libraries are often called **media centers** these days, and librarians are **media specialists**. That is because most libraries offer videos, audiobooks, music CDs, movie DVDs, computer software, and electronic databases in addition to books, magazines, and newspapers.

**✓ Start by exploring library resources.**

Remember that you need five or more good sources (or whatever number your teacher has specified), so allow yourself plenty of time to adjust your topic as you turn up new information or run into dead ends. Some sources may be dated; others may be unavailable; some may turn out not to contain any useful information.

**USE THE ONLINE CATALOG TO LOCATE BOOKS IN THE LIBRARY.** The library's user-friendly computer catalog lets you search for books by author, title, and subject. You might also be able to conduct a **Boolean search**, a title search based on key words. After you enter two or more key words, the computer displays all the book titles containing those key words. Don't hesitate to ask your librarian for help.

When you look up a book in the library's catalog, you will find its **call number**, the series of numbers and letters printed on the book's spine. A call number is like a

### **Online Research**

There are a number of ways to get the most out of a Boolean search. In most cases, you can pull up titles with variants of key words by using the \$ symbol. For example, to find myths about floods in cultures around the world, you might type these key words: *myth\$* and *flood\$*. The abbreviations *au.* and *tl.*, which stand for *author* and *title*, are also useful. For example, if you want to search for books about Willa Cather's *My Ántonia*, you would enter these key words: *cather.au.* and *my antonia.tl.*

road map; it tells you exactly where to find the book you are looking for. Call numbers come from either the **Dewey decimal system** or the **Library of Congress system** for classifying books by their subject. It is not necessary to memorize either system, but you do need to know that the call number of a nonfiction book indicates its general and specific subject and its author's last name. Nonfiction books are shelved according to their call numbers; books of fiction are shelved in a separate section, alphabetically by the author's last name.

**USE THE REFERENCE SECTION TO FIND INFORMATION AND SOURCES.** The library's reference section contains books and other materials that cannot be checked out. Here are some of the types of resources you can use:

**Encyclopedias.** Look up your topic in one or more of the standard multivolume encyclopedias, such as *World Book Encyclopedia*, *Encyclopedia Americana*, and *Encyclopaedia Britannica*. Your teacher may not accept encyclopedia articles as sources because they are too broad and general, but they will give you an overview of your topic. Also, at the end of many articles, you will find useful bibliographies—that is, lists of recommended books about the topic. Besides general encyclopedias, you may also find encyclopedias devoted to a single subject, such as the three-volume *Storytelling: An Encyclopedia of Mythology and Folklore*.

**Biographical information.** If you are tracking down information about a person, the reference section has many multivolume sources (such as *Contemporary Authors*). Some are published annually (such as *Who's Who in America*) or monthly (*Current Biography*). You will also find specialized biographical sources (such as *Notable Native Americans*, *Who's Who Among African Americans*, and *Who's Who in Animated Cartoons*).

**Atlases.** These oversized books contain maps as well as geographical and economic information. There are historical atlases that show past boundaries and current atlases that show nations, cities, and geographic features.

**Almanacs.** These single-volume books, published each year, are crammed with facts, charts, statistics, and other information.

**Dictionaries.** A reference section usually has one or more unabridged dictionaries—the oversized ones that contain nearly every word in the English language. There are specialized dictionaries, too, such as dictionaries of slang, sports terms, science, art, and foreign languages.

**Quotations.** Who said what, and when did he or she say it? If you are trying to track down the source of a familiar phrase or quotation, or if you are looking for a quotation on a specific topic, you will find an assortment of books, such as *Bartlett's Familiar Quotations*.

**Specialized books on all subjects.** The reference shelves are filled with many other books that librarians consider useful for research. You will find books about art history, science, math, and many other subjects. You will also find specialized indexes, such as *Book Review Digest*, *The Columbia Granger's Index to Poetry in Anthologies*, and *Humanities Index*.

**USE ELECTRONIC DATABASES.** Most school and public libraries subscribe to a variety of databases, which you can access on a computer at the library or sometimes at home. To use these electronic sources at home, you'll need a valid public library card. If you live near a college or university, you are usually welcome to use the library, where you will find even more electronic databases. You can read the full text of articles and then print (usually for a small fee) those that are relevant to your topic.

**Ask a librarian at the reference desk for help in using electronic sources.**

You start at the library's home page, where you are given a list of choices. If you choose "Research Resources," you can access several dozen reliable electronic databases available to library patrons. A sampling of the sources that you are likely to find useful follows. All of these sites are searchable.

- **InfoTrac General OneFile** You'll be able to browse articles from more than 8,000 periodicals (journals, magazines, and newspapers).
- **Access World News** This source gives full-text articles from more than 1,500 U.S. and international newspapers, news magazines, news wire services (such as the Associated Press and Reuters), video news clips, and radio-broadcast transcripts.
- **The New York Times** Search the daily *New York Times* from 1851 to the present. Your library may have other national daily and regional weekly newspapers in its electronic databases.
- **Literature Criticism Online** You'll find articles on authors and literary works from the Middle Ages to the present in multivolume encyclopedias, such as *Twentieth-Century Literary Criticism*, *Short Story Criticism*, and *Poetry Criticism*.
- **Science Reference Center** This database gives full-text articles on science and technology, drawn from more than 600 encyclopedias, periodicals, and reference books. You can search a topic and ask for articles with a grade-level-appropriate Lexile score (reading level).
- **Online Reference Books** At one time, you had to go to the library to thumb through encyclopedias in person. Now you can sit at home and access full-text articles and images from digitized encyclopedias and specialized reference books. For example, you can read about the Florida Snail Kite, a hawk, in a 6-volume E-book called *Beacham's Guide to the Endangered Species of North America*.
- **Biography Resource Center** This source indexes biographies of more than 320,000 people from all over the world, past and present. This database also indexes magazine and newspaper articles and Web sites about these individuals. Articles are searchable by a person's name and by category, such as Nobel Prize winners, scientists, or world leaders.
- **History Reference Center** This source gives full-text articles from more than 650 historical reference sources (documents, biographies, encyclopedias, and reference books), covering U.S. and world history, from prehistory to the present.

## Evaluating Internet Sources

**USING SEARCH ENGINES.** Search engines don't index exactly the same sites, so if you want a "second opinion"—because results do vary—try using more than one search engine. To narrow your search, start by condensing your topic into a few essential words, or enclose a phrase in double quotation marks.

### Evaluate Internet sources carefully.

Ask yourself these questions about information you discover on the Internet.

- **Who wrote the Web page?** Usually, you can find the name of the writer or organization (and sometimes an e-mail address) somewhere on the home page. How qualified or knowledgeable is the writer? Is the writer an expert or a professional working in the area the Web site discusses?
- **How accurate is the information?** Does the Web page give facts or just the writer's opinions? Verify factual information by locating the same facts in reliable print sources, such as encyclopedias or almanacs.
- **How up-to-date is the information?** Check the date on which the Web site was created and/or last updated.
- **Is the information biased (slanted toward one point of view), or are both sides of an issue presented objectively and fairly?** Bias is difficult to detect unless you know a lot about the topic or issue. Exaggeration, name-calling, and stereotyping are sure clues that the site is biased.

**Checking the facts.** Most publishers employ **fact-checkers** to double-check the facts in manuscripts submitted by authors, and they're not satisfied until they verify information with at least two reliable sources. But when you're looking at a Web site you've found through a search engine, you are totally on your own. Often, you have no idea who wrote the Web page or how reliable the information is.

**Warning!** A statement may sound like a fact, but that doesn't mean it is true. It may be an opinion, or it may contain false information. Consider this example: "Shakespeare's plays were actually written by Sir Francis Bacon." Is this statement a fact that can be proven to be true, or is it an opinion? If you check several reliable sources (such as *Encyclopaedia Britannica's* entries on Shakespeare and Sir Francis Bacon, and an introduction to Shakespeare's plays written by a scholar), you will conclude that this factual-sounding statement is somebody's opinion, not a fact.

A useful indicator of a Web site's reliability is its **URL** (uniform or universal resource locator), or **Web address**. Here are some general guidelines:

### **Online Research**

When evaluating an Internet source, look for these **top-level domains** in the address.

- **.gov** Indicates that the information is posted by a government agency or group. Agencies such as the U.S. Census Bureau <<http://www.census.gov>> and the Department of Labor <<http://www.dol.gov>> publish detailed statistics that are generally reliable.
- **.edu** is an educational source. A Web site with an **.edu** domain was most likely created by someone associated with a college or university. A scholarly project at a university is almost always reliable.
- **.org** is a nonprofit organization. The Web page of a museum should be reliable, but look for bias in an organization sponsoring a cause.
- **.com** is usually a business. Since almost any person or organization can pay for a domain name, you should be wary of information from businesses that are trying to sell you a product or an entity that may have a hidden agenda. Most major news organizations have reliable sites, such as <<http://www.washingtonpost.com>> and <<http://www.cnn.com>>.
- **.net** indicates a variety of organizations that offer Internet services.

### **Exercise 1**

#### **Be a Fact-Checker**

Suppose that you are a fact-checker for a publisher. How would you go about checking the following statements? On a separate piece of paper, write whether each item is a fact (F) or an opinion (O). Then, write at least two reliable sources you can use to verify or disprove each statement.

1. Chocolate is made from the fermented, dried beans found in the ripe pods of the cacao tree.
2. The U.S. Civil War ended when General Robert E. Lee surrendered to General Ulysses S. Grant at Appomattox Court House on April 9, 1865.
3. Mary Cassatt, an American Impressionist painter, was born in Philadelphia in 1834 but lived much of her life in Europe.
4. Scholars agree that America's greatest president was Abraham Lincoln.
5. The first collection of Emily Dickinson's poetry appeared in 1890 and was edited by Mabel Loomis Todd and T.W. Higgins, who made many changes from Dickinson's original punctuation and wording.
6. Faith Ringgold (1930– ) is a successful African American artist best known for her story quilts.
7. In 1519, the Spanish Conquistadores led by Hernán Cortés laid siege and then destroyed the beautiful Aztec capital of Tenochtitlan, which was rebuilt as Mexico City.

**Exercise 2** Evaluating Search Engine Results

Choose two of the following topics, and use two different search engines to find information about them. Work with a partner to create search terms that will pull up fewer hits. Without looking at the actual Web sites, decide which sites you think will be the most reliable. Explain why.

1. how to cure hiccups
2. Michelangelo and the ceiling of the Sistine Chapel in the Vatican, Italy
3. Jason and the Golden Fleece
4. the origins of the sport of basketball
5. Theodore Roosevelt and the formation of the National Park system
6. the volcanic eruption of Mt. St. Helens in southwest Washington in 1980
7. the first walk on the moon, July 21, 1969
8. the proposed Equal Rights Amendment to the U.S. Constitution
9. E. B. White's success as a children's book author
10. the Beatles' first trip to the United States

**Exercise 3** Evaluating Web Sites

Work with a partner. Rank each of these Web sites from 1 (lowest) to 4 (highest) according to how reliable and accurate you think the information on the Web site will be. Be prepared to explain your evaluation.

1. the most recent U.S. Department of Labor statistics on the number of women in the workforce
2. a twelfth-grader's blog entry about the early history of silent movies
3. the Public Broadcasting Service's (PBS) timeline on the life of African American writer and poet Langston Hughes
4. an editorial about Abraham Lincoln, from the *New York Times*, January 1862
5. a Wikipedia article about a controversial political issue
6. an article by an unknown writer about the Battle of Hastings (1066) on a Web site called [www.battle1066.com](http://www.battle1066.com)
7. an article about Cushing's disease, a serious illness that affects dogs, by a dog trainer
8. an eighth grader's science report on solar wind farms, published on her school's Web site
9. the transcript of *Brown v. Board of Education* from the U.S. Supreme Court
10. a brief biography of Pablo Picasso from an art gallery

## **Exercise 4** Where Would You Look?

For each of the research questions listed below, write at least one sentence telling how you would look up information about the topic. (Use a separate sheet of paper or your computer.) What sources would you explore?

1. What are the latest research findings on the effects of dopamine, a chemical that transmits signals in the brain?
2. How do weather forecasters track and predict the force of hurricanes?
3. What is the history of Key West, the southernmost city in the continental United States?
4. What are some of the latest ideas on how to increase voter turnout?
5. How was the polio epidemic in the United States stopped?
6. What is the story behind Shackleton's 1914–1916 voyage to Antarctica?
7. What is the history of breakthrough motion picture inventions such as sound, color, the blue screen, and animation?
8. What are the major themes of the Mesopotamian epic *Gilgamesh*?
9. What does Picasso's painting *Guernica* represent?
10. What factors led to the extinction of the passenger pigeon?

## **Exercise 5** Evaluating Internet Sources

For each numbered item, choose the Web site that you predict will be most relevant and reliable. Be prepared to explain why you made your choice.

1. For a research paper on the history of the sport of lacrosse:
  - a. [www.lacrosse.com](http://www.lacrosse.com) (home page of Great Atlantic Lacrosse Company, which sells lacrosse equipment)
  - b. [www.lacrosse.org](http://www.lacrosse.org) (the home page of US Lacrosse, the governing body of men's and women's lacrosse teams in the United States)
  - c. [www.lacrosseuniversity.com](http://www.lacrosseuniversity.com) (Web site of Lacrosse University in Bay St. Louis, MS)
  - d. [www.warriorlacrosse.com](http://www.warriorlacrosse.com) (Web site of a manufacturer of lacrosse equipment and clothing)
2. For a research paper on Ansel Adams's photographs in Yosemite National Park:
  - a. [www.nps.gov/yose/nature/articles/adams.htm](http://www.nps.gov/yose/nature/articles/adams.htm) (Yosemite National Park Web site article about Adams's special relationship with Yosemite)
  - b. [www.quotationspage.com/quotes/Ansel\\_Adams](http://www.quotationspage.com/quotes/Ansel_Adams) (quotations by Ansel Adams)
  - c. [www.anseladams.com](http://www.anseladams.com) (Web site of Ansel Adams Gallery, which sells photos, posters, books; several pages of biography; bibliography)
  - d. [www.ncsu.edu/project/farkas/yosemite.html](http://www.ncsu.edu/project/farkas/yosemite.html) (Adams's photograph of El Capitan and Half Dome, with a very brief quotation by Adams)

- Ask for a limited amount of time, perhaps 20–30 minutes, and set a definite day and time for the interview.
- Before the interview, prepare five to ten clearly worded questions that will yield specific information and guide the interview. Keep in mind that a prepared question may bring a reply that leads to other questions and answers. It is important to remain flexible enough to pursue unexpected leads.
- Appear (or call) promptly for the interview. Be polite and take notes. If you are going to record the interview, ask for permission in advance.
- Ask for permission to use direct quotes from the interview in your paper.
- Don't overstay your welcome. Thank the person for his or her time, and send a follow-up letter of thanks.



**Exercise 8** Preparing for an Interview

Draft five questions you would ask each of the following persons in an interview on the topic given. Phrase your questions in a way that will encourage the person you are interviewing to respond with specific details. You might work with a partner to test your questions.

1. A famous sports figure (name him or her) on how to prepare for a career in his or her field

Name of person: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. A local government official on juvenile crime (or any other serious issue) in your community

Name of person: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Your school principal (or a school board member or the superintendent of schools) on an education issue (curriculum, safety, testing, class size, educational reform, vocational education, dropouts, etc.)

Name of person: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**VISIT A LOCAL MUSEUM OR GOVERNMENT OFFICE.** You might sit in on a city council meeting or visit a local recycling plant. Is there a nearby museum related to your topic, where you might find exactly the information you need for your report? Check with the librarian or curator at the museum for help in tracking down the information you need. If you visit a government office, request publications or other information from a receptionist, who will direct you to the proper person or office.

### **Exercise 9** Focusing on Your Community

On a separate sheet of paper or your computer, write a few sentences for each of the research questions below, telling where and how you would find information in your community. List specific names and addresses if possible.

1. What organized after-school athletic programs are available for elementary school boys and girls in your community?
2. What is your community doing or planning to do about recycling? How successful have recycling projects been during the last three years?
3. What specific resources does the community provide for senior citizens? What needs are not being met? How might the community meet these needs?
4. What is the procedure for deciding how local taxes are spent? What were last year's expenditures, and what is the proposed budget for the coming year?
5. What local organizations are available for people interested in the arts? Are there music groups, theater groups, book groups?
6. Who are the current members of the local school board, and how are they elected? How are changes in school policy decided?
7. How many law enforcement officers are there in your community? What training do they undergo before they join the force?
8. Who are your elected representatives in the state legislature? Who are your elected representatives in Congress? How can you reach each of them?
9. What are the most recent statistics on crime in your community? Are serious crimes on the rise, or are they declining?
10. What percentage of the ninth grade class in your school goes on to graduate from high school? What percentage of the high school graduates goes on to college?

**CONDUCT A SURVEY.** When you conduct a survey, you have a chance to ask people everything you want to know about your topic. First, you will have to figure out a useful **sampling**, the group of people you will ask to complete your **questionnaire**. Then you will have to write clearly worded questions designed to elicit the information you are looking for. Instead of providing blank lines and asking people to write in their own answers to your questions, give them a choice of responses. This will make it easier to tally the results.

Here is an example of a survey question and a choice of responses:

### EXAMPLE

How many hours of television do you watch on an average weekday during the school year? (Include both daytime and evening viewing.)

- |                                    |                                      |  |
|------------------------------------|--------------------------------------|--|
| <input type="checkbox"/> none      | <input type="checkbox"/> less than 1 | <input type="checkbox"/> 1-2 hours       |
| <input type="checkbox"/> 2-3 hours | <input type="checkbox"/> 3-5 hours   | <input type="checkbox"/> 6 or more hours |

Creating a survey or questionnaire takes careful planning. Consider all the following questions:

- Who will be included in your sampling group, and how many people will you survey? (The larger and more random the sample, the more accurate or representative your information will be. For example, instead of surveying just your close friends, you will get a more random sampling by surveying every other person in three or four homerooms at different grade levels.)
- How can you ensure that you will get enough responses?
- Whose permission will you need to distribute your questionnaire?
- What specific information do you want to find?
- Are your questions clearly worded? (You might try out your survey on several friends.)
- Are the responses designed so that they can be tallied easily?
- What conclusions can you make based on the results of your survey?



### Exercise 10 Conducting a Survey

Pretend that as part of your research paper on the TV-watching habits of students, you are going to conduct a survey. On a separate sheet of paper or your computer, draft at least six questions with responses that can be tallied easily. Compare your questions with those of your classmates. You might create a class questionnaire and distribute it to other English classes. Tally the results, and decide what you can conclude from the survey.

## Exercise 11 Getting Started

On a separate sheet of paper or your computer, name one **primary source** that you plan to explore for your research paper: a letter, an interview, a visit, a survey. Detail the steps you will use, and compose whatever needs to be written.

- a. **Letter.** If you are writing a letter asking for information, find out the name, title, and address of a person who might provide the information. Draft the letter, revise it, and send it. Report to a classmate or classmates on the reply you receive.
- b. **Interview.** Find out the name of a person you might interview. Draft ten questions you would ask that person. (Be sure to word your questions so that you get more than a *yes* or *no* answer.) Choose your best questions (at least six), and call or write to arrange for an interview. Be sure your teacher approves your interview plans.
- c. **Visit.** Determine if there is a local museum or government office that might have information that you need on your topic. Find out the location and hours when you can visit. Plan your visit, and write down the information you gather.
- d. **Survey.** Think of a survey that might help you gather useful information for your report. Who would take the survey? Draft a questionnaire (at least seven or eight questions with responses), revise it, and distribute it to your sample. Tally your results, and decide what conclusions you can draw.

### Working Bibliography: Keeping Track of Sources

#### Record complete information for every source you think you will use.

When you write your final research paper, you must tell the reader where you got your information. That's why you need to create a **working bibliography** to keep careful track of your sources. Your working bibliography may either be on 3" x 5" or 4" x 6" index cards, or you can create a separate computer file that lists every source you consult. For each source, record the author, title, and publishing information (place of publication, publisher, and date of publication). If you are using an electronic source, you will also need to write the date on which you accessed the information and, if it's an Internet source, the URL (the Web address—e.g., <http://www.cnn.com>).

Assign each source a number, and write it in the upper right-hand corner of the index card or at the top of each entry in your computer file. When you start taking notes from that source, write the source number on any additional note cards; this allows you to keep track of where your notes came from, without having to repeatedly write the same source information on the additional cards. If you want, you might also add your own note or comment about the source, as shown in the two examples on the next page.

## Book

1 → Phillips, David, et al. Blame It on the Weather: Amazing Weather Facts. ← 2  
3 → San Diego: Portable Press, 2002. ← 5  
7 → My note: Interesting account of "North America's Coldest Day," incl. eyewitness description, pp. 51-63

3 ← 6  
4 ← 4

- 1 Author(s) or editor(s), last name first
- 2 Book's title, underlined
- 3 Place of publication
- 4 Publisher
- 5 Date of publication
- 6 Researcher's source number
- 7 Researcher's comment

## Newspaper or Magazine Article

1 → Boynton, Robert S. "The Tyranny of Copyright?" The New York Times Magazine 25 January 2004: 40+ ← 5  
4 → My note: Difficult to read but has interesting information about intellectual property law. Do we "own" CDs and books we buy? No, we "lease" them.

4 ← 6  
2 ← 2  
3 ← 3

- 1 Author(s), if given
- 2 Article's title, enclosed in quotation marks
- 3 Newspaper's or magazine's title, underlined
- 4 Date of publication
- 5 Page(s) on which article appears
- 6 Researcher's source number
- 7 Researcher's comment

### Write each bibliography entry according to the style your teacher requires.

You will follow the exact same style when you write the entries for your Works Cited list, so getting the entries in the correct format now will save you a lot of time later. In the sample bibliography cards above and in the entries on pages 37-42, pay special attention to three things:

- the information that is given
- the order in which the information is given
- the punctuation of each item

The entries in this book follow the **MLA (Modern Language Association)** style for documenting sources, which is the style most often required by high school and college teachers. (For the **APA [American Psychological Association]** style, see Appendix C.) Whatever style of documentation your teacher requires, be sure to follow it exactly.

The following pages show examples of the MLA style for documenting sources. Unless your teacher directs you to use a different style, this is the style you will use to prepare your **Works Cited list** or **bibliography** (see Step 7). Each example shows the necessary information, the order in which it is given, and the proper punctuation. In every entry in a Works Cited list, indent turnover lines.

## **e-writing**

With your teacher's permission, you might record source information on your computer instead of on bibliography cards. Create a bibliography document, and list each source's publishing information in the style shown on pages 37–42. With a click of the mouse, you can alphabetize your sources by selecting the Sort command from the Table menu.

## **MLA Style of Documenting Sources**

Note: MLA Style now requires that you identify the type of source from which you obtained your information—e.g., Print, Web, E-mail, CD-ROM, Audiocassette.

### **Books**

#### **BOOK BY A SINGLE AUTHOR**

Torre, Joe. *The Yankee Years*. New York: Doubleday, 2009. Print.

#### **TWO OR MORE BOOKS BY THE SAME AUTHOR**

After the first mention of an author's name, use three hyphens followed by a period to indicate "same author as above."

Austen, Jane. *Northanger Abbey*. Ed. Anne Henry Ehrenpreis. London: Penguin, 1985. Print.

---. *Persuasion*. Ed. D. W. Harding. London: Penguin, 1985. Print.

#### **BOOK BY TWO AUTHORS**

Cosby, Camille O., and Renee Poussaint. *A Wealth of Wisdom: Legendary African American Elders Speak*. New York: Atria, 2004. Print.

#### **BOOK BY FOUR OR MORE AUTHORS**

List only the first author followed by the abbreviation *et al.* ("and others").

Greenough, Sarah, et al. *On the Art of Fixing a Shadow: One Hundred and Fifty Years of Photography*. Washington, DC: National Gallery of Art, 1989. Print.

#### **BOOK BY A SINGLE EDITOR**

Kennedy, Caroline, ed. *A Patriot's Handbook: Songs, Poems, Stories, and Speeches Celebrating the Land We Love*. New York: Hyperion, 2003. Print.

#### **BOOK BY SINGLE AUTHOR WITH EDITORS AND TRANSLATOR**

Frank, Anne. *The Diary of a Young Girl: Definitive Edition*. Eds. Otto H. Frank and Mirjam Pressler. Trans. Susan Massotty. New York: Doubleday, 1995. Print.

#### **BOOK BY TWO EDITORS**

Goldhammer, Arthur, and Christine Klapish-Zuber, eds. *A History of Women in the West, Vol. 2: Silences of the Middle Ages*. Cambridge, MA: Belknap, 1994. Print.

### **BOOK BY THREE OR MORE EDITORS**

Appiah, Kwame Anthony, et al., eds. *The Dictionary of Global Culture*. New York: Knopf, 1996. Print.

Perkins, George, Barbara Perkins, and Phillip Leininger, eds. *Benét's Reader's Encyclopedia of American Literature*. New York: Harper, 1991. Print.

### **BOOK WITH NO AUTHOR CITED**

*The Baseball Encyclopedia*. 9th ed. New York: Macmillan, 1993. Print.

### **BOOK THAT IS PART OF A SERIES**

Soumerai, Eva Nussbaum, and Carol D. Schulz. *A Voice from the Holocaust*. Westport, CT: Greenwood, 2003. Print. Voices of Twentieth-Century Conflict Ser.

### **MULTIVOLUME WORK**

Hunter, Jeffrey W., et al., eds. *Contemporary Literary Criticism*. Vol. 148. Farmington Hills, MI: Gale, 2002. Print.

### **EDITION**

Lincoln, C. Eric. *The Black Muslims in America*. 3rd ed. Trenton, NJ: Africa World, 1994. Print.

### **TRANSLATION**

Appelfeld, Aharon. *To the Land of the Cattails*. Trans. Jeffrey M. Green. New York: Grove, 1994. Print.

### **GOVERNMENT PUBLICATION**

United States. U.S. General Accounting Office. *Student Testing: Current Extent and Expenditures, with Cost Estimates for a National Examination*. Washington, DC: GAO, 1993. Print.

### **PAMPHLET**

Stevenson, George B. *Trees of Everglades National Park and the Florida Keys*. 2nd ed. Miami: Banyan, 1969. Print.

## **Parts of Books**

### **STORY, ESSAY, POEM, OR PLAY IN A BOOK BY A SINGLE AUTHOR**

Erdrich, Louise. "Indian Boarding School: The Runaways." *Original Fire: Selected and New Poems*. New York: Harper, 2003. Print.

### **STORY, ESSAY, POEM, OR PLAY IN AN ANTHOLOGY**

García Márquez, Gabriel. "A Very Old Man with Enormous Wings." Trans. Gregory Rabassa. *Collected Stories*. New York: Harper, 1984. 203–10. Print.

Hurston, Zora Neal. "Drenched in Light." *The Portable Harlem Renaissance Reader*. Ed. David Levering Lewis. New York: Viking, 1994. 691–98. Print.

## **INTRODUCTION, FOREWORD, OR PREFACE**

### **By the author of the work**

Porter, Katherine Anne. "Go Little Book . . ." Preface. *The Collected Stories of Katherine Anne Porter*. New York: Harcourt, 1965. v-vi. Print.

### **By someone other than the author of a work**

Baldwin, James. "Sweet Lorraine." Introduction. *To Be Young, Gifted and Black*. By Lorraine Hansberry, adapted by Robert Nemiroff. Englewood Cliffs, NJ: Prentice Hall, 1969. ix-xii. Print.

## **ARTICLE IN AN ENCYCLOPEDIA OR OTHER REFERENCE BOOK**

### **Unsigned**

For a familiar reference work, you do not have to cite the city and publisher. Articles from less familiar reference books should have full publishing information (place of publication and publisher).

"Islamic Art and Architecture." *The Columbia Encyclopedia*. 6th ed. 2001. Print.

"Dominican Republic." *Statesman's Year-Book, 1995-96*. 132nd ed. Ed. Brian Hunter. New York: St. Martin's, 1995. 492-96. Print.

### **Signed**

Wiggins, David K. "Jesse Owens." *The Oxford Companion to United States History*. New York: Oxford, 2001. Print.

## **Magazine and Newspaper Articles**

### **MAGAZINE ARTICLE**

Notice how the date (day of month followed by abbreviated month) and page numbers are cited. Do not cite volume or issue numbers. A plus sign (+) indicates that the article begins on that page and is continued on the following pages, which are not consecutive.

Kingsolver, Barbara. "What Money Doesn't Buy: Microfinance and Women's Empowerment in South Asia." *World Ark* Mar./Apr. 2009: 12+. Print.

### **NEWSPAPER ARTICLE**

Taub, Erica A. "Webcam Brings 3-D to Topps Sports Cards." *New York Times* 9 Mar. 2009, Southern ed. B4. Print.

### **NEWSPAPER EDITORIAL**

"Voting Rights Progress." Editorial. *Wall Street Journal* 10 Mar. 2009: A14. Print.

### **NEWSPAPER COLUMN**

Geithner, Timothy, and Shaun Donovan. "Housing Plan's Aim: Help People Help Themselves." *USA Today* 19 Feb. 2009: 9A. Print.

Whitney, Meredith. "Credit Cards Are the Next Credit Crunch." *Wall Street Journal* 10 Mar. 2009: A15. Print.

### **LETTER TO THE EDITOR**

Johnson, Shirley. Letter. *Palm Beach Post* 6 Mar. 2009: A12. Print.

## Electronic Sources

In addition to electronic publication information, you must include the date you accessed the site, which is the second date given in the following examples. At one time, writers were also required to cite the full URL (web address) for any source found on the Internet. MLA style no longer requires URLs for several reasons:

(1) Web sites change frequently as they are updated, (2) Web sites sometimes disappear altogether, and (3) the URLs are often so long that errors occur when you try to record them. According to the latest *MLA Handbook*, the Works Cited list should include a URL only if you think it will be too difficult to find the Web site without the URL.

Your teacher may still prefer that you include all of the URLs on your Works Cited list. Therefore, some of the following examples contain URLs to show you what they should look like and where to place them. **Note:** All electronic sources should be identified with the word *Web*, which is placed immediately before the date on which you accessed the Web site.

### **ONLINE MAGAZINE ARTICLE**

Landsburg, Steven E. "Grade Expectations." *Slate* 12 Aug. 1999. Web. 12 Jan. 2008. <<http://slate.msn.com/id/33044>>.

### **ONLINE NEWSPAPER ARTICLE**

Associated Press. "Freeing Willy, in Real Life." *New York Times on the Web* 8 Sept. 1999. Web. 22 Dec. 1999. <<http://search.nytimes.com/>>.

### **ONLINE REFERENCE WORK**

Tufts, Eleanor. "Cassatt, Mary." *Grolier Multimedia Encyclopedia*. Scholastic, 2004. Web. 19 Sept. 2004. <<http://gme.grolier.com>>.

### **SCHOLARLY PROJECT**

*The Avalon Project*. 1996–2003. Yale U. Law School. Web. 2 June 2003.

### **PROFESSIONAL WEB SITE**

Willett, Perry, ed. *Victorian Women Writers Project*. Dec. 2000. Indiana U. Web. 3 Feb. 2003. <<http://www.indiana.edu/~lettrs/vwwp/>>.

### **PAGE ON A WEB SITE**

"Information Technology." *Career Voyages*. U.S. Departments of Labor and Education. 9 Feb. 2008. Web. 12 May 2010.

"NFL Standings: Division." *National Football League (NFL)*. 6 Mar. 2009. Web. 7 Mar. 2009. <<http://www.nfl.com/standings>>

Stolley, Karl, Kristen Seas, Tony Rouse, and Elizabeth Angeli. "MLA Formatting and Style Guide." *The OWL (Online Writing Lab) at Purdue*. 25 Feb. 2009. Purdue University Writing Lab. Web. 16 Oct. 2009.

"Where We Work: Around the World and in a Myriad of Habitats." *The Nature Conservancy*. 2009. Web. 14 Oct. 2009.

**ENTIRE BOOK (E-BOOK)**

Mallegg, Kristen B., ed. *Who's Who Among African Americans*. Detroit: Gale, 2008. Web. 6 Jan. 2010.

Plotkin, David. *How to Do Everything with Photoshop Elements 3.0*. New York: McGraw Hill/Osborne, 2005. Web. 7 June 2010.

**IMAGE (PHOTOGRAPH, WORK OF ART, SCULPTURE) FOUND ONLINE**

Adams, Ansel. "Moonrise, Hernandez, New Mexico." 1941. "Ansel Anecdotes: Perspectives on Moonrise." Web. 8 Feb. 2010.

Cézanne, Paul. "The Artist's Father, Reading 'L'Événement.'" 1866. National Gallery of Art. Web. 5 May 2010.

"Oakland, California." Map. *U.S. Gazetteer*. U.S. Census Bureau. Web. 22 June 2009.

**WEBLOG (BLOG) ENTRIES**

Davidson, Jenny. "Nipped." Weblog entry. *Light Reading*. 1 Mar. 2009. Web. 5 Mar. 2009 <<http://www.jennydavidson.blogspot.com>>

Dusoulier, Clotilde. "Maple Pecan Ice Cream." Weblog entry. *Chocolate and Zucchini*. 25 Feb. 2009. Web. 25 July 2010.

**POSTING TO A NEWSGROUP OR FORUM**

Sussman, Mick. "'The Great Gatsby' by F. Scott Fitzgerald." Online posting. 1 Apr. 2002. 2003 Reading Group Archive. Web. 18 Mar. 2004.

**E-MAIL**

Hadley, Karen. "Re: Chocolate." Message to the author. 16 Sept. 2010. E-mail.

Ketchum, Robin. "Re: Summer plans for our trip on the Alaskan ferry." Message to Florence Valentino. 5 Dec. 2010. E-mail.

**ONLINE VIDEO**

Murphy, Professor Kevin. "Robert Frost's 'The Road Not Taken.'" YouTube. Ithaca College, New York. Web. 6 Mar. 2009.

**CD-ROM ENCYCLOPEDIA ARTICLE**

"Antarctica." *Complete Reference Collection*. Cambridge: The Learning Company, 1997. CD-ROM.

 **Other Sources****TELEVISION OR RADIO PROGRAM**

*Nightly News with Brian Williams*. NBC. WPTV-TV5. Boynton Beach, FL. 12 Feb. 2010. Television.

**SOUND RECORDING (TAPE, CD, LP)**

Tolkien, J. R. R. *The Fellowship of the Ring. The Lord of the Rings, Book One*. Narrated by Rob Inglis. Recorded Books, 2001. Audiocassettes.

## FILM OR VIDEO RECORDING

*Bram Stoker's Dracula*. Dir. Francis Ford Coppola. Sony Pictures Home Entertainment. 2007. Film.

*The Grapes of Wrath*. Screenplay by Nunnally Johnson. Dir. John Ford. Perf. John Carradine, Jane Darwell, and Henry Fonda. Writ. Nunnally Johnson. Twentieth Century-Fox, 1940. Film.

## PERFORMANCE (CONCERT, PLAY, OPERA, BALLET)

*To Be Young, Gifted and Black*. By Lorraine Hansberry. Dir. Gene Frankel. Perf. Barbara Baxley, Rita Gardner, Janet League, Cicely Tyson, John Beal, Gertrude Jeanette, Stephen Strimpell, Andre Womble. Cherry Lane Theatre, New York. 2 Jan. 1969. Performance.

## WORK OF ART

Hopper, Edward. *Office in a Small City*. 1953. Oil on canvas. Metropolitan Museum of Art, New York.

## INTERVIEW

### Published interview

Drossos, George. Interview. *Division Street America*. By Studs Terkel. New York: Pantheon, 1967. 93–96. Print.

### Unpublished interview

Santiago, Fabiola. Personal interview. 31 Jan. 2010.

## LETTER

### Published letter

Crane, Stephen. "To Joseph Conrad." 17 Mar. 1898. Letter 228 in *Stephen Crane: Letters*. Ed. R. W. Stallman and Lillian Gilkes. New York: New York UP, 1960. 176–77. Print.

### Unpublished letter

Angelou, Maya. Letter to the author. 6 Mar. 2003. TS.<sup>1</sup>

## MAP OR CHART

*Texas*. Map. Chicago: Rand, 2000. Print.

## CARTOON

Heller, Joe. "Twitter." Cartoon. *Green Bay Press-Gazette* 6 Mar. 2009: 24. Print.

Stavro/Lebanon. Cartoon. *Miami Herald* 2 Feb. 2004: 18A. Print.

## LECTURE, SPEECH, OR ADDRESS

Faulkner, William. Stockholm, Sweden. 10 Dec. 1950. Nobel Prize speech.

Kennedy, John F. Washington, DC. 20 Jan. 1961. Inaugural address.

Obama, Barack. Washington, DC. 20 Jan. 2009. Inaugural address.

<sup>1</sup>TS stands for typescript; MS stands for manuscript.

**Exercise 12****Preparing Working Bibliography  
Source Cards**

Write a working bibliography entry (either on an index card or a computer file) for each of the following items. Use the MLA style shown on the preceding pages. Be sure to give the information in the proper order, and use the correct punctuation.

1. Tom Hooper is the director of the television miniseries *John Adams*, which was produced by HBO Video. All episodes of the series can be found on *John Adams*, three videodiscs (DVDs) that were released in 2008. You want to cite the DVDs.
2. You are citing an article on the history of Antarctica from Wikipedia, the free online encyclopedia. You accessed the article yesterday.
3. Barbara Damrosch is the author of a book titled *The Garden Primer*. It is the second edition and was published in 2008 by Workman Publishing Company in New York.
4. *Street Gang: The Complete History of Sesame Street* was written by Michael Davis. Viking publishing company published the book in 2008. Viking is located in New York.
5. On January 12, 2009, Terry Kurtz received an e-mail from Mayor Alice Segal. Mayor Segal was replying to Terry's earlier e-mail with questions about the city's plans for the proposed Youth Recreation Center.
6. You are using one page from a Web site in your research paper. The Web site is run by the National Park Service. The page you are using is titled "Internships." You accessed the page on December 19, 2009. The URL is <<http://www.nps.gov/gettinginvolved/internships/index.htm>>. Your teacher has asked you to include the URL in your entry.
7. Scott Adams is the author of a book of cartoons titled *Dilbert and the Way of the Weasel*. It was published in 2002. The publisher is HarperBusiness, which is located in New York.
8. Peter James and Nick Thorpe are the two editors of a book called *Ancient Inventions*. Their publisher is Ballantine Books in New York. The book appeared in 1999.
9. Jay Hyams is the translator and Giovanni [first name] Pinna is the author of a book about fossils. Its title is *The Illustrated Encyclopedia of Fossils*. It was published in 1990 by Facts on File in New York.
10. The author of a biography called *W. B. Yeats: A Life* is R. F. Foster. The biography is subtitled *Vol. II: The Arch-Poet (1915-1939)*. The book is published by Oxford University Press, which is located in Oxford, UK. It was published in 2003.

**Exercise 13** What Is Wrong with These Working Bibliography Entries?

Each of the following working bibliography entries contains at least one error; some contain many errors. Rewrite each entry, following exactly the MLA style as described on pages 37–42. Check carefully the punctuation, the information included, and the order in which the information is given.

1. YouTube video. Dr. Martin Luther King, Jr. "I Have a Dream." 28, Aug., 1963. 6 Oct. 2009. URL is [http://www.youtube.com/watch?v=PbUtl\\_OvAJk](http://www.youtube.com/watch?v=PbUtl_OvAJk)

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2. Lama, Dalai. *In My Own Words: An Introduction to my teachings and philosophy*. Hay House in Carlsbad, California, 2008

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3. Carla Sanchez. Message to the author. E-mail. Jan. 26, 2010.

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4. Friedman, Thomas L. *The World Is Flat*. Farrar, Straus & Giroux in 2006 in New York. Print.

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5. Ralph Hickok. *A Who's Who of Sports Champions*. Houghton Mifflin, New York, 1995.

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6. Editor, Jeff Silverman. Text by Lardner, Ring. *Lardner on Baseball*. 2002, Lyons Press in Gullford, CT.

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7. Allende, Isabel. *Paula*. Translated by Margaret Sayers Peden. 1994, HarperCollins: New York.

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8. Isaac Victor Kerlow. *The Art of 3D: Computer Animation and Effects, Third edition*. Hoboken, NJ, John Wiley & Sons. 2004. 3rd edition. Print.

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9. Glanz, James, "Uut and Uup Add Their Atomic Mass to Periodic Table" In *New York Times*, a newspaper, February 1, 2004, page 1 southern edition, section YT.

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10. Kennedy, Joseph. "The Wild Man of Samoa." *Natural History*, a magazine. Feb. 2004. Pages 22-25, 66. Print.

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**Exercise 14** Exploring Sources

On a separate sheet of paper or your computer, list every source that you explore as you do research for your paper. Follow exactly the MLA style for documenting sources, as shown on pages 37-42. Write a working bibliography entry for each source that you consult.

**Exercise 15** Checking Your Progress

Answer each of the following questions about the work you've done so far.

1. Of the sources that you explored, which ones did you choose as the most relevant and reliable? Where did you find each of these sources?

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2. How many bibliography source cards have you made so far? How many sources does your teacher require?

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3. What community resources have you explored?

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4. How did you judge which Internet sources are most reliable?

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5. If you need to find more sources, where will you look?

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Are you on schedule?  
Check the Timetables on page 10.

## Checklist Review

- Evaluate the sources that you find. Make sure they are relevant and reliable. Be especially careful when evaluating Internet sources.
- Start by exploring library resources.
  - Use the online catalog to locate books in the library.
  - Use the reference section to find information and sources.
  - Use electronic databases.
- Ask a librarian at the reference desk for help in using electronic sources.
  - Evaluate Internet sources carefully.
- Find primary sources by exploring community resources.
  - Write a letter or an E-mail to an expert.
  - Conduct an interview in person or on the telephone.
  - Visit a local museum or government office.
  - Conduct a survey.
- Record complete information for every source you think you will use.
- Write each bibliography entry according to the style your teacher requires.