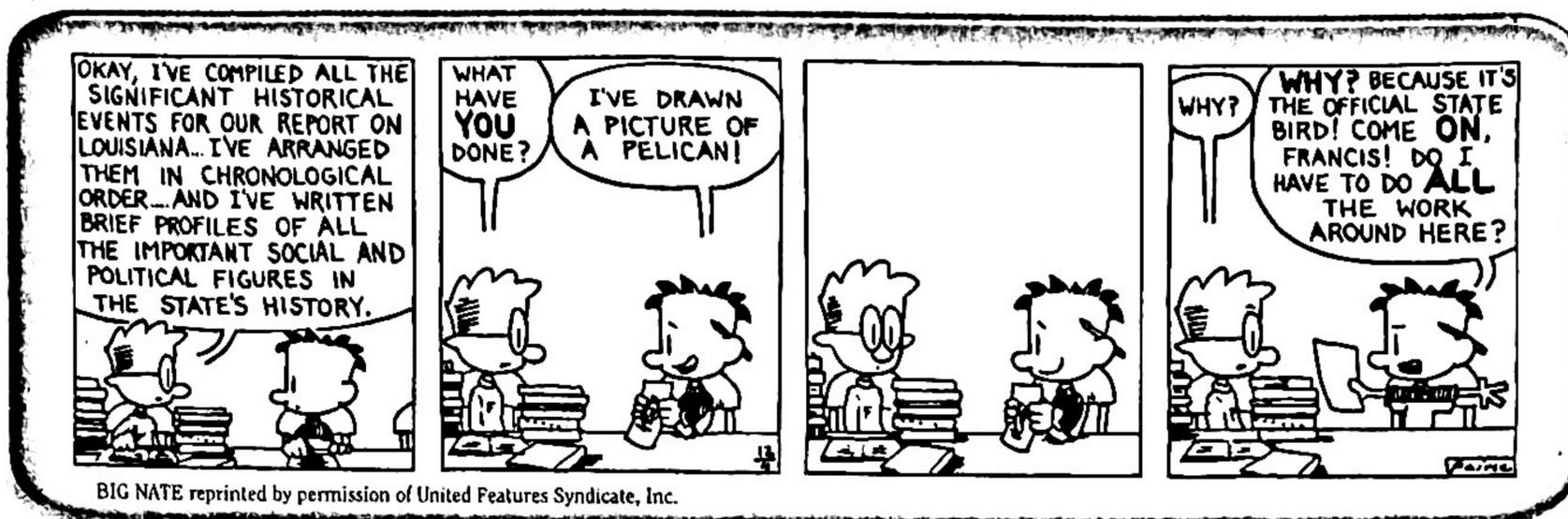


Take Notes



Now that you have tracked down your sources, you are about to start the task of gathering information for your research paper. Note-taking is a crucial step on the way to your finished paper. If you do a good job taking notes, all the rest of the steps in completing your research paper will be a lot easier. But if you are careless—if, for example, you do not take care to record and credit your sources fully and accurately—you will make more work for yourself later on.

Working Outline

Before you start taking notes, create a working outline.

Stop to make a plan, a road map to see where you are headed. Like all outlines, a working outline lists main topics and subtopics in some kind of logical order, but a working outline is informal and definitely not final. (You will make your final outline later.) Its purpose is to guide your research and note-taking. The following questions will help you plan your working outline.

- What are my research questions, the questions I want to find the answers to?
- What are the most important ideas I want to cover in my paper?
- What background information will readers need to have?
- What are the main parts, or sections, of my paper, and how do they relate to one another?
- How might I best organize the information?
- What conclusion(s) do I expect to draw?

You will probably revise your working outline several times as you take notes and think about your paper. You may decide to drop, add, change, or rearrange topics and subtopics as you discover, or are unable to find, the information that you are looking for.

Here is an example of a working outline for a paper about lacrosse:

EXAMPLE

Lacrosse: Yesterday and Today

- I. History of lacrosse
 - A. Developed by Native Americans
 1. A violent game called "baggataway"
 2. Used to train warriors
 - B. Adopted by French settlers in Canada
 1. Called lacrosse
 2. 1856—Montreal Lacrosse Club
 3. 1860—rules standardized
- II. How the game is played
 - A. Teams
 - B. Rules
 - C. Equipment
- III. Lacrosse today
 - A. For both women and men
 - B. In high schools
 - C. In colleges
 - D. International lacrosse

Exercise 1

Making a Working Outline for Your Paper

On a separate sheet of paper or your computer, write a working outline for your research paper. Think about the main ideas you want to cover and how best to arrange them. Remember that you will probably revise this working outline as you continue to research and take notes.

Skim your sources to locate information for your paper.

Skimming is the very fast type of reading you use when you search for specific information or for a particular kind of information.

Here's how to skim for information if your source is a book:

- Turn to the index (if there is one) at the back of the book or to the table of contents at the front. Look for headings related to your topic and research questions.
- When you find a heading that seems useful, turn to the page(s) listed and skim to see if that page or section of the book has the information you want.

- Force your eyes to move very quickly until you find the information you want or decide that it is not there.

To skim a newspaper, magazine, or encyclopedia article, read each subhead and quickly glance at the paragraphs, paying special attention to the first and last sentences of each.

Hint!

Not every source you explore will have useful information. Don't waste time reading a source slowly or taking notes once you have decided the source isn't useful.

Exercise 2 Practice Skimming to Locate Information

Force yourself to read at top speed as you look for specific information. Use a daily newspaper to do this exercise.

1. If you watch television tonight at 8 P.M., what program will you choose to watch? What channel is it on? What program is playing tonight on your local public television (PBS) channel at 8 P.M.?

2. What is the main subject of each of the editorials on the editorial page?

3. In one sentence, summarize the most important story in today's newspaper. (A newspaper's most important story is usually in the upper-right-hand column of the front page of the first section.)

4. Write the headline and the name of the author of a story that appears in the sports section. Then summarize the story in one sentence.

Exercise 3 Skimming One of Your Sources

Skim one of the sources you have listed in Step 2, Exercise 14 (page 45), to see if you can find information that is directly related to your topic. Write down the information as it is listed in the source and the page number(s) on which it is located.

1. Title and author of source

2. Information related to (name of topic)

3. Page number(s) where information is located

Interactive Online Tutorial at
www.sadlierresearchpaper.com

Avoiding Plagiarism

In your finished paper, you must not copy the words or ideas of another writer without giving that writer credit. You cannot even come *close* to copying. If you do, you are guilty of **plagiarism**, stealing another person's **words** and/or **ideas** and passing them off as your own. *Plagiarism*, which comes from a Latin word meaning "kidnapper," is totally unacceptable. It is a very serious academic offense and carries very serious consequences.

- Students have received a failing grade on their research papers.
- Students have failed an entire course.
- College students have been expelled and lost their tuition money.
- Authors have lost their reputations and the ability to publish again.
- Publishers have been sued.
- Journalists have lost their jobs.
- Government officials and candidates for public office have resigned.

So don't even *think* about plagiarizing.

INTENTIONAL PLAGIARISM. Teachers are aware that some students copy large chunks of material word-for-word from published or online sources. It's much too easy—dangerously easy—to use the copy-and-paste tools on a word processing program to insert someone else's writing into a paper. Some students may "borrow" an entire research paper (used by someone else in a previous class) and submit it as their own. Some even buy research papers offered for sale on the Internet. This is both unwise and unethical.

Students are always amazed when they are caught, but they shouldn't be surprised. Teachers have a good idea of the writing style and capabilities of each of their students, and they are suspicious whenever phrases, sentences, paragraphs, or sometimes even a whole paper doesn't "sound" like a particular student's work. They can compare the research paper with a student's writing portfolio and get a pretty good idea of whether or not the work is the student's own.

Teachers also can go online to detect cheating. There are plagiarism-detecting tools, such as Turnitin, that allow teachers to scan a student's research paper. Software programs highlight passages that have been taken (word-for-word or very closely) from online sources or other students' essays. Another easy way to detect plagiarism is to use a search engine, such as Google. Teachers can type into a search bar distinctive phrases from a research paper, enclose those phrases in quotation marks, and hit the search button. In an instant, the computer will tell them whether the paper has been plagiarized and, if it has, it will identify the original source.

ACCIDENTAL PLAGIARISM. Accidental plagiarism occurs when you forget that you are quoting a source and don't give proper credit. **Remember:** You need to give credit for someone's *ideas*, not just for someone's *words*. To avoid this kind of plagiarism, it's essential that when you take notes, you distinguish your own words and ideas from those of the author of the source you are using. (For two foolproof techniques, see guidelines 5 and 6 on page 56.) For most writers of research papers, a long time passes between the day they take notes and the day they begin drafting their papers. Therefore, make sure that in your notes, you make it crystal clear who said what.

GIVING CREDIT. A **paraphrase** is a restatement of a writer's ideas in your own words. Suppose you are paraphrasing a writer's ideas from one of your sources. Even though you are not copying the writer's exact words, you are using the writer's ideas. Unless you give credit to the original writer, you are plagiarizing.

It is not enough simply to mention in passing that information you are presenting in your paper is paraphrased from the work of another author. The acknowledgment must be formal: a parenthetical reference to the original source, which is listed on the Works Cited page. (Rules and guidelines for documenting sources are covered in Step 7.) In the example that follows, note that the writer not only refers to the book and the author being paraphrased (*Cosmos* by Carl Sagan) but also cites the page number where the original material is located in that book. (Since the book title is given in the passage, the writer only needs to cite the page.) Had the writer failed to credit the original author in this fashion, he or she would be guilty of plagiarism.

In *Cosmos*, based on his thirteen-part television series, Carl Sagan describes the extraordinary songs of whales and dolphins. Because sight and smell are not much use in cloudy ocean waters, Sagan explains, these underwater mammals communicate by means of sound. Humpback whales have extraordinary memories, and scientists have recorded exact repetitions of whale songs that last anywhere from 15 minutes to an hour. Sometimes groups of whales sing in unison. They are clearly communicating, but no one has figured out what the songs mean (271).

← title
← author
← page number in source

Look carefully at this original paragraph from Leslie Porter's research paper on the Cuban Missile Crisis of 1962. Then look at the note card written by a student who read Porter's paper. The student who wrote the note card is guilty of plagiarism, whether accidental or not.

ORIGINAL TEXT

The Cuban Missile Crisis had acted like a bucket of cold water thrown over the heads of world leaders, who were so frightened by the nuclear danger that they decided that negotiation and communication were of the utmost importance. As a result of the crisis, the following year the United States and the Soviet Union hammered out the Limited Nuclear Test Ban Treaty. Also, a special "hotline" was established for instant communication between the White House and the Kremlin. During the crisis, it had become clear that "seven-hour delays for messages to reach Washington and the reliance on bicycle-riding Western Union messengers were unacceptable means of communication in a nuclear age" (Finklestein 109). These were perhaps the two biggest dividends of the Cuban Missile Crisis.

— Leslie Porter, "The Cuban Missile Crisis"

NOTE CARD

3

Cuban Missile Crisis—bucket of cold water thrown over the heads of world leaders

Frightened by nuclear danger → need for negotiation and communication

Two biggest dividends of the Cuban Missile Crisis:

1. Hammered out Limited Nuclear Test Ban Treaty—following year
2. Instituted hotline for instant communication between the White House and the Kremlin

pp. 6-7

Which words and phrases are copied word-for-word from the original text? They should be enclosed in quotation marks.

Exercise 4 Writing a Better Note Card

On a separate piece of paper or a note card, write a better note card based on the original text from Leslie Porter's paper. Try to express the ideas in your own words. If you use any of Porter's phrases, enclose them in quotation marks.

Here are three examples of plagiarism and one acceptable use of the original text.

Plagiarism Example 1

Kennedy and Khrushchev had a bucket of cold water thrown over their heads by the Cuban Missile Crisis. Frightened by the nuclear danger, they decided it was really important to negotiate and communicate. As a result of the crisis, they hammered out the Limited Nuclear Test Ban Treaty and instituted a special hotline for instant communication between the Kremlin and the White House.

What's wrong: Much of the language is copied word-for-word from the original text. There are no quotation marks, and no source is given.

Plagiarism Example 2

The Cuban Missile Crisis had two good results. The first was that world leaders, after having had a bucket of cold water dumped over their heads, realized that it was really important to negotiate and communicate. They hammered out the Limited Nuclear Test Ban Treaty the following year and "a special hotline was established for instant communication between the White House and the Kremlin." It was unacceptable, they had learned, to have seven-hour delays in communication and to rely on Western Union messengers to deliver messages by bicycle.

What's wrong: The language is much too close to the original text. Although one sentence is enclosed in quotation marks, the source of the quotation isn't identified.

Plagiarism Example 3

After the Cuban Missile Crisis, Soviet and American leaders realized that seven-hour delays for messages to reach Washington and the reliance on bicycle-riding Western Union messengers were unacceptable means of communication in a nuclear age.

What's wrong: Most of this sentence is copied word-for-word from the source quoted in the original text. The writer has not used quotation marks or identified the source.

Acceptable Use of Source

After it was all over, everyone realized that “the Cuban Missile Crisis had acted like a bucket of cold water thrown over the heads of world leaders” (Porter 6). No one doubted the urgent need for instant communication and negotiation between the United States and the Soviet Union. As a result of the great scare of the Cuban Missile Crisis, the Soviet Union, the United States, and Great Britain negotiated the Limited Nuclear Test Ban Treaty in September 1963. The two superpowers (the Soviet Union and the United States) also instituted a direct telephone line—a hotline—between the Kremlin and the White House (Porter 7).

Why this is acceptable: Notice that the direct quote is enclosed in quotation marks, and the source is identified. Other than the quoted sentence, the writer uses her own words but also acknowledges the source of her ideas.

Exercise 5 Identifying Plagiarism

Read the original text below, and then decide whether each of the numbered items at the top of the next page is an example of plagiarism or whether it is acceptable as written. In the space provided, write whether each item is plagiarism (P) or acceptable (A). Then, rewrite the plagiarized items to make them acceptable.

ORIGINAL TEXT

surfing: sport of gliding toward the shore on a breaking wave. Surfers originally used long, cumbersome wooden boards but now ride lightweight synthetic boards that allow a greater degree of maneuverability. The surfer begins at the point where the waves begin to form, then, facing shore, paddles toward the beach with an oncoming wave. When the wave catches the board, the surfer stands up and glides along the wave’s crest—or, in the case of a large wave, in the “tube” formed by its overhead curl. Although the origins of surfing are obscure, it is clear that it developed in Hawaii, where it was popular during the 19th cent. It spread to the California coast during the 1920s and became very popular with American youth in the 1960s. With lifestyles and regimens freer than those of most athletes, surfers comprise a unique sporting subcult. Though surfing is practiced in many other Pacific nations, its mecca remains Hawaii, where the international surfing championships are held annually.

— Excerpt from *The Columbia Encyclopedia*, Paul Lagassé, editor. Copyright © 2007 by Columbia University Press. Reprinted with permission of the publisher.

1. The beginnings of surfing are unknown, but it is clear that it developed in Hawaii, where it was popular during the nineteenth century.

2. The center of the surfing world is Hawaii, where each year, surfers from all over the world come to participate in surfing championships (Columbia Encyclopedia).

3. "When the wave catches the board, the surfer stands up and glides along the wave's crest."

4. Today's surfboards are lightweight and made from synthetic materials, which gives surfers "a greater degree of maneuverability."

Taking Notes

When you find information that you think will be useful for your paper, it's time to adjust your reading speed. Slow down from skimming speed to the pace you use when you are trying to understand information. If you are like most readers, that means you will read every sentence, not skipping any words, and concentrate on the meaning of what you are reading. You still will not take notes on everything you find, just on information that you think might be useful for your paper.

Follow these eight guidelines for taking notes.

1. Use 3" x 5" cards or 4" x 6" cards (or pieces of paper cut to either of these sizes), or keep notes in a single file on a computer.
2. Write the source number in the upper-right-hand corner of the card. On each card, take notes from only one source.
3. Write on only one side of each card, and write about only one main idea. (You will then be able to arrange and rearrange your note cards easily according to their main ideas.)
4. Write a heading—a key word or phrase—at the top of the note card, and underline it. The heading indicates the main idea discussed on the note card. Usually, the heading is one of the topics or subtopics in your working outline.

5. Make a conscious effort to use your own words when you take notes. It may help to close the book and explain to yourself what the author has written, and then write that explanation on your note card. You do not need to write in complete sentences. Use abbreviations and symbols.
6. Enclose direct quotations in large quotation marks. Make sure you have quoted word for word, *exactly* as the author wrote it. If you wish to leave out any material (a sentence or phrase or even a single word) from the quoted passage, you must show that you have done so by inserting ellipses at the appropriate point. (For more information on ellipses and other changes to quoted material, see Step 6.)
7. At the bottom of each note card, write the page number(s) where you found the information.
8. Before you go on to a new note card, double-check to see that you have written the source number and page numbers. If you haven't done this, your note card will be useless because you will not be able to find and document the source of your information again.

EXAMPLE

heading →	<p><u>What mountain climbers need</u></p> <p>Interview w. Sir Edmund Hillary (first to climb Mt. Everest, 5/29/53):</p> <ol style="list-style-type: none"> 1. Strong motivation 2. Technical skill 3. Good planning 4. Sense of humor <p style="text-align: right;">p. 65</p>	<p>← source number</p> <p>← page number in source</p>
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e-writing

If you have the use of a laptop, you can take it with you to the library (or any other place you visit to find information) and take notes directly on the computer. Or you can keyboard your notes at school or at home. Save your notes in a separate file or document, and be sure to print out a hard copy—just in case something happens to the file or to the computer.

You can make sorting through your notes (the first job in Step 4) a lot easier if you group together all the notes with the same heading (key word or phrase at the top of the note card). Here's how to do it: Write your heading, and then hit the Search or Find command in the Edit menu. Search for that same heading elsewhere in your notes. If you find another note with the same heading, cut and paste it to the same place. Then when you print your notes, you will have them neatly grouped by heading.

Three Kinds of Notes

Your notes will probably contain a mixture of direct quotations, paraphrases, and summaries.

DIRECT QUOTATIONS. Sometimes, you will find a writer's wording so vivid or effective that you decide you might want to quote it in your paper. On your note card, copy the quote exactly, word for word, just as the writer wrote it, and enclose the quoted material in large quotation marks. (Later on, when you review your notes, the jumbo quotes will alert you immediately that the wording isn't yours.)

EXAMPLE

The Great Gatsby
F. Scott Fitzgerald letter to Maxwell
Perkins (editor) about plans for 3rd novel:
"I want to write something new—something
extraordinary and beautiful and simple +
intricately patterned."

p. 112

Hint!

In your finished paper, keep direct quotations brief, and use them sparingly. Think of sprinkling a handful or two of direct quotations throughout your paper. No more than one-sixth of your total paper should be direct quotations.

Exercise 6 Taking Notes for a Direct Quotation

Look through one of your sources until you find a sentence or phrase you might quote directly in your paper. Fill out a note card for that direct quotation.

PARAPHRASES. Remember that when you paraphrase a text, you restate the writer's ideas in your own words. A paraphrase covers every idea in the same order as in the original but is usually shorter. Paraphrases are most useful when you are writing about a short literary text, such as a poem. Here is a paraphrase of Robert Frost's "The Road Not Taken."

The speaker in the poem remembers a time when he was walking in the autumn woods and came to a place where he had to choose between two roads. He stood there a long time, feeling sad that he could not travel both. After peering down one road as far as he could see, he chose the other, grassier one. Both roads were worn about the same and were covered with fresh leaves. He told himself he would go down the other road someday but didn't really think he would ever be back. He says that he will be telling about this choice many years in the future. His taking the less-traveled road was an important turning point in his life.

As you take notes for your paper, in most cases, you'll be paraphrasing informational prose, not poetry. Here's an example of a factual paragraph and one writer's paraphrase of the ideas in that passage. How well do you think the writer has paraphrased the passage?

ORIGINAL TEXT

Navajo medicine men create sandpaintings, or "dry paintings" as they call them, as part of a ceremony to heal someone who is ill. Sandpaintings are not made to last. They are drawn, used, and destroyed in a single day. To make a sand painting, a medicine man and others who have been trained in the art sit on the earthen floor of a kiva, a large room used for ceremonial purposes. They use dry pigments (such as gypsum, ochre, sandstone, and charcoal) to draw the symbolic figures and designs, beginning with the motif in the center of a large circle. The traditional designs of Navajo sandpaintings have been handed down for hundreds of years, and each design goes with a specific chant. A sandpainting for the Navajo Beauty Chant, for example, depicts various water creatures, while one for the Mountain Chant contains the figures of four bears. When the intricate painting is finished, the person to be healed sits in the center of the painting while the medicine man completes the chant. After the ceremony is finished, the medicine man obliterates the painting.

PARAPHRASE

Sandpaintings, which are part of a Navajo healing ritual, are made to last only a day. Medicine men and others who are specially trained draw symbolic figures and designs, using dry, natural pigments. These traditional designs are unique to each special chant. The sick person sits in the middle of the finished painting while the chant is completed. Afterward, the painting is destroyed.

**Exercise 7****Paraphrasing Information
In an Article**

Work with a partner to paraphrase these two paragraphs.

ORIGINAL TEXT

Like light, sound is a form of energy that travels in waves. Sound can travel through air (thunder, voice, animal noises) and through liquids (underwater sounds of whales and dolphins). Sound can even travel through solid matter, as when an earthquake or volcanic explosion causes seismic waves that reverberate through the earth.

Early scientists tried to measure how fast sound travels. An English clergyman and naturalist named William Derham (1657–1735) devised an experiment to measure the speed of sound. In 1708, he climbed to the top of a church in Essex, England. Using a telescope and a pocket watch, Derham timed how long it took for him to hear the sound of a cannon being fired 12 miles away. He could tell when the cannon was fired by seeing the flash of its explosion. Derham's measurements were very close to what we know about the speed of sound today: At a temperature of 68 degrees Fahrenheit (20 degrees Centigrade), sound travels through the air at 1,130 feet per second.

**Exercise 8****Paraphrasing a Quotation**

On a separate piece of paper, practice paraphrasing by using your own words to express the ideas in each of the following quotations. When you have finished, get together with a partner or small group to compare your paraphrases. Have you accurately restated the writer's ideas? **Hint:** You might begin your paraphrase by identifying the source. For example, "In a letter that Thomas Jefferson wrote in 1785 to Peter Carr, he said that—"

1. "He who permits himself to tell a lie once, finds it much easier to do a second and third time, till at length it becomes habitual; he tells lies without attending to it, and truths without the world's believing him. This falsehood of the tongue leads to that of the heart, and in time depraves all in its good dispositions."

— Thomas Jefferson, *Letter to Peter Carr, 1785*

2. "In the new code of laws which I suppose it will be necessary for you to make I desire you would remember the ladies, and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the husbands. Remember all men would be tyrants if they could. If particular care and attention is not paid to the ladies we are determined to foment a rebellion, and will not hold ourselves by any laws in which we have no voice, or representation."

— Abigail Adams, *Letter to John Adams, 1776*

Choose an important paragraph from one of your sources. On a separate sheet of paper or your computer, write a paraphrase of it. With a partner, compare your paraphrase with the original text. Have you included all the writer's ideas in the same order as in the original? Have you used *your own* words? Have you credited the original source?

SUMMARIES. When you summarize something, you restate the main ideas in your own words. A summary does not give all the details, only the most important ones. Here, for example, are several paragraphs about utopias, followed by a brief summary:

ORIGINAL TEXT

Do you think you would like to live in a utopia? The word *utopia* is a made-up word that means, literally, "not a place." Sir Thomas More made up the word from the ancient Greek *ou-* (not) and *topos* (a place). More, a prominent English author and statesman, described the island of Utopia in a political essay in 1516. In More's *Utopia*, men and women are equally educated (unheard of at the time), and all religions are tolerated. More's Utopia is an ideal society in which every person thrives, and injustice, poverty, and misery no longer exist. More's *Utopia*, published in Latin, was an immediate success. Unfortunately for More, his conflict with King Henry VIII over Henry's desire to break from the Roman Catholic Church led to More's beheading in 1535.

Gradually, the words *utopia* and *utopian* have come to refer to any ideal society. Since More's day, others have written about such societies, most notably Samuel Butler in *Erewhon* (1872), an anagram of the word *nowhere*, and Edward Bellamy in *Looking Backward* (1888). B. F. Skinner's *Walden Two* (1961) depicts an ideal community based on the writer's behavioral psychology theories. All these utopian works criticize contemporary society and propose remedies for society's ills. Satires of utopian societies abound, including Jonathan Swift's *Gulliver's Travels* (1726), Aldous Huxley's *Brave New World* (1932), and George Orwell's *1984* (1949). The latter two portray *dystopias*, societies in which something is vastly wrong.

SUMMARY

The word utopia comes from the ideal society Sir Thomas More described in a political essay in 1516. More called his island Utopia, from the Greek for "not a place." Utopian literature does two things: criticizes what is wrong with the writer's society and suggests ways to fix society's injustices and other problems. Other utopian novels include Bellamy's Looking Backward, Butler's Erewhon, and Skinner's Walden Two. Swift's Gulliver's Travels, Huxley's Brave New World, and Orwell's 1984 are satires of utopias.

p. 426

Keep in mind that when you are taking notes, you do not have to use complete sentences. Words, phrases, and fragments are fine—just as long as you can understand later what you have written on your note card and you make sure to avoid plagiarism.

EXAMPLE

Meaning of utopia

Utopia (Gr., "not a place"). Made up by Sir Thomas More, name of island & ideal society in his essay Utopia (1516). Utopia & utopian = any ideal society

p. 426

Hint!

If you have printed your source (a newspaper or magazine article, for instance), you can highlight main ideas with a brightly colored, transparent marker. Then when you make your note cards, you can go directly to the highlighted parts of the article.

Exercise 10 Summarizing Important Information from a Source

Choose one of the sources that you plan to use for your research paper. On note cards or on your computer, summarize each of the important ideas that may be of use to you, using your own words. Be sure to write a heading, the source number (see your bibliography cards), and the number of the page on which you found your information.

Here is a brief passage on the first African American baseball player in the major leagues. On a separate sheet of paper or on your computer, take notes in your own words for a research paper on Jackie Robinson. Compare your notes with those of a partner or small group.

When World War II ended, some people, including reporters, argued that African Americans had fought and died in the war and that it was time to integrate professional baseball. Branch Rickey, the Brooklyn Dodgers' president, agreed. He assigned Dodger scouts to search for a talented player in the Negro Leagues. Rickey chose Jackie Robinson, who was playing shortstop for the Kansas City Monarchs.

According to Rickey's plan, Robinson would play for a year with a Canadian team, the Montreal Royals, the Dodgers' best minor league team. In 1946, he led the league in batting and runs scored, and that year the Royals won the pennant and the Little World Series. The grateful Montreal fans considered him a hero.

On April 10, 1947, Rickey announced that Robinson would become the first African American player in the major leagues. That first season Robinson and his wife received hate mail and death threats. He and his teammates were jeered by fellow baseball players and managers and by fans. And Robinson was turned away from hotels and restaurants that accommodated his teammates. But Robinson never lost his cool, and he played extraordinary baseball that season. Lightning fast, he led the league in stolen bases. His 12 home runs, 175 hits, and great fielding at first base led to his being named Rookie of the Year. Robinson was named the Most Valuable Player in 1949, the year he stole 37 bases and led the league in batting.

When he was inducted into the Baseball Hall of Fame in 1962, Robinson said, "I feel quite inadequate to this honor. It is something that could never have happened without three people. Branch Rickey was as a father to me, my wife, and my mother. They are here making the honor complete." He became the first baseball player—black or white—to have his portrait on a U.S. postage stamp.

Exercise 12 Practice Taking Notes During an Interview

Pretend that you have been asked to introduce a classmate at a school assembly. Interview a classmate about his or her earliest memories, family, hobbies, ambitions, and so on. Think of five or six questions, and take notes on your classmate's responses. Introduce your classmate to the class, using the notes you took during your interview.

Exercise 13 Taking Notes for Your Research Paper

In each of the possible sources you have discovered, skim until you locate information you think will be useful in your research paper. Then take notes, following the guidelines on pages 55–56. You may end up with dozens of cards from each source. Before you leave each card, double-check to see that you have written the correct source number in the upper-right-hand corner and that you have listed the page numbers where you found the information.

Exercise 14 Checking Your Progress

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

1. What are the major headings in your working outline? Does your outline follow the form shown on page 48?

2. How did you decide when to take notes? How did you locate relevant information?

3. What essential information did you put on each of your note cards?

4. How have you distinguished direct quotations from your own notes, thoughts, and comments?

5. Explain the difference between a summary and a paraphrase. Have you used either of these on your note cards?

Checklist Review



Are you on schedule?

Check the Timetables on page 10.

- Before you start taking notes, create a working outline.
- Skim your sources to locate information for your paper.
- Take notes in your own words.
- Enclose a direct quotation (the author's exact wording) in large quotation marks.
- Follow the guidelines for taking notes on pages 55-56.
- Make sure you give proper credit for a writer's words and ideas.