

# Research Success

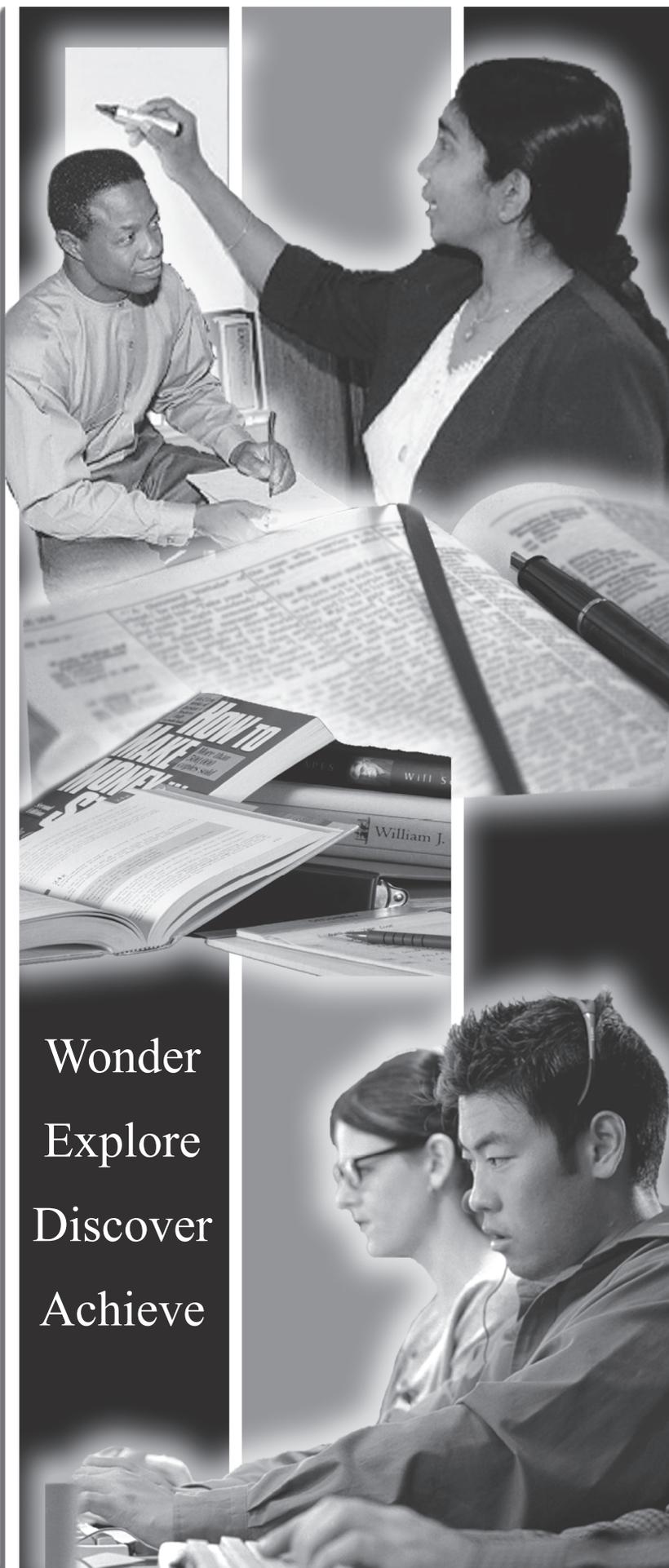
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Your Library™

## A Guide for Secondary Students Revised

Library and Learning Resources  
and Interdisciplinary Studies

**2010**



Wonder  
Explore  
Discover  
Achieve

# Introduction and Acknowledgements

*Research Success @ Your Library: A Guide for Secondary Students* has been developed by the Library and Learning Resources Department of the Toronto District School Board to support the implementation of the Ontario secondary school curriculum and to assist students in becoming organized researchers, critical thinkers, and effective communicators.

This *Guide* presents a step-by-step approach to the research and inquiry process that is applicable in all subject areas. For each stage, the *Guide* provides:

- ✓ valuable advice from teacher-librarians
- ✓ templates for recording your work
- ✓ short tips for improving research
- ✓ checklists and rubrics for assessing your progress

We hope you use this *Guide* throughout your high school career, and we welcome your comments.

*Research Success @ Your Library: A Guide for Secondary Students* is a major revision of the *Student Research Guide*, 2003, written by Rose Dodgson, Cathi Gibson-Gates, Mark Kaminski, Carol Koechlin, Sharon Mills, and Esther Rosenfeld. The *Student Research Guide*, 2003 was based on the *Independent Study Guide* (3rd ed.), published by the Toronto District School Board in 1999. Aspects of *More Than a Style Guide*, 2nd Edition are adhered to in this resource, such as the omission of “http://” in URLs.

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## Research Success @ Your Library: A Guide for Secondary Students, Revised

© 2010 Toronto District School Board  
ISBN: 978-0-88881-324-4

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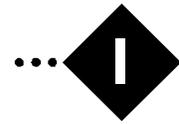
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This document has been reviewed for equity.

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# The Power of Research: Minds On



## Every job includes research.

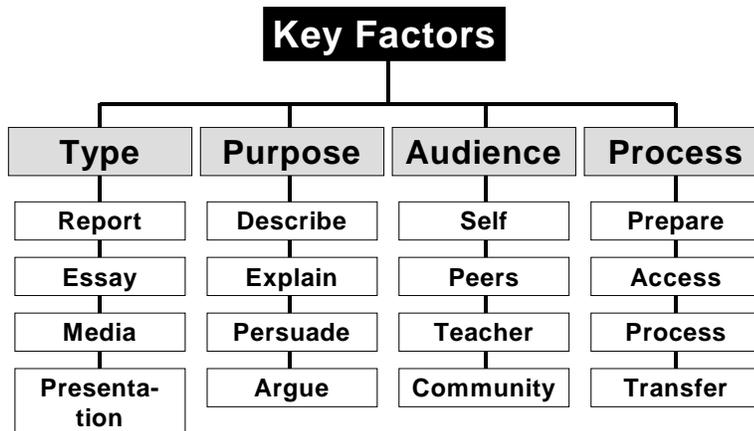
Whether you are planning to design a new computer video game, write a novel, investigate new medical technologies, or own your own automotive shop, you will need to always be researching in your field.



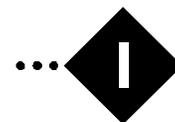
Field	Research Activity
<b>Automotive Shop Owner</b>	Compares specs of new models for emissions testing
<b>Chef</b>	Revises menu to improve nutrition
<b>City Planner</b>	Checks local building codes
<b>Doctor</b>	Reads journal for latest procedures
<b>Social Worker</b>	Finds best solutions for family counselling
<b>Video Game Designer</b>	Updates knowledge of computer systems
<b>Writer</b>	Gathers archival background for novel

## Research includes a complex set of factors:

- ❑ the **type** of research you are doing
- ❑ the **purpose** for your research
- ❑ the **audience** for whom the research is meant
- ❑ the **process** or steps you take during your research



# The Power of Research (cont'd.)



Research gives you the power to **choose** what you want to learn, **build** your knowledge, **think** critically and creatively, **communicate** to share ideas, and **apply** your learning to life in real situations.

**People research for many reasons:**

- ❑ to **learn** about something they need to know or do
- ❑ to **test** an idea or hypothesis
- ❑ to **solve** a problem or **make a decision**
- ❑ to **build** on another's knowledge for greater understanding

The diagram features the word "RESEARCH" in a central, bold, black font. It is surrounded by four puzzle pieces, each connected to the center by a thin black line. The top-left puzzle piece is labeled "Learn", the top-right is labeled "Test", the bottom-left is labeled "Solve" and "Decide", and the bottom-right is labeled "Build".

## What students say about research...

*"I do research every day... when I decide what movie to see or what gift to buy. I am always researching."*

*"Knowing how to research means I can learn almost anything."*

*"In my co-op placement, research helps me solve problems I have never faced before."*

*"I don't just Google the Web anymore. I know more ways to find the things I need."*

*"Better research gets better grades. That's the bottom line!"*

As you do research, you learn valuable **essential skills** for life and work.

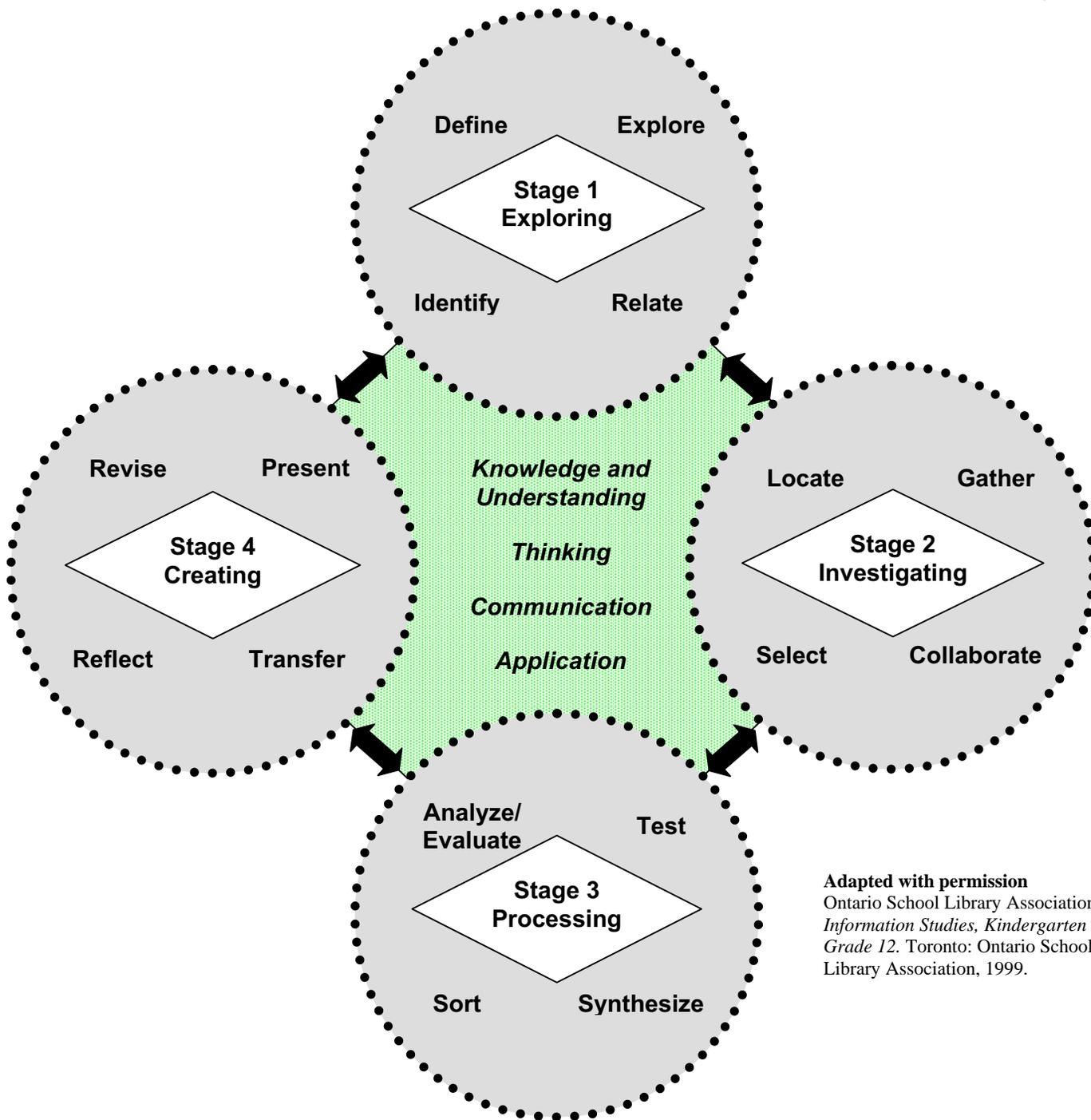
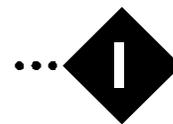
These skills provide the foundation for learning all other skills and help you to evolve with a job and adapt to changes in the workplace.

[www.hrsdc.gc.ca/eng/workplaceskills/essential\\_skills/general/home.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml)

### Doing Research = Essential Literacy

- ❑ Reading text
- ❑ Document use
- ❑ Numeracy
- ❑ Writing
- ❑ Oral communication
- ❑ Working with others
- ❑ Thinking skills
- ❑ Computer skills
- ❑ Continuous learning

# Model: The Process of Inquiry and Research



Adapted with permission  
Ontario School Library Association.  
*Information Studies, Kindergarten to  
Grade 12.* Toronto: Ontario School  
Library Association, 1999.

This model represents research as a dynamic process of learning. The more that you research, the more you discover that the research process is a complex journey. The experienced researcher moves back and forth between and within stages. For instance, after forming a focus in Stage 1, you might locate resources in Stage 2 that cause you to rethink your focus, and consequently to locate new resources. On the other hand, in Stage 3, you may be synthesizing your information only to realize you need to analyze and test your data once again to find the necessary connections.

## Define

- ❑ **Understand the research process.**
  - How well do I understand the purposes of research?
  - How well do I understand the stages of research?
- ❑ **Understand the assignment.**
  - What do I have to do?
  - What is the final product, the audience, and the due dates?
  - How will it be evaluated?
- ❑ **Prepare a portfolio that organizes the process and the project.**
  - Did I consider time management with a research plan and timelines?
  - Did I include my notes, lists of resources, drafts, conferences, and records of my progress?

## Explore

- ❑ **Explore the topic.**
  - Did I get an overview of my topic by using a variety of resources, including books, videos, experts, the Internet, and community resources?
- ❑ **Brainstorm.**
  - Did I consider my interests?
  - Did I share ideas with others?
  - Did I develop my ideas using maps or webs?
  - Did I classify ideas to look for patterns?
  - Did I break down the topic to help develop a focus?
- ❑ **Record the possible topics and subtopics.**
  - Is the topic manageable and meaningful?

## Identify

- ❑ **Create research questions.**
  - Have I developed thoughtful questions that require research and analysis?
- ❑ **Develop search strategies.**
  - Have I developed keywords for searches?
  - Have I grouped the search terms together?
- ❑ **Form a focus statement.**
  - Can I state clearly what I am researching?
  - Do I understand why this topic is important to my audience and me?

## Relate

- ❑ **Develop a K-N-R (Know, Need, Resources) chart.**
  - What do I wonder about the topic?
  - What do I know about the topic?
  - What do I need to find out?
  - What are the most appropriate resources for this topic?
- ❑ **Discuss research topics and plans.**
  - Have I talked to my peers and family about my ideas and progress?
  - Have I had a conference with my teacher or teacher-librarian?



# Understanding the Assignment

Use this template to be sure you understand your assignment. Remember to check more than one box under Format, Purpose, and Details if your assignment requires it.

Course: \_\_\_\_\_

Topic: \_\_\_\_\_

**Format**

Written	Oral	Audiovisual/Multimedia	
<input type="checkbox"/> brochure	<input type="checkbox"/> debate	<input type="checkbox"/> computer product	<input type="checkbox"/> scrapbook
<input type="checkbox"/> dramatic script	<input type="checkbox"/> interview	<input type="checkbox"/> dance	<input type="checkbox"/> slide show
<input type="checkbox"/> essay	<input type="checkbox"/> panel discussion	<input type="checkbox"/> diagram	<input type="checkbox"/> tableau
<input type="checkbox"/> news article	<input type="checkbox"/> presentation	<input type="checkbox"/> display	<input type="checkbox"/> television show
<input type="checkbox"/> newsletter	<input type="checkbox"/> role-playing	<input type="checkbox"/> illustration	<input type="checkbox"/> video/DVD
<input type="checkbox"/> report	<input type="checkbox"/> seminar	<input type="checkbox"/> poster	<input type="checkbox"/> website
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> podcast, blog, wiki	<input type="checkbox"/>

**Purpose**

Describe	Explain	Persuade	Argue
<input type="checkbox"/> state facts	<input type="checkbox"/> comment on format	<input type="checkbox"/> move an audience to change	<input type="checkbox"/> prove a hypothesis
<input type="checkbox"/> retell a story	<input type="checkbox"/> analyze information	<input type="checkbox"/> debate an issue	<input type="checkbox"/> predict possibilities
<input type="checkbox"/> outline ideas	<input type="checkbox"/> investigate concepts	<input type="checkbox"/> defend a position	<input type="checkbox"/> solve a problem
<input type="checkbox"/> summarize findings	<input type="checkbox"/> compare perspectives	<input type="checkbox"/> justify a decision	<input type="checkbox"/> evaluate worth

**Details**

Audience	Working Arrangements	Evaluation	Role or Point of View	Length
<input type="checkbox"/> peers in class	<input type="checkbox"/> individually	<input type="checkbox"/> rubric	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> students in school	<input type="checkbox"/> pairs	<input type="checkbox"/> checklist		
<input type="checkbox"/> teacher	<input type="checkbox"/> group	<input type="checkbox"/> rating scale		
<input type="checkbox"/> children	<input type="checkbox"/> whole class	<input type="checkbox"/> anecdotal		
<input type="checkbox"/> community (local, global, online)	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>				

**Timeline**

KEY STEPS	Topic Selection	Focus/ Thesis	List of Resources	Completed Notes	Outline	First Draft	Final Product
DATES							

**Tip:** To keep organized, use a research portfolio that includes the assignment, notes, printouts, and conference details.

# Time-Management Strategies



Research takes time. Develop a **Research Plan** to commit to specific days and times in order to complete the stages of research.

**Course:** \_\_\_\_\_ **Topic:** \_\_\_\_\_

Research Plan	
Sample Week 1	<i>Mon.: find a topic / Tues.: class in library / Tues. evening: go to public library</i>
<b>Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	
<b>Week 4</b>	
<b>Week 5</b>	

The **Research Log** is a way of keeping track of the specific activities of the research process. Record the resources you use, your thoughts and feelings about the activity, and your evidence of completing the activity (e.g., a teacher's signature, a mark given, a peer review).

Due Date	Research Log	Evidence

**Tip:** Another option for managing your time during research is to include plans, conferences, and deadlines in your school agenda.

# Exploring a Topic: Starting Your Thinking

Get a good start on your research by asking these questions and recording the answers in the boxes below.

**I Wonder...**

What have I always wondered about this topic?

**I Ask...**

What questions do I have about this topic?



**I Relate...**

How does this topic relate to my life, now and in the future?

**I Begin...**

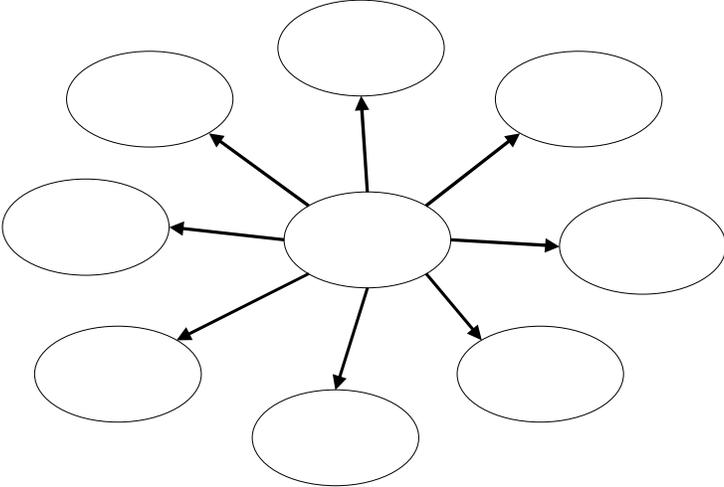
- explore my textbook
- read a general encyclopedia
- browse magazines
- view a film or video
- surf the Internet
- ask a friend or expert
- 

How do I begin finding more ideas?

# Exploring a Topic: Brainstorming and Mapping

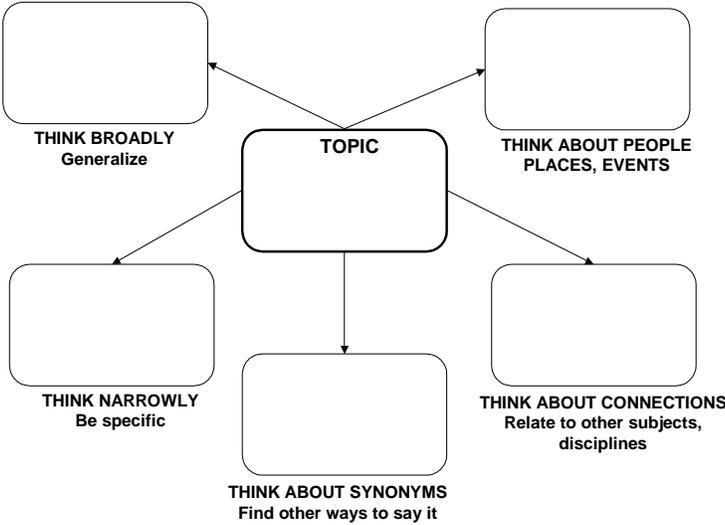
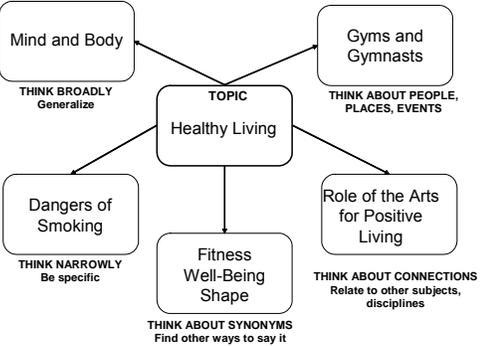
Brainstorm topics and map concepts, using the following strategies.

## Strategy 1: Brainstorming

	 <p><b>Example of Brainstorming</b></p> <p><i>Topic:</i> Immigration  <i>Ideas:</i> Citizenship, Legal rights, etc.</p> <p>This organizer generates initial ideas or subtopics, which could in turn generate more ideas or subtopics.</p>
---	---

## Strategy 2: Guided Mapping

(Adapted from G.E.A.R.S. Grand Erie Assisted Research Strategies, 2005)

	 <p><b>Example of Guided Mapping</b></p> <p><i>Topic:</i> Healthy Living  <i>Ideas:</i> Mind/Body, Smoking, etc.</p> <p>This organizer helps to generate different ways of thinking about a topic.</p>
---	--

**Tip:** Electronic graphic organizers and interactive whiteboards can promote connections for visual and kinesthetic learners.

## Strategy 3: Classifying and Extending Ideas

**Example of Brainstorming**

**Topic:** Pollution  
**Ideas:** Oil spills, pesticides, etc.

This organizer helps you to classify and extend ideas by mapping them according to larger concepts.

### Bank of Keywords

List **synonyms and related words** that you can use to search for the appropriate information. These can be used when searching **library catalogues, table of contents, indexes, databases, and websites.**

Topic	Keywords	Topic	Keywords
<b>Pollution</b>	pollution, oil spill, pesticides		
<b>Immigration</b>	immigration, citizenship, refugee		
<b>Healthy Living</b>	smoking, "mind and body"		

**Tip:** Talking about your topic helps you deepen your understanding. Chat with your teacher, teacher-librarian, your friends, and family—they all will have interesting perspectives.

**Tip:** Make sure your topic is researchable. In other words, can you find a reasonable, but not overwhelming, amount of information on the topic? For help, ask your teacher-librarian.





## Strategy 3. Think deeply using different types of questions.

	TYPE OF QUESTION	EXAMPLE	YOUR QUESTION
<b>PREDICTION</b>	Who What When Where Why How  <b>+ WILL</b>	<b>What will</b> encourage peace in outer space among all nations?	
<b>PROBABILITY</b>	Who What When Where Why How  <b>+ WOULD</b>	<b>What would</b> it take for humans to colonize Mars?	
<b>POSSIBILITY</b>	Who What When Where Why How  <b>+ CAN</b>	<b>Why can</b> we not seem to exceed the speed of light when travelling in space?	
<b>IMAGINING</b>	Who What When Where Why How  <b>+ MIGHT</b>	<b>How might</b> we communicate with extraterrestrial intelligence?	

## Strategy 4. Focus your question by completing a focus statement.

(adapted from Booth, 2003)

I am researching \_\_\_\_\_  
 because I want to find out \_\_\_\_\_  
 in order to help my audience understand \_\_\_\_\_.

### Example:

I am researching black holes  
 because I want to find out what they are, what causes them, and why they exist  
 in order to help my audience understand why their existence is necessary in the universe.

**Tip: Spend time upfront** developing questions and thereby direct and shape the rest of your research. Don't rush from your getting your topic to quickly creating a "data dump" with all kinds of unrelated information.

# Thinking Deeper about Research



Use the following categories of knowledge and skills to think deeply about your research topic, focus, and thesis (adapted Bloom, 1956).

<b>KNOWLEDGE</b>	<b>Identify and recall Information</b> (e.g., Describe the role of a judge in Ontario courts.)	
	Describe, identify, recognize, state, etc.	
<b>COMPREHENSION</b>	<b>Organize, select, and understand facts and ideas</b> (e.g., Summarize the editorial's key points.)	
	Explain, infer, interpret, summarize, etc.	
<b>APPLICATION</b>	<b>Use facts, rules, and principles in a new situation</b> (e.g., Construct a diagram of solar energy.)	
	Construct, discover, prepare, solve, etc.	
<b>ANALYSIS</b>	<b>Take information apart to understand it</b> (e.g., Compare ingredients in household cleansers.)	
	Compare, contrast, distinguish, relate, etc.	
<b>SYNTHESIS</b>	<b>Bring ideas together to create new ideas</b> (e.g., Design a model for learning new math skills.)	
	Combine, design, rearrange, reconstruct, etc.	
<b>EVALUATION</b>	<b>Make judgments and decisions</b> (e.g., Justify the entrance of Canada into World War II.)	
	Criticize, defend, justify, prioritize, etc.	



## Locate

- Explore a variety of resources.**
  - Do I understand the purposes of different resources?
  - Did I consider a variety of resources: print, electronic, and human?
  - Can I give reasons for the resources I have chosen to use?
  
- Use the computer to access resources.**
  - Have I explored the school library website and relevant electronic databases?
  - Do I understand why and how to use directories, search engines, and metasearch engines?
  - What keywords string together for best search results?
  - What kinds of searches give me the best results?

## Gather

- Record resources.**
  - Have I started to create my list of resources?
  - Did I record citation details of the resources, including author, title, source, and page numbers?
  
- Gather resources.**
  - Have I saved or printed lists of resources, articles, or abstracts?
  - Have I collected the most appropriate resources?

## Select

- Know how to select general and specific resources.**
  - Do I understand how to begin with general resources and then move to specific ones?
  
- Select the best and most suitable resources.**
  - Did I scan and skim resources to get an overview of the information?
  - Did I select primary and/or secondary sources for my topic?
  - Did I find the best resources for my topic?

## Collaborate

- Share findings and ideas.**
  - Did I discuss the selection of resources with my peers and teacher/teacher-librarian?
  - Did I ask my peers and teacher/teacher-librarian what other resources I might explore?
  
- Discuss resources and research process.**
  - Have I had a conference with my teacher or teacher-librarian to explain my progress and choice of resources?



# Scanning Texts

**SCANNING** is a way of quickly **reading down** a page, list, or paragraph to find a specific word, detail, or fact. You scan to pinpoint something you need, without having to read the entire piece.



## How to Scan

1. Know the kind of text you are reading (e.g., an encyclopedia, a website, a magazine) and make predictions about where you'll find key words, terms, facts, dates, or names.
2. See how things are arranged on the page. Titles and headings will help you focus; alphabetical lists will sort items; numbers will put things in order.
3. Move your eyes vertically or diagonally down the text, looking for the precise thing you need.

**Scan DOWN**

*Heading* **CBC Archives**  
[archives.cbc.ca](http://archives.cbc.ca)

*Name* On this website, you'll find a selection of radio and television clips from the **Canadian Broadcasting Corporation**. Some of these files have rested quietly at the bottom of the CBC vaults for more than 60 years and are, for the first time, now available to the general public.

*Facts* **Search hundreds of clips**, explore a timeline, browse by key historical and cultural headings. The Teachers section provides educational materials for Grades 6–8, Grades 9–10, and Grades 11–12, which are all available free of charge.

*Heading* **Ontario History Quest (OHQ)**  
[ohq.tpl.toronto.on.ca/](http://ohq.tpl.toronto.on.ca/)

This website is a student resource dedicated to discovering Ontario's history—its people, their dreams, struggles, and achievements. It includes two key resources: the OHQ Learning Site of activities for teachers and students and the **OHQ Digital Collections** site of over 3300 digital images.

On the OHQ Learning Site, students will learn about Ontario's history from images of original letters, diaries, pictures and other documents. **Ontario History Quest** is for students in Grades 7, 8, 10, and 12 studying history from **1820–1970** and carefully follows the Ontario curriculum.

*Terms*

*Dates*

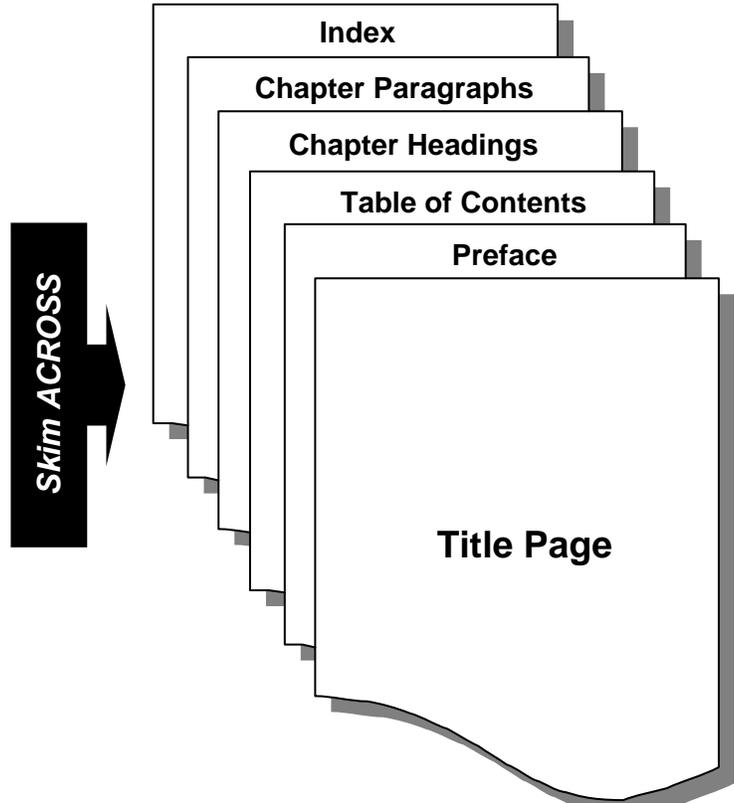
# Skimming Texts

**SKIMMING** is a way of quickly **reading across a text** from left to right to get the main idea and a few important details. You skim to get a sense of the text, whether it is what you need, and which parts you may want to read later in detail.



## How to Skim a Book

1. Flip through a book from cover to cover for a general impression. Look for:
  - ❑ title page, front and back, a date (is it current enough for the assignment?)
  - ❑ table of contents
  - ❑ chapter headings
  - ❑ summaries
  - ❑ index
2. Check out the book jacket for a summary of the contents and biographical information of the author.
3. Look at the preface for the author's purpose.
4. Read the opening and closing paragraphs of selected chapters for summaries of the chapters.
5. Check the index for specific references to your topic.



## How to Skim an Article or Chapter

1. Read the title, headings, captions, words in heavy print, and italicized words.
2. Glance quickly through the article for a general impression of its length and organization.
3. Examine the illustrations, charts, graphs, maps, etc.
4. Read the first and last paragraphs and the first sentence (usually the topic sentence) of other paragraphs.

## How to Skim a Website

1. Browse the home page for content, using frames, main body, menu bar, search box, directories, and links.
2. Identify who created the site (e.g., "About Us") and scroll to check when it was last updated.
3. Browse the site for content that meets your needs.

## Strategy 1: Using Concepts to Develop Keywords

### Types of Online Searches

#### Keyword Searches = Broad Search

- Make a list of terms before you start to search (see example to the right).
- Use specific words (e.g., Bengal tigers, *not* tigers).
- Search by phrase, using quotation marks to find the words together (e.g., “acid rain”).
- Narrow your search with related terms (e.g., “Bengal tigers” *and* habitat).
- Check spelling and typing (e.g., centre *versus* center; colour *versus* color; labour *versus* labor).

#### Directory Search = Subject/Topic Search

- Search by subject or topic in Internet directories and online subscription databases.

#### Boolean Search = Relational Search

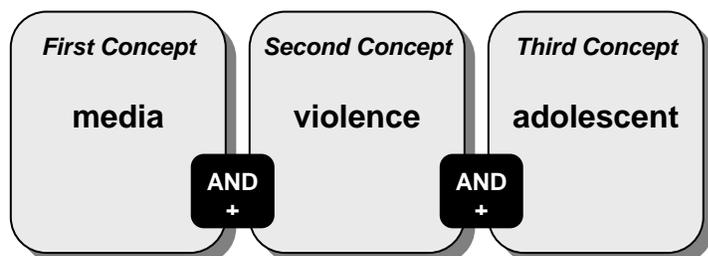
- Use operators **AND(+)**, **OR**, and **NOT(-)** to find relationships between search terms:
  - **AND (+)** for information containing *all terms* (e.g., Renaissance AND sculpture; Renaissance +sculpture)
  - **OR** for information with *any term* (e.g., euthanasia OR “assisted suicide”)
  - **NOT (-)** for information *without a term* (e.g., blue jays NOT birds).
- Use the Advanced Search features of search engines and directories to narrow your search.

### Step 1. Briefly Describe Your Topic/Focus/Thesis

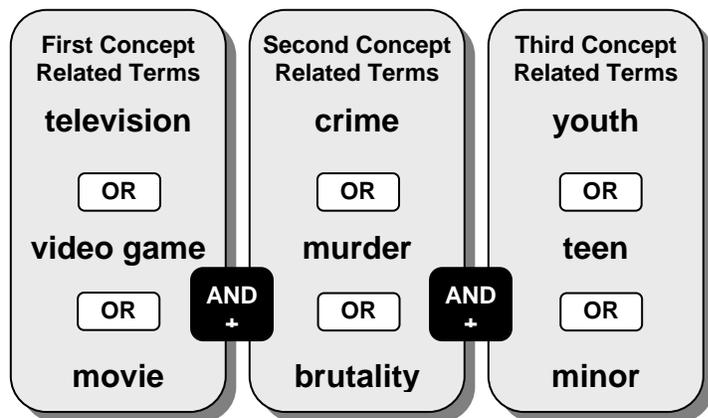
*Topic/Focus/Thesis*  
Contemporary media celebrate violence in ways that encourage violent behaviour in adolescents today.



### Step 2. Identify the Main Concepts



### Step 3. Think of Synonyms/Related Terms



## Strategy 2: Tracking the Search to Narrow the Results

Types of Searches: K = Keyword P = Phrase S = Subject/Directory Search B = Boolean Search

Search Terms	Type of Search	Number of Hits
<i>adolescent violence television</i>	<u>K</u> eyword	3 178 000
<i>“television violence”</i>	<u>P</u> hrase	25 345
<i>Television and society</i>	<u>S</u> ubject/Directory	950
<i>adolescent AND violence AND television NOT movies</i>	<u>B</u> oolean	300



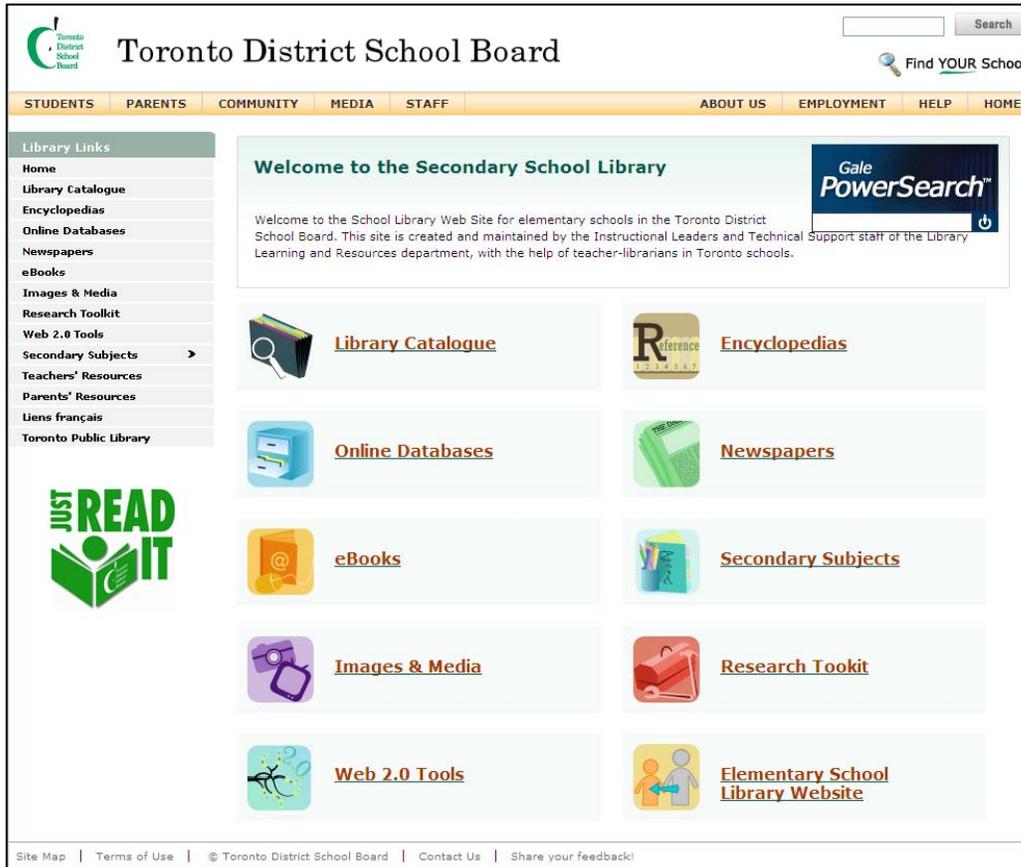


# Selecting Web-Based Resources: TDSB School Library Website Key Links

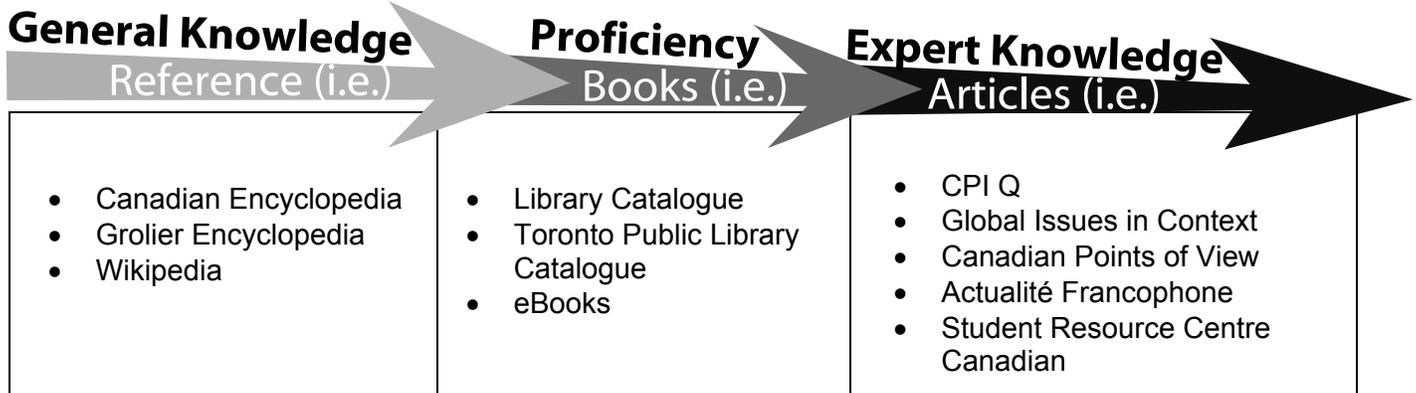


The Toronto District School Board maintains a **School Library Website** that is customized for every school. Central staff pre-select and organize quality Internet sites and purchased databases.

Below is the home page. At the left are descriptions of the contents of other pages. Ask your teacher-librarian for the website's address (URL) to access all the features of the site at home and school.



*The research journey takes you from...*



# Human Resources – Tapping into the Knowledge and Expertise of People

Experts in a field have a wealth of ideas and perspectives to share about a topic. Consult business, community, and government directories to identify experts at universities, colleges, companies, organizations, or government agencies. Search the Internet for those experts who offer safe, authoritative, and free advice to student researchers. Follow up the interview later with a written note of thanks.

## Conducting an Interview

Making Initial Contact	Developing Questions	During the Interview
<ul style="list-style-type: none"> <li><input type="checkbox"/> Telephone, email, or write a letter to request an interview.</li> <li><input type="checkbox"/> Introduce yourself and state the reason for the interview</li> <li><input type="checkbox"/> In your communication, demonstrate some knowledge of the person and/or institution/company.</li> <li><input type="checkbox"/> Be specific about how long the interview will take.</li> <li><input type="checkbox"/> If you wish, ask if you can record the interview.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have a variety of questions ready for the interview.</li> <li><input type="checkbox"/> Make sure your questions are relevant to the topic you are researching.</li> <li><input type="checkbox"/> Prepare open-ended, thoughtful questions that require more than one-word, “yes” or “no” answers.</li> <li><input type="checkbox"/> Be sure the questions avoid personal bias.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Thank the interviewee for agreeing to the interview.</li> <li><input type="checkbox"/> Explain the purpose of the interview and give a general comment about the questions.</li> <li><input type="checkbox"/> Begin asking each question and, if possible, extend answers with more questions based on the information given.</li> <li><input type="checkbox"/> If you are unsure of a response, ask for clarification or reformulate the question.</li> </ul>

## Communicating Your Progress: Conferencing with Your Teacher and Teacher-Librarian

Having the chance to talk with your teacher and teacher-librarian throughout the research process helps you check your progress: are you researching a good topic, asking meaningful questions, finding appropriate resources, and making wise decisions?



Use the Conference Notes form on the following page.

Be prepared to talk about your research progress and show your work to date (e.g., in a portfolio, on a visual organizer). In your conference, consider answering the following questions:

Stage 1	Stage 2	Stage 3	Stage 4
<ul style="list-style-type: none"> <li><input type="checkbox"/> Why is the topic important to you?</li> <li><input type="checkbox"/> How does the topic relate to your personal experience?</li> <li><input type="checkbox"/> How are you feeling about this research experience?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Where have you searched for resources?</li> <li><input type="checkbox"/> Which are your best resources?</li> <li><input type="checkbox"/> Whom have you asked for help?</li> <li><input type="checkbox"/> What do you still need to find?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How you are recording the information?</li> <li><input type="checkbox"/> What is your method for taking notes?</li> <li><input type="checkbox"/> How is your focus or thesis emerging?</li> <li><input type="checkbox"/> What have you learned about the research so far?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What are the challenges in writing a first draft?</li> <li><input type="checkbox"/> What changes are you making as you work on the first draft?</li> <li><input type="checkbox"/> How are you going to edit your work?</li> <li><input type="checkbox"/> Are you citing your sources accurately?</li> </ul>

# Conference Notes



Name:

Topic:

## Section A: Progress to date (completed by the student before the conference)

Focus/Thesis so far:

Resources used:

Questions for your teacher:

## Section B: Comments and suggestions (completed by the teacher)

## Section C: Plans for the future (completed by the student)

Next conference date:

**Tip:** While this Conference Note template is useful in Stage 2 of your research, it can be used at any stage to monitor your progress and make sure you are on track in completing the project.

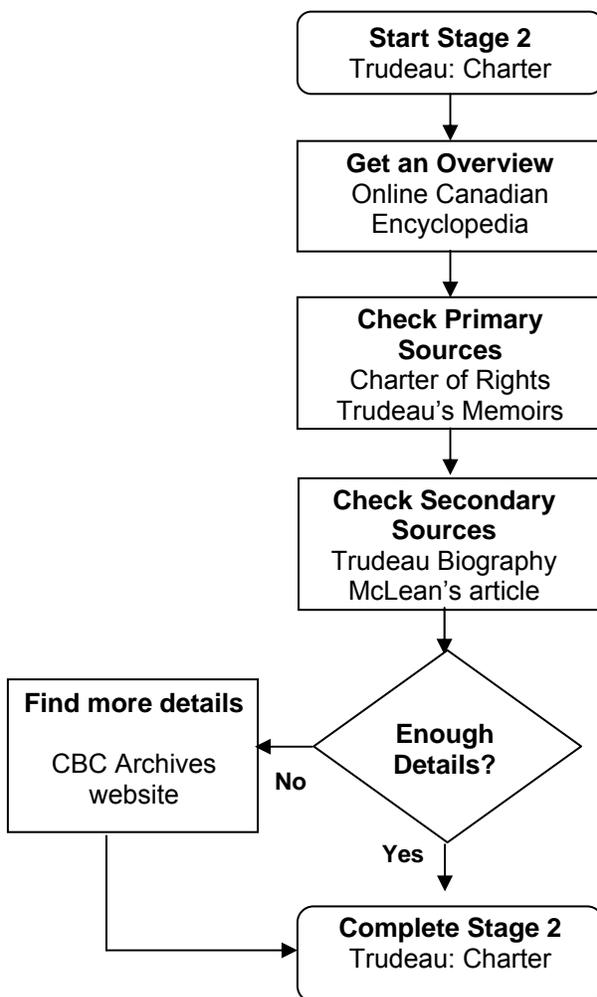
# Selecting Resources: A Sample Flow Chart

As you select resources, it is useful to plan your work “flow.” Using a flow chart is one way of doing this. A flow chart is a picture that describes the process of steps followed to accomplish a project or task.

Here are two simple flow charts. The flow chart on the left traces how one student selected resources for a report on Prime Minister Pierre Trudeau’s contribution to the Canadian Charter of Rights. On the right is a sample template with prompts to help you plan the selection of resources for your assignment.

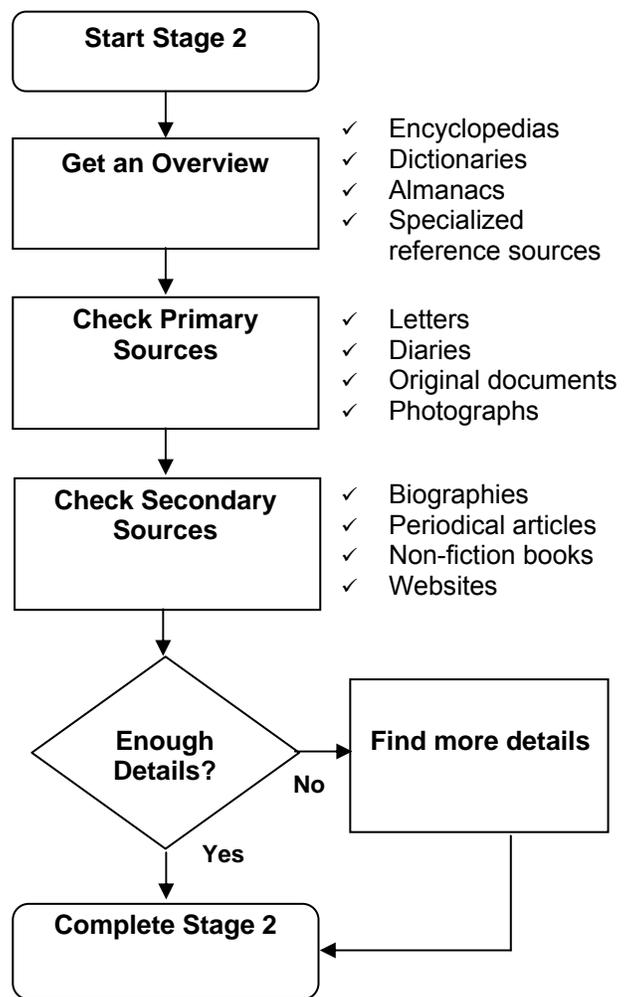
**Topic:** Pierre Trudeau

**Focus:** The Canadian Charter of Rights



**Topic:** \_\_\_\_\_

**Focus:** \_\_\_\_\_



**Tip:** These flow charts map a short sequence in only one stage of research. You might find flow-charting a useful method for other stages and for analyzing and presenting information.





## Analyze/Evaluate

- ❑ **Evaluate my information sources.**
  - Have I examined the information for relevance, accuracy, bias, currency, and authority?
- ❑ **Take notes related to my information needs.**
  - Have I kept good point-form notes?
  - Have I included information from different viewpoints?
  - Have I recorded my own thoughts, ideas, and questions?
  - Do I have enough information?
- ❑ **Use information honestly.**
  - Have I carefully recorded all sources of information and page numbers?
  - Have I acknowledged my sources of quotations and ideas?
  - Have I avoided plagiarism?

## Test Ideas

- ❑ **Test ideas to adjust research and strategies.**
  - Does my information relate to my topic and focus/thesis?
  - Do I need to adjust my focus or research plan?
  - Have I checked my ideas with others?

## Synthesize Findings

- ❑ **Make connections.**
  - Did I find relationships among the data?
  - Did I discover trends and patterns in information I found?
  - Can I make generalizations?
- ❑ **Formulate conclusions.**
  - Have I been able to form my own opinion about the information?
  - Can I justify my perspective with supporting evidence?
  - Have I formulated an arguable thesis?
  - Have I developed convincing arguments to support my thesis?
  - Have I developed an outline to organize my information?

## Sort Information

- ❑ **Use organizers and subtopics to classify and record.**
  - Have I made use of visual organizers to organize my information and look for patterns and relationships?
  - Have I used visual organizers to analyze my gathered data?
  - Have I used graphic applications, such as a spreadsheet, chart, or database, to organize and analyze my information?

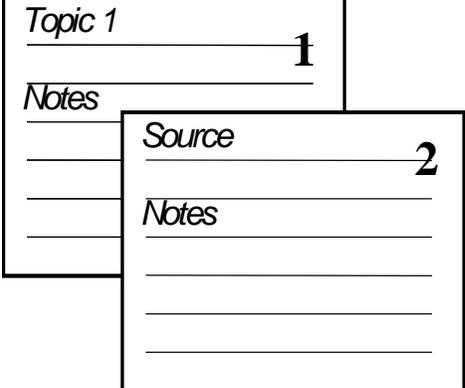
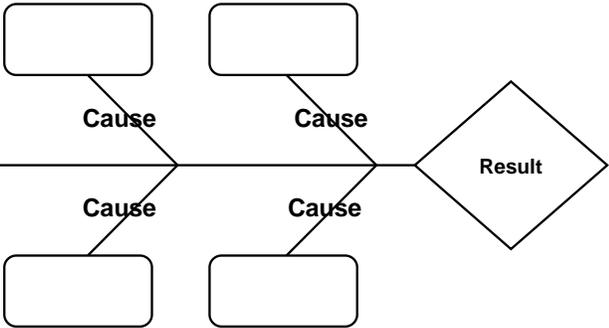
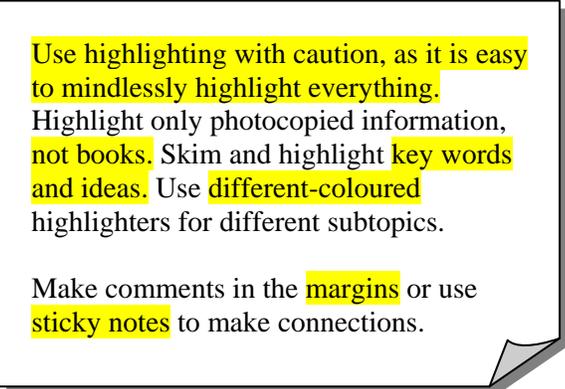






# Note-Making Techniques

These note-making techniques will encourage you to make your own sense of the information you find, and thereby help you avoid plagiarizing your sources. The following techniques can also be used with word-processing and other software programs that organize information.

<p><b>Note-Making Organizers</b></p> <ul style="list-style-type: none"> <li>❑ See sample organizers in this book (pp. 42-43).</li> <li>❑ Make sure you record all required data about the source.</li> <li>❑ Use subheadings to separate information.</li> <li>❑ Summarize or paraphrase.</li> <li>❑ Use point form (not full sentences) and abbreviations where possible.</li> </ul>	
	<p><b>Cutting and Pasting</b></p> <ul style="list-style-type: none"> <li>❑ Separate each subtopic (using graphic organizer templates or note-making software).</li> <li>❑ Save as meaningfulfilename.doc</li> <li>❑ Create a document tracking file for all resources (it will become your “works cited” list).</li> <li>❑ Store all note files in appropriately named folders.</li> </ul>
<p><b>Visual Representation</b></p> <ul style="list-style-type: none"> <li>❑ Create webs, concept maps, and sketches that appeal to visual learners.</li> <li>❑ Explore concept-mapping software that represents relationships between ideas.</li> <li>❑ Use visual organizers to make notes while viewing a video.</li> <li>❑ See pages 42 and 43 for information on visual organizers.</li> </ul>	
 <p>Use highlighting with caution, as it is easy to mindlessly highlight everything. Highlight only photocopied information, not books. Skim and highlight key words and ideas. Use different-coloured highlighters for different subtopics.</p> <p>Make comments in the margins or use sticky notes to make connections.</p>	<p><b>Highlighting</b></p> <ul style="list-style-type: none"> <li>❑ Use with caution, as it is easy to mindlessly highlight everything.</li> <li>❑ Highlight only photocopied information, NOT BOOKS.</li> <li>❑ Skim and highlight key words/ideas.</li> <li>❑ Use different-coloured highlighters for different subtopics.</li> <li>❑ Make comments in the margins or use sticky notes to make connections.</li> </ul>











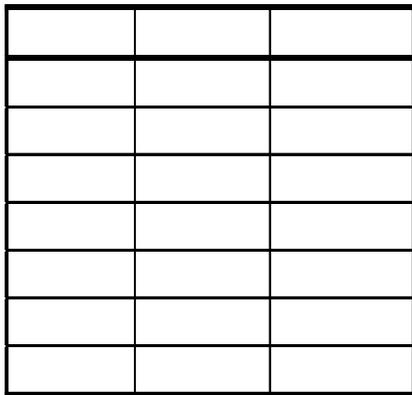




# Visual Organizers to Process Information

**Visual organizers** are grids, webs, and other diagrams that represent knowledge in a visible format. They can help you process the information you have gathered, make connections, and structure your thinking.

Visual organizers can be drawn by hand or created electronically in word-processing, presentation, or concept-mapping applications.



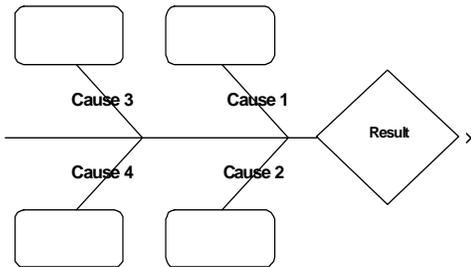
### TABLE or GRID

The **table** or **grid** organizes information under categories and subcategories, using columns and rows.

The columns and rows of tables or grids created in word-processing, spreadsheet, and database programs can be sorted alphabetically or numerically.

Purposes of Visual Organizers	
ACTION	OBJECT
Analyze	conflicting information
Break down	whole into its components
Compare	similar information
Construct	personal knowledge
Contrast	different information
Determine	relationships and connections
Display	a sequence of events or procedures
Distinguish	fact and opinion
Identify	cause and effect
Plan	the parts of a task
Sort	facts into categories and subcategories

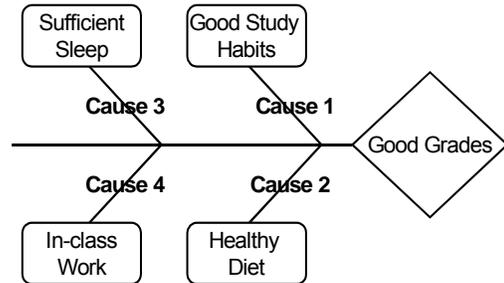
*Table or Grid*



### FISHBONE

The **fishbone** organizes information in lines and boxes to explore cause and effect, and to explain elements leading to a result.

Keep main ideas (causes) simple and branch off them to record details.

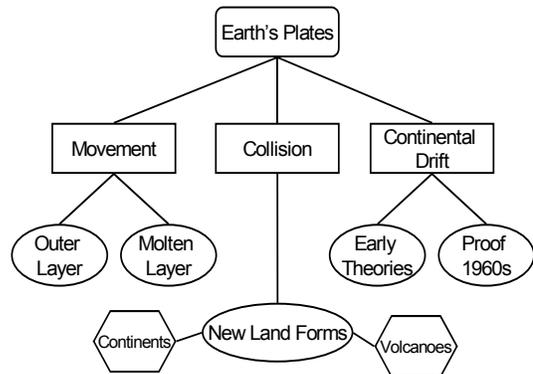
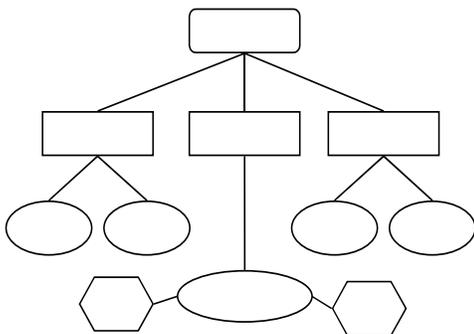


*Fishbone*

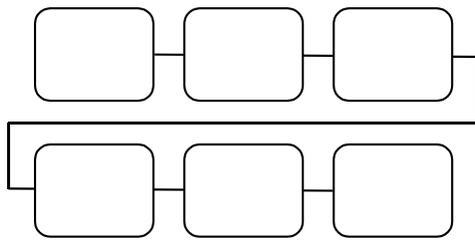
### DIAGRAMMING/ MAPPING

**Diagramming** or **mapping** organizes information in boxes and lines to show how one thing leads to, arises from, or relates to another.

Use the diagram or map to activate your prior knowledge, clarify your focus, identify where more detail is needed, and summarize information.



**Diagramming/Mapping**

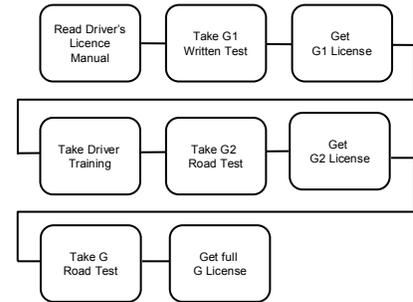


Sequence Chart

## SEQUENCE CHART

The **sequence chart** organizes information into steps to follow, using boxes connected together by a directional line.

Use the sequence chart to order a set of actions chronologically, break down a complex sequence, or plan your workflow.



Sequence Chart

Topic: \_\_\_\_\_

STATEMENT	AGREE	DISAGREE
1.		
2.		
3.		
4.		
5.		

## AGREE/DISAGREE or PRO/CON CHART

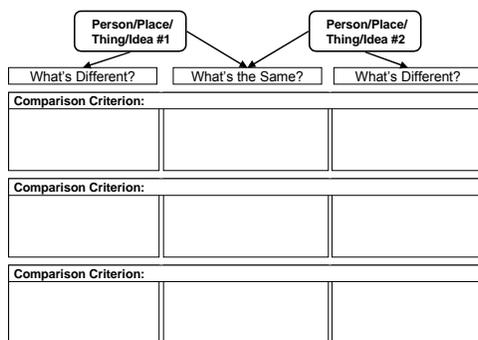
**Agree/disagree or pro/con or charts** organize information into a table that contrasts positions taken about an issue.

Use the agree/disagree chart to examine points of view and analyze possible bias. Use the pro/con variation to organize data to support a thesis.

Topic: Hockey Violence

STATEMENT	AGREE	DISAGREE
1. Violence is natural in hockey.	Hockey is always an emotional game when played with intensity.	Professionals teach violence to young players.
2. Hockey is best played with body contact.	The fans expect a hard-hitting game with lots of checking.	The fans prefer a game of good passing and shooting.
3. To play to win justifies a bit of violence.	To win the Stanley Cup, a team must be prepared to "dish it out."	The Stanley Cup is not the point. To play for fun is a higher goal.
4. No hockey player can afford to be soft.	A good player must be able to stand up for himself or herself.	Women's hockey is great to watch without the "macho."
5. Violence is part of hockey's history.	The fans remember the big hitters and tough players.	International hockey has a long history of less violent play.

Agree/Disagree or Pro/Con Chart



## COMPARISON CHART WITH CRITERIA

The **comparison chart with criteria** organizes information into a table that shows how people, places, things, or ideas are similar to and different from one another.

Use the comparison chart with criteria to clarify your understanding and deepen your analysis.

Hamlet		Macbeth
What's Different?	What's the Same?	What's Different?
<b>Dilemma</b>		
Hesitant to take control	Power	Eager to become king
<b>Tragic Flaw</b>		
Man of thought	A sensitive soul	Man of action
<b>Death</b>		
Betrayed by treachery?	Embraced possibility of death	Betrayed by fate?

Comparison Chart with Criteria

There are many other visual organizers available to help you in your research. Review some of the organizers used throughout this *Guide* such as brainstorming webs (p. 10), concept maps (p. 11), and K-N-R charts (p. 12).

**Tip:** Be imaginative with visual organizers. Use colour and pictures to highlight your ideas.

# Forming a Focus Statement or Thesis Statement



Whether you are writing a report, writing an essay, or doing a presentation, your introduction will include a focus of some sort. In a report, it will be a **focus statement**, and in an essay, it will be a **thesis statement**. This statement will guide and shape your writing.

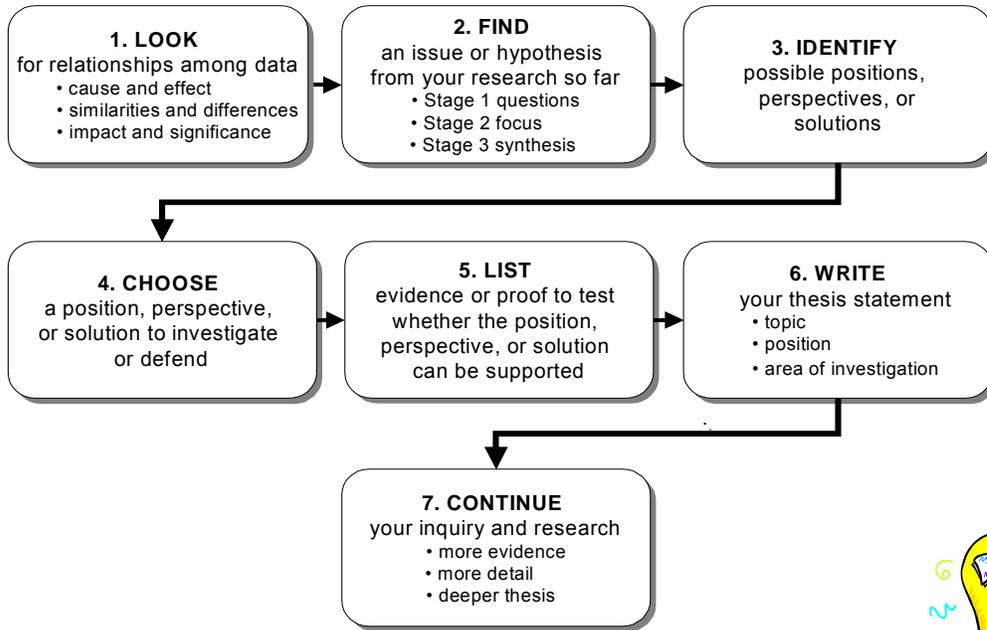
	Report	Essay
<b>Purpose</b>	<p>In a <b>report</b>, you:</p> <ul style="list-style-type: none"> <li>○ describe and explain</li> <li>○ provide the audience with clear, factual, relevant, and accurate information in order to understand an issue or topic</li> </ul>	<p>In an <b>essay</b>, you:</p> <ul style="list-style-type: none"> <li>○ argue and persuade</li> <li>○ provide the audience with a perspective and position in order to make a judgment about an issue or topic</li> </ul>
<b>Focus</b>	<p>The focus of a report is called the <b>Focus Statement</b>. It:</p> <ul style="list-style-type: none"> <li>○ states what you are describing and explaining in the report</li> <li>○ tells the reader why this information is important</li> </ul> <p>A focus statement must be:</p> <ul style="list-style-type: none"> <li>○ <i>clear</i> (Am I helping the audience understand?)</li> <li>○ <i>factual</i> (Am I objective and unbiased?)</li> <li>○ <i>accurate</i> (Am I precise and truthful?)</li> <li>○ <i>relevant</i> (Am I sticking to my topic?)</li> </ul>	<p>The focus of an essay is called the <b>Thesis Statement</b>. It:</p> <ul style="list-style-type: none"> <li>○ states a position or argument</li> <li>○ identifies relationships between ideas and the evidence that supports the ideas</li> <li>○ makes a promise to the reader about the scope, purpose, and direction of the paper</li> </ul> <p>A thesis statement must be:</p> <ul style="list-style-type: none"> <li>○ <i>provable and arguable</i> (Are there enough details and evidence to support my position?)</li> <li>○ <i>researchable</i> (Are there enough resources to support my position?)</li> <li>○ <i>worth proving</i> (Is this issue or topic interesting, significant, novel, or controversial enough to spend the time examining it?)</li> </ul>
<b>Examples</b>	<p><b>Example 1</b></p> <p>This report will describe the influence of the political and legal systems of ancient Greece on our Canadian form of democratic government.</p> <p><b>Example 2</b></p> <p>This report will outline how wind power can be used to provide energy to our cities and how effectively wind power is utilized in Toronto.</p>	<p><b>Example 1</b></p> <p>Canada is no longer a democracy for many of the democratic ideals of ancient Greece have been tarnished by recent political and legal events.</p> <p><b>Example 2</b></p> <p>Wind power is a reasonable way to provide long-term power solutions to our cities, and so Toronto must lead by example and embrace the turbine.</p>

**Tip:** Your focus statement or thesis statement guides the report or essay toward a **synthesis** that brings together ideas in order to create new ideas.



# Crafting a Thesis Statement

Based on your resources, notes, and readings, craft a clear, well-reasoned thesis statement.



Examples of Thesis Statements	Your Thesis Statement
1. Researching the variety of Canadian occupations ( <b>topic</b> ) is a practical preparation ( <b>position</b> ) for career planning after high school ( <b>area of investigation</b> ).  2. Minority government ( <b>topic</b> ) provides the best form of government ( <b>position</b> ) in the Canadian federal system ( <b>area of investigation</b> ).  3. Inadequate early childhood parenting ( <b>topic</b> ) produces irreparable damage ( <b>position</b> ) in adults' psychological health ( <b>area of investigation</b> ).	<b>Topic:</b>
	<b>Position:</b>
	<b>Area of Investigation:</b>
	<b>Thesis Statement in a Complete Sentence:</b>

# Criteria for a Strong Thesis

Thesis	Comment
<i>Does deforestation threaten the environment?</i>	This is a good <i>question</i> that might lead to a thesis, but it is not a thesis.
<i>Deforestation is a concern.</i>	A statement of fact is a weak thesis. Take a stand that is arguable.
<i>Something must be done about deforestation.</i>	This is a weak and vague thesis. What must be done? Take a stand that is specific and arguable.
<i>Deforestation will have a long-term impact on the biodiversity of forests.</i>	This is a good thesis. It has a topic, a clear position, and the area of investigation included in one sentence.

## Does your thesis statement do more than restate the topic or question?

a) **Less effective:** *simply declares an intention*

This essay will examine the effects of technology on society.

b) **More effective:** *indicates the result of research*

There is no evidence that the use of computers in primary school substantially improves learning.



## Is your thesis statement written clearly so that it states the central argument precisely?

a) **Less effective:** *too vague*

Pirating music from the Internet may hurt the music industry.

b) **More effective:** *precisely indicates the author's argument*

Because pirating music will decrease the sales of music, new laws should be established to protect the rights of the artists.



## Does your thesis statement present a position that can be proven?

a) **Less effective:** *too broad to be proven in a single paper*

Margaret Atwood's science-fiction novels paint a bleak picture of the future.

b) **More effective:** *manageable because one aspect is addressed*

*The Handmaid's Tale*, in depicting a future where a central authority controls fertility, suggests that our society will have a similar fate.



<b>A. Introduction</b>	
<p><b>The opening paragraph contains sentences that:</b></p> <ol style="list-style-type: none"> <li>1. peak the interest of the audience with a question or startling fact</li> <li>2. provide brief, factual background information</li> <li>3. give the thesis statement with: Topic, Position, and Area of Investigation (1 or 2 sentences)</li> </ol>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>B. Body (sequence from least to most important idea)</b>	
<p><b>Main idea #1 paragraph:</b></p> <ol style="list-style-type: none"> <li>1. begins with a topic sentence that provides transition* and link, and states the <i>first</i> idea supporting the thesis</li> <li>2. explains and analyzes this idea</li> <li>3. provides examples, illustrations, and/or quotations</li> <li>4. ends with a concluding sentence that reinforces the first main idea</li> </ol>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<p><b>Main idea #2 paragraph:</b></p> <ol style="list-style-type: none"> <li>1. begins with a topic sentence that provides transition and link, and states the <i>second</i> idea supporting the thesis</li> <li>2. explains and analyzes this idea</li> <li>3. provides examples, illustrations, and/or quotations</li> <li>4. ends with a concluding sentence that reinforces the second main idea</li> </ol>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<p><b>Main idea #3 paragraph:</b></p> <ol style="list-style-type: none"> <li>1. begins with a topic sentence that provides transition and link, and states the <i>third</i> idea supporting the thesis</li> <li>2. explains and analyzes the this idea</li> <li>3. provides examples, illustrations, and/or quotations</li> <li>4. ends with a concluding sentence that reinforces the third main idea</li> </ol>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>C. Conclusion</b>	
<p><b>The conclusion:</b></p> <ol style="list-style-type: none"> <li>1. restates thesis in ways that emphasize its significance</li> <li>2. provides a synthesis of main ideas presented</li> </ol>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

**Tip:** The Body of the essay can include as many paragraphs as you need to develop the thesis.

**Tip:** Transition\* words help the reader move to your new idea. These words include: *first, secondly, however, meanwhile, therefore, as a result, to conclude, for example, chiefly, in short, and in other words.*



## Revise

- **Develop a first draft.**
  - Have I used an appropriate format to present my work?
  - Have I documented my sources within my text, using parenthetical citations (MLA or APA)?
  - Have I documented my sources at the end of my work, using the required format (e.g., MLA or APA)?
  - Have I considered my audience?
- **Edit the first draft.**
  - Have I proofread my work for spelling, punctuation, and grammar?
  - Is my work clear, accurate, and properly documented?
- **Polish the final draft.**
  - Have I met all project requirements?

## Present

- **Organize my work.**
  - Have I organized my work for the format required: oral, written, or multimedia presentation?
- **Present my work.**
  - Have I incorporated good production and presentation skills?
  - Do I need charts and graphs?
  - Do I need visual aids to make my message clearer?
  - Do I need to use presentation software?
  - Have I rehearsed?
  - What equipment do I need?
- **Share new learning.**
  - Can I share my findings with other audiences in other ways (e.g., with another class; in a school or community newspaper; with other interested organizations)?

## Reflect

- **Reflect on this project.**
  - What new knowledge and skills have I learned?
  - What was successful?
  - How did the research process help me with this project?
  - Did I make effective use of information and communication technologies?
- **Reflect on future projects.**
  - What could I change next time I do research?
  - How can I improve my research skills?
  - How will this new learning make a personal difference to me?

## Transfer

- **Apply what I have learned to other research projects.**
  - How can I use knowledge that I have learned in other subjects?
  - How can I use skills that I have learned in other subjects?
- **Apply what I have learned to my lifelong learning.**
  - What action or exploration could I take from this research?
  - How will my new skills and knowledge help me in my personal decisions and possible career options?

# Editing the First Draft – Checklist

Almost all famous writers have editors. During the process of research and writing, writers sometimes become too close to the content to see errors. This editing process clarifies thoughts; ensures ideas are in logical order; and corrects spelling, grammar, and punctuation. Ask your parents, friends, or a teacher or teacher-librarian to assist.

## How do you edit?

- I have read my draft at least twice.
- I have read my draft once aloud to find missing word or sentence problems.
- I have edited my work for content, organization, spelling, and grammar.
- I have had help editing from another person to double-check my work.



## What to look for?

### 1. Content

- I have met the content and length requirements of the assignment.
- I have considered the nature and need of my audience.

### 2. Structure

- My introduction includes:
  - an interesting opening
  - relevant background information
  - a clear statement of purpose or thesis
- The paragraphs or sections of my presentation include:
  - an opening sentence for each paragraph that:
    - clearly states the topic
    - relates to my purpose or thesis in some way
    - begins with a link to the previous paragraph
  - enough details and analysis to develop each idea
  - ideas arranged in an effective order (usually ending with my strongest statements)
- My conclusion:
  - reinforces purpose or thesis
  - makes recommendations, demonstrates impacts, and/or offers solutions (report)
  - provides a synthesis of the main ideas presented (essay)



### 3. Style and Format

- My sentences are varied in length for interest, and free from grammatical errors (e.g., subject–verb non-agreement; incorrect change in tense; sentence fragments).
- My paragraphs and sentences flow smoothly and progress logically.
- I have listed my resources, quotations, and parenthetical documentation in the correct MLA or APA format.



## What information should you document?

Because you are borrowing the words, facts, or ideas of others when you do research, you must tell readers that you have borrowed the material, and from where you have borrowed it. To make sure your work is honest, rather than **plagiarized**, you must give credit to the author for anything you use in your report or essay, not only direct quotations and paraphrases, but also opinions, ideas, facts, or figures (unless the material is widely known, such as the date of an event).

You must acknowledge all borrowed material in two locations:

1. **parenthetical citations** (i.e., in parentheses) are references to your source, placed within the text of your report or essay at the end of the quotation or paraphrased sentence. They tell your readers that the material is borrowed and give detail about the source so that they can locate it.
2. **Works Cited, Works Consulted, or Reference List** is the alphabetized list of your sources on a separate page at the end of your report or essay.

## How do you document your sources?

Teachers require special documentation styles or formats in their students' essays. The two documentation styles that are used most often are those of the **Modern Language Association (MLA)** or the **American Psychological Association (APA)**.

Modern Language Association (MLA)	American Psychological Association (APA)	
The Arts (Art, Drama, Music)	Business	Physical Education
English	Design and Technology	Science
History	Education	Social Sciences
Languages	Geography	Computer Studies
	Mathematics	
<b>MLA style</b> gives authors' names and page numbers for <b>parenthetical citations</b> that are embedded in the essay and then has a <b>Works Cited</b> or <b>Works Consulted</b> list containing full information about entries at the end of the report or essay.	<b>APA style</b> gives authors' names, publication dates, and page numbers for <b>parenthetical citations</b> that are embedded in the report or essay and then as a <b>Reference List</b> containing full information about entries at the end of the report or essay.	

The **Appendix** of this research guide gives a comparison of the specific difference between the MLA and APA formats (page 69), as well as examples of most entries you will need to create in your MLA Works Cited (pages 70–75) and Works Consulted (page 68) or APA Reference List (pages 76–80).

**Tip:** Be a modern researcher: simpler techniques of parenthetical citations and Works Cited or Reference Lists have replaced older methods (e.g., footnotes and endnotes – see page 56) for most researchers. When your assignment is first given, clarify with your teacher which documentation style should be used.

# Formatting the Title Page

When setting up the title page for a report or essay using the **MLA format**, include your name, teacher, course, and date **on the first page** of the report or essay.

## MLA Title Page

- ✓ Set margins for the paper at one inch all around.
- ✓ Create a Header – one-half inch from top on the right – type in surname, add five spaces, and begin paging with the number 1. This header is repeated on each page with sequential page numbers.
- ✓ At top margin (one inch) and flush with the left margin (one inch), enter your name, teacher, course, and date.
- ✓ Centre the title and capitalize main words. Do not underline, italicize, or bold; underline only the words that you underline in the text.
- ✓ Double space throughout.

1" ↑ ↓ 1" 1/2" ↑ ↓ Lau 1

Tim Lau

Mrs. Tzekos

ENG 3U1

31 May 2005

Class and Self-esteem in Jane Eyre

5 sp How does social status play into one's self-conception?

← → Brontë's novel Jane Eyre is narrated by Jane; the reader sees everything through Jane's eyes and perspective.

One might suspect that Jane has biased views, but it is impossible to know for sure. What is evident is the impact that social status and others' appearance has on Jane's perceptions of herself. When Jane is in the company of characters who are "below" her socially, she is much more self-confident and has a good opinion of herself. However, when Jane associates with those who have a higher social status, or who are more

When setting up the title page for a report or essay, using the **APA format**, you need to create a **separate title page**.

## APA Title Page

- ✓ Set margins for the paper at one inch all around.
- ✓ Create a Header – one-half inch from top on the right – type in a key phrase from your essay title (two or three words). Add five spaces and add the number 1. This header is repeated on each page with sequential page numbers.
- ✓ One third of the way down the page, centre the following information, using double space throughout:
  - your full title (capitalize the main words in the title, but do not underline, italicize, or use bold or oversize type)
  - your name
  - your course
  - your teacher's name
  - the due date of the paper

1/2" ↑ ↓ Reducing Acid Rain 1

Reducing Acid Rain with Innovative Technology

Julia Lau

SCI

Mr. Ali

Dec. 2, 2004



- ✓ Set margins for the paper at one inch all around.
- ✓ Centre the title.
- ✓ Include a header one-half inch from top with five spaces and page number.
- ✓ Indent five spaces for each paragraph.
- ✓ Use 12-point font and be consistent.
- ✓ Double space throughout.
- ✓ Indent long quotations five spaces, with no quotation marks, and place a period at the end.

1"      1/2"      Reducing Acid Rain    2

Reducing Acid Rain with Innovative Technology

Can human ingenuity solve acid rain? Acid rain is an environmental issue that affects plants and animal life, lakes and rivers, buildings and structures, and human beings. Precipitation that contains acidic gases such as sulphur dioxide or nitrogen oxide has the potential to cause serious environmental problems. Since the 1960s scientists have studied the harmful results of acid rain and looked for ways to reduce harmful atmospheric pollutants (Acid Rain, 2005). The "scientific community has recognized acid rain as a serious environmental threat and has developed technological equipment to help reduce pollution into the air." (Anderson, 2003, p. 28). In the past few years, technological advancements have successfully reduced the negative effects of acid rain.

Some large automotive companies have used technology to control dangerous emissions and are now using energy more efficiently. Others have gone further and invented cars that emit much less carbon dioxide into the environment. An example of this environmentally friendly car is the Prius, now marketed by Toyota. According to Road and Transportation Research (1999), Toyota is significantly reducing emissions:

The Toyota Hybrid System (THS) consists of a 1.5 litre twin-cam multi-valve petrol engine, an electric motor and a generator. The two motors drive the front wheel in continuously varying proportions determined by one of the car's 14 computers. Part of the engine's output (and energy from the regenerative braking

Reducing Acid Rain    9

References

Anderson, M. (2003). *Acid rain*. New York: Gloucester Press.

Acid Rain. (2005). In *Canadian Encyclopedia Online*. Retrieved from [canadianencyclopedia.ca](http://canadianencyclopedia.ca)

New technology helps to cut emissions. (1999, March). *Road and Transport Research*. Retrieved from [findarticles.com/p/articles/mi\\_qa3927/is\\_199903/ai](http://findarticles.com/p/articles/mi_qa3927/is_199903/ai)

# Parenthetical Citations and Footnotes



## 1. How do I indicate where I found the ideas or quotations?

One way to indicate the source of words and ideas is to use **parenthetical citations**.

	MLA	APA
<b>Common Approach</b>	Place citations in parentheses within the text at the end of the quotation or paraphrased sentence. If your quotation runs to more than four lines in your report/essay, begin a new line and indent the quotation one inch from the left margin, without the usual opening paragraph indent. Double space the quotation and do not use quotation marks.	
<b>Direct Quotation</b>	Include surname(s), short title, and page, with no punctuation between title and page number, and no abbreviation for “page.” (e.g., Smith, <i>Books</i> 6).	Include surname(s), date, and page, with comma between date and page number, and abbreviation for “page.” (Jones, 2004, p. 16)
<b>Paraphrase</b>	State the author’s surname within the sentence, followed by the short title and page number. (e.g., Smith ( <i>Books</i> 8) found that...)	State the author’s surname within the sentence, followed by the date without the page number. (e.g., Jones (2004) claimed that...)

## 2. Do researchers still use traditional footnotes and endnotes?

This system of small raised numbers indicating footnotes or endnotes, followed by a bibliography, used to be the standard method of documentation. It is still preferred by some disciplines in the humanities.

Footnotes and endnotes are used to give credit to sources quoted, summarized, or paraphrased. They are intended to refer readers to the exact pages of the works listed in the Bibliography. Footnotes are placed numerically at the foot of the very same page where direct references are made, while endnotes are placed numerically at the end of the essay on a separate page entitled “Notes.” In research essays, make all notes endnotes unless your teacher tells you otherwise. Your word processor’s footnote or superscript function help you deal with this format.

<b>Direct Quotation</b>	Place the excerpt in quotation marks. Write the footnote number half a space up at the end of a quotation. e.g., “Deforestation in Ontario requires a national solution.” <sup>1</sup>
<b>Paraphrase</b>	Place the number at the end of the sentence. e.g., As Smith has stated, Ontario must seek American co-operation to fight deforestation. <sup>2</sup>
<b>First and Subsequent References</b>	When you refer to a source the first time, you must give full bibliographic information. These entries are the same as what you would list in your Works Cited or References List, except that the author’s name is in normal order (e.g., John Smith rather than Smith, John as it would be in Works Cited).  When you refer to a source subsequently, you can shorten the note by using only the author’s last name and the page number (e.g., Smith 435). That’s easier than learning the old-fashioned system of Latin abbreviations such as <i>op. cit.</i> (“in the same work”) and <i>ibid.</i> (“in the same place”).
<b>Other</b>	Number the footnotes <i>consecutively</i> from the start to the end of your essay, not starting again on each separate page. Indent the first line of a footnote five spaces from the left.  For more information and examples, please see I. Lee, “How to Write Footnotes and Endnotes in MLA Style.” <i>A Research Guide for Students</i> . <a href="http://aresearchguide.com/7footnot.html">aresearchguide.com/7footnot.html</a> .

### 3. What is an annotation and how do I write one?

Sometimes your teacher will require an Annotated Works Cited List (MLA) or an Annotated Reference List (APA), either in Stage 2 when locating and selecting resources or when the project is complete. This means doing a brief summary and evaluation of the resources.

Set up your list in the same way as your Works Cited or Reference List, but include an annotation of about five lines for each entry, which gives the following information:

- ✓ the author's background and educational qualifications, where given
- ✓ the author's point of view or thesis
- ✓ a brief summary about the specific information present in the source
- ✓ a comment on whether the source is objective or biased
- ✓ a comment on the usefulness of the resource

#### **An example of an annotation**

Covey, Sean. *The 7 Habits of Highly Effective Teens: The Ultimate Teenage Success Guide*. New York: Fireside, 1998. Sean Covey has an M.B.A. from Harvard and is an authority on youth leadership. Covey seeks to motivate teens to develop positive life habits: taking responsibility, setting goals and priorities, and developing an "everyone can win" attitude. The book is an unbiased guide to growing up and will help teens achieve more in life.

### 4. What is an abstract and how do I write one?

An abstract provides your audience with a brief summary of the most important findings and recommendations in your paper. An abstract is sometimes requested as part of a formal paper. It is:

- ✓ one paragraph in length
- ✓ written after the paper is completed
- ✓ formal in language and objective in tone
- ✓ placed at the beginning of your paper

#### **An example of an abstract**

This paper suggests three strategies by which innovative technology will eventually solve the fuel shortage in Canada: development of hybrid car engines, incentives for solar-powered vehicles, and investment in rapid intercity public transit projects. Current technical problems in replacing the internal combustion engine are explored and existent international solutions are presented.

Use the school library web page Research Toolkit for more support.

# Formats for Presenting Research

Consider the variety of possible formats to present your research.

<b>Visual</b>	Bulletin board Carving Chart or table Collage Computer drawing Comic strip Costume Diagram	Display Experiment Floor plan Game Graph Illustration Kiosk Map	Model Mural Overhead transparency Painting Papier mâché Photograph Photo essay Picture	Picture book Poster Puzzle Scrapbook Sculpture Sketch Storyboard Timeline
<b>Oral</b>	Debate Dramatization Interview	Lesson mp3 Podcast	Panel discussion Report Script for seminar	Slide/film Song Speaker
<b>Performance</b>	Ceremony Chanting Dance Demonstration Docudrama	Forum theatre Game Musical performance Play	Puppetry Radio broadcast Reader's Theatre Role play	Skit Slide show Tableau Talk show
<b>Written</b>	Abstract Anthology Article Blog Booklet Brochure/pamphlet Diary/journal	Editorial Essay Letter Manual Menu Newspaper article Novella	Poetry Press release Quiz Review Report Response journal Script	Scroll Story Summary Survey
<b>Multimedia/ Technological</b>	CD Concept mapping Database DVD	Music file/mp3 Portfolio Slide show Spreadsheet	Teleconference Video conference Video/film	Web page Wiki

Use these statements to decide which format might be the most appropriate to present your research:

The purpose of my research presentation is
My motivation for doing this presentation is
My personal learning styles are
My intended audience is
My research project will be assessed by

The format, or combination of formats, I have decided to use is:
--

# Persuasive Presentations

Good presentations require good research, so follow the stages of research when planning presentations, seminars, debates, and panel discussions. In your presentation, an effective introduction, well-organized information, and the appropriate use of voice and gesture will convince your audience of the worth of your topic, the quality of your research, and your point of view.

## General

- ✓ Know your audience and, if possible, start by involving them with a question or survey.
- ✓ Use cue cards with your information on it. Do not read word for word.
- ✓ Rehearse: listen to the words and your voice.

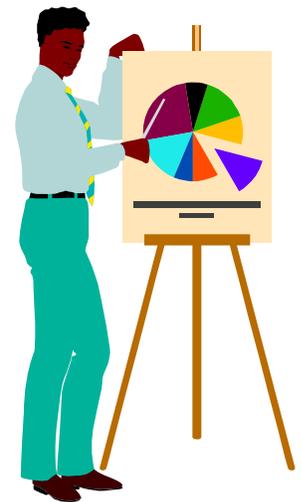
## Content

### 1. Introduction

- ✓ Hook your audience with a story, a question, or provocative example.
- ✓ Be clear about why your topic is important to know and understand.
- ✓ Give an overview of your presentation.

### 2. Organize your information

<b>By chronology</b>	past, present, and future
<b>By sequence</b>	first, second, and third
<b>By category</b>	e.g., punk, rock, hip hop
<b>By comparison</b>	similar and different; positive and negative
<b>By importance</b>	least important to most important
<b>By perspective</b>	solution 1; solution 2; solution 3
<b>By micro to macro</b>	local to global



### 3. Conclusion

- ✓ Emphatically restate your topic and summarize your main points.
- ✓ When possible, end with a story, poem, or quotation that sheds light on the topic.

## Style

- ✓ Memorize key statements so that you can maintain eye contact.
- ✓ Speak slowly so others follow. Let your voice convey interest in your topic without a monotone.
- ✓ Smile at the audience. They want to know you are confident and enjoying yourself.
- ✓ Monitor your movement and hand motion.
- ✓ Consider how your clothes contribute to the presentation. Don't let them distract the audience.

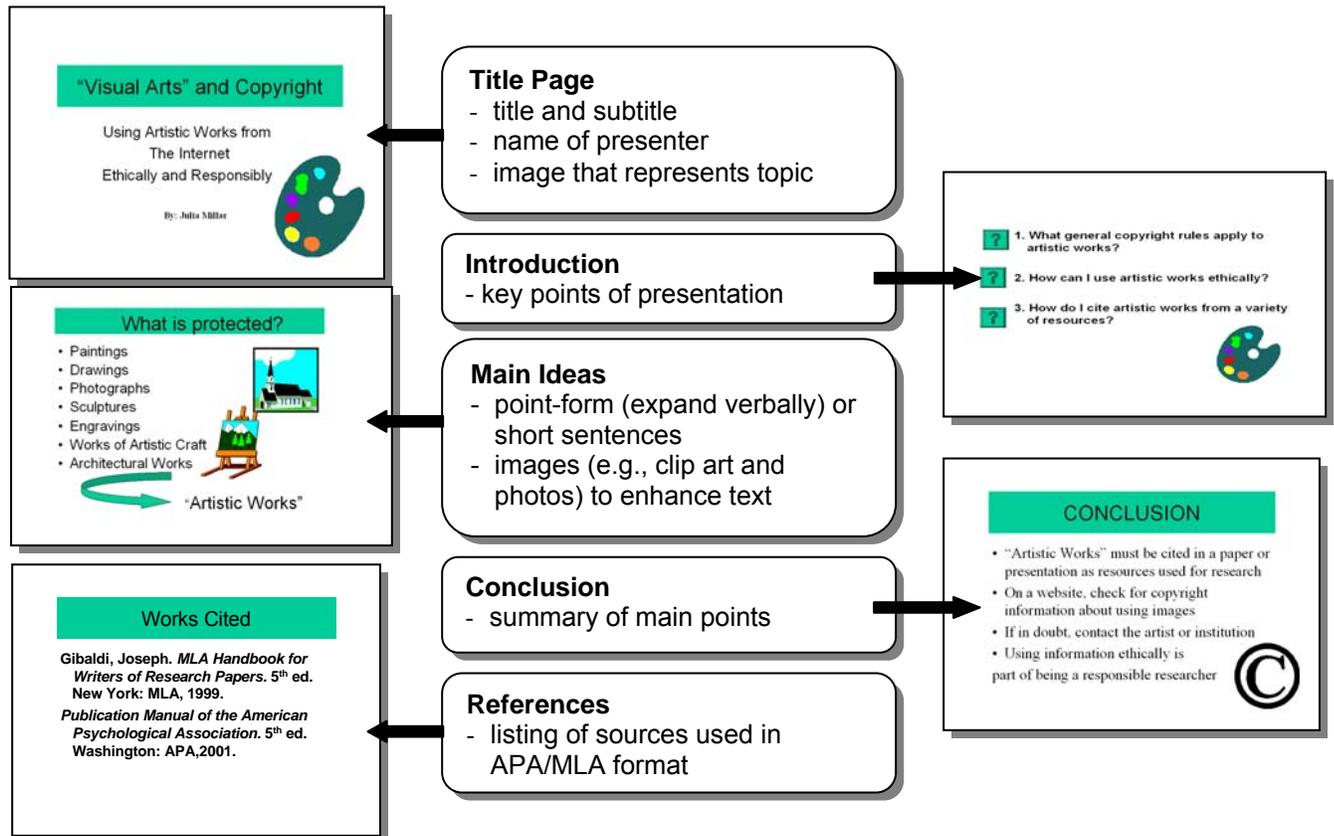
### **Seminars are different from presentations. In a seminar:**

- everyone—the presenter and the audience—is expected to participate
- the presenter is the expert on the topic and facilitator of the discussion
- the presenter offers in-depth information and perspectives on a topic and his or her own opinion
- the presenter questions, involves, and answers participants in a discussion
- time is usually longer than for presentations
- one person leads the discussion, while presentations can involve a number of people

**Tip:** Check with your teacher if a resource list is required.



C. Slide-show presentations are visuals and text that enhance an oral presentation.



## Tips on using slide presentation applications

- ✓ **Keep it simple and clear.** Let text, image, and multimedia work together naturally and without clutter.
- ✓ **Choose fonts carefully.** Use no more than two fonts, use them consistently in the same places on each slide, and pick a font that matches your tone (formal or informal; serious or lighthearted).
- ✓ **Use a text size that's readable.** Keep larger-size text for headers and subheaders, and avoid using a smaller font than 18-point for any text on a slide.
- ✓ **Give the presentation a "look."** Choose a background colour, texture, and images that will convey the appropriate message. Set these on the Master Page or change as the inspiration moves you.
- ✓ **Control the pace.** Learn how to time and transition slides to improve the learning of your audience.
- ✓ **Rehearse with a friend.** Check your timing and delivery. Create notes for each slide, but do not simply read the slide. Summarize its message and let the audience read the slide for itself.

## Advanced tips

- ✓ **Start with "Master Pages."** Master pages allow all of your slides to have a consistent look: place any repeated image and set font type and size for headers, subheaders, bulleted text, and footers.
- ✓ **Create links on the Introduction page.** Create an action button as the "bullet" beside each key point that links (navigates) to each section of your presentation.

## Canadian Copyright Act

It is an infringement of copyright for any person to do, without the consent of the owner of the copyright, anything that by this Act only the owner of the copyright has the right to do.

[www.cb-cda.gc.ca/info/act-e.html](http://www.cb-cda.gc.ca/info/act-e.html)

## Access Copyright

Access Copyright provides educators, businesses, and other users of copyright-protected works with the ability to copy from millions of books, magazines, and newspapers in a flexible, convenient, and economical way. At the same time, Access Copyright ensures that creators and publishers are fairly compensated for the use of their works.

[www.accesscopyright.ca/](http://www.accesscopyright.ca/)

## Where to obtain copyright-free images for your research:

[www.flickr.com/creativecommons](http://www.flickr.com/creativecommons)

[www.pics4learning.com/index.php](http://www.pics4learning.com/index.php)

[www.pppst.com/clipart.html](http://www.pppst.com/clipart.html)

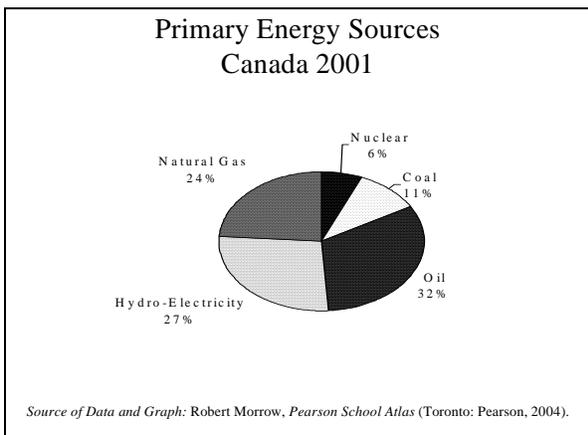
## How to ask for permission to use someone's intellectual property:

### Sample Email for Permission:

TO: SUBJECT: DATE:  I am a Grade __ student at _____ in Toronto, ON. In my class, we have been given an assignment to create a presentation on _____.  I noticed on your site that you have great media clips. May I have permission to use such in my school project? Please advise.  Thanks,
--

Tables may be all you need to present small data sets. However, when data is more complex, well-designed charts and graphs can help your audience see data at a glance, identify trends, and translate data into meaningful information.

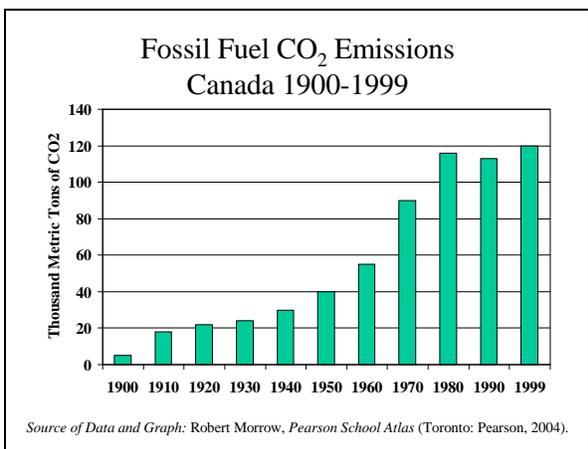
The following six charts and graphs were made using a spreadsheet program. The result was inserted into a word-processed document. Check “Help” files for types of, and tips on creating, charts and graphs.



## Pie Charts

Use pie charts to illustrate parts of a whole as percentages. Keep it simple in two dimensions; three dimensions don't add value. Use black-and-white formats to show different parts clearly.

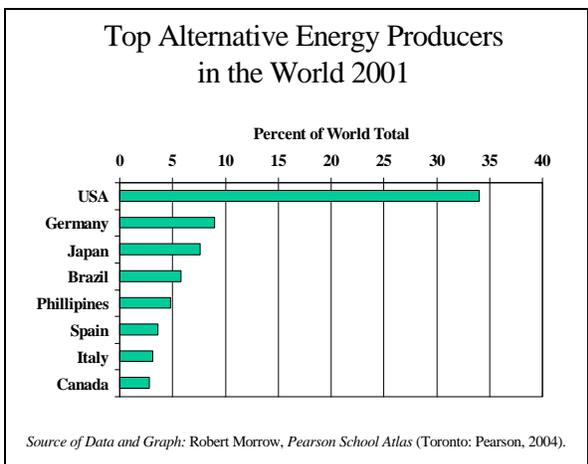
Pie charts are a clear way of showing comparative values; however, don't use them if there are too many categories (use bar graphs instead).



## Bar Graphs (Vertical Column)

Use bar graphs (vertical column) to compare values/quantities across categories. Label each column, either on the axes (shown here) or on the bars themselves.

Adding a horizontal “average line” may help a reader compare the values more easily.

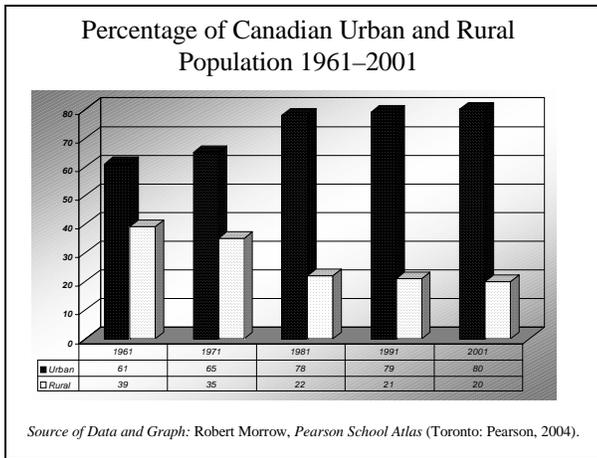


## Bar Graphs (Horizontal Bar)

Use bar graphs (horizontal bar) to compare values/quantities across categories, especially when you need longer descriptive labels for each category than in vertical columns.

Put the label for the x-axis values above it if you have inverted the chart so the highest value appears at the top (shown here).

# Presenting Information Visually: Charts and Graphs (cont'd.)

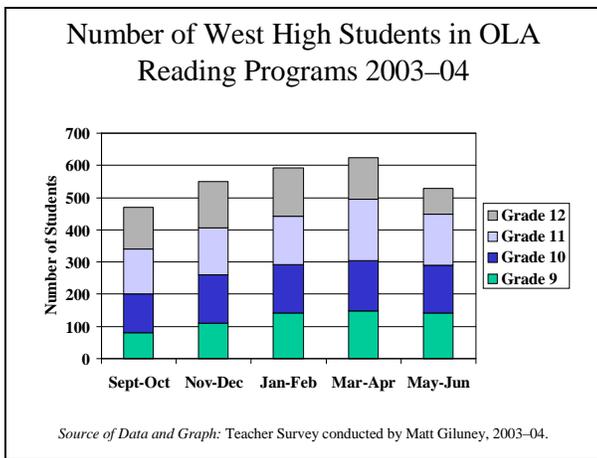


## Grouped Bars (Vertical Columns)

Use grouped bars in columns to compare data for the same categories in several periods. Here three-dimensional columns are helpful in showing relative values.

Either include “data table” below (shown here) or label each column clearly. The data table option is found under Chart Options in Microsoft Office applications.

Keep categories in the same order and use the same colour for the same category.

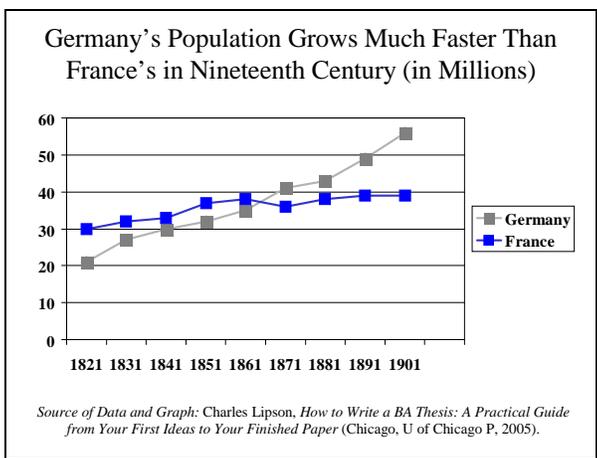


## Stacked Bars (Columns)

Use stacked bars in vertical columns in two ways:

1. as stacked columns that compare the contribution of each value to a total across the categories (shown here)
2. 100 percent stacked columns that compare the percentage that each value contributes to a total across the categories

In the bars, order and colour the categories in the same way. Use a legend (shown here) or write the categories on or across the bars.



## Line Graphs

Use line graphs to compare data series over time. Line markers in different symbols, such as squares, circles, or triangles, identify each data value on the line.

Use a legend that identifies the label and symbol, or label each data series on the graph itself.

**Tip:** To choose the best way to present your information visually, use a spreadsheet application to run through how different types of charts and graphs could represent your data differently. Keep things simple for your audience, label all axes and graphs, and clearly identify the source of data and graph below the graph.



# Group Effectiveness Appraisal



Name ..... Group .....

Project Title .....

Audience .....

Rate your group on a 1 to 5 basis  
(1 = poor; 2 = fair; 3 = good; 4 = very good; 5 = excellent)

We worked co-operatively with all group members.	1	2	3	4	5
We accomplished what we set out to complete.	1	2	3	4	5
We were satisfied with our performance of this group task.	1	2	3	4	5
We used our group time efficiently, without misusing time.	1	2	3	4	5
We all contributed equitably to the completion of this group task.	1	2	3	4	5

## Personal assessment and observations

*Did you feel satisfied with your own participation in the project? Discuss your feelings honestly.*

.....  
.....

*Do you think that the project participation was reasonably equal (that is, do you feel others in your group worked well and contributed equitably)?*

.....  
.....

*Do you think there are some ways your group could have improved and therefore produced a better finished project?*

.....  
.....

*What have you learned about working with others?*

.....  
.....

# Assessment: Stage 4 Research



## SCORING CHART: Assessment as Learning

1 lowest → 5 highest score

Stage 4: Research Knowledge and Skills	Score 1–5	Comments
I have chosen a format for my presentation that communicates my research findings effectively.		
I have organized my information effectively in the presentation format I have chosen.		
I have documented my sources in the format (e.g., MLA or APA) required by my teacher.		
I have developed, edited, and polished my work to meet the requirements of my assignment.		
I have made an effective report/essay or presentation to my intended audience.		
I have extended my skills in the use of visual aids and computer applications.		
I have reflected on my research experience to understand what and how I learned.		
I have learned research knowledge and skills that I can transfer to other projects in other courses.		
I have learned research knowledge and skills that I can apply throughout my life and career.		
I have identified further action and/or research projects I might be interested in pursuing.		

## RUBRIC: Assessment for Learning

Categories	Level 1	Level 2	Level 3	Level 4
<b>Knowledge/ Understanding</b> Editing work and documenting sources	- demonstrates limited knowledge of ways to edit work and document sources	- demonstrates some knowledge of ways to edit work and document sources	- demonstrates considerable knowledge of ways to edit work and document sources	- demonstrates thorough knowledge of ways to edit work and document sources
<b>Thinking</b> Reflecting on learning arising from doing research	- uses a limited range of critical-thinking skills to reflect on learning arising from doing research	- uses a moderate range of critical-thinking skills to reflect on learning arising from doing research	- uses a considerable range of critical-thinking skills to reflect on learning arising from doing research	- uses a wide range of critical-thinking skills to reflect on learning arising from doing research
<b>Communication</b> Presenting research in appropriate formats	- presents research with limited effectiveness	- presents research with some effectiveness	- presents research with considerable effectiveness	- presents research with a high degree of effectiveness
<b>Application</b> Identifying how research skills and knowledge can be applied to other situations	- identifies, with limited understanding, how research skills and knowledge can be applied	- identifies, with some understanding, how research skills and knowledge can be applied	- identifies, with considerable understanding, how research skills and knowledge can be applied	- identifies, with a high degree of understanding, how research skills and knowledge can be applied

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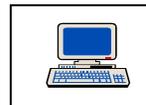
Format	Citation for PRINTED BOOK Source
<b>General format</b>	<b>Author(s). Title. Place of Publication: Publisher, Year of Publication. Format.</b>
<b>One author</b>	Battles, Mathew. <i>Library: An Unquiet History</i> . New York: W.W. Norton, 2003. Print. <ul style="list-style-type: none"> <li>➤ Omit the publisher's province, state, or country, if they are well known.</li> </ul>
<b>Several books by same author</b>	Wurman, Richard S. <i>InformationAnxiety</i> . New York: Doubleday, 1989. Print. ---. <i>InformationAnxiety2</i> . Indianapolis: Que, 2001. <ul style="list-style-type: none"> <li>➤ Use three hyphens, followed by a period, to repeat the author.</li> </ul>
<b>Two or more authors</b>	Burka, Jane B., and Leonora M. Yuen. <i>Procrastination: Why You Do It, What to Do about It</i> . Reading, MA: Addison-Wesley, 1983. Print. <ul style="list-style-type: none"> <li>➤ Put the second author in natural order.</li> <li>➤ If there are more than three authors, name the first and add "et al." ("and others"): Burka, Jane B., et al.</li> </ul>
<b>No author, date, place of publication, or page</b>	<i>New York Public Library American History Desk Reference</i> . New York: Macmillan, 1997. Print. <ul style="list-style-type: none"> <li>➤ Alphabetize the entry by title, ignoring <i>A</i>, <i>An</i>, or <i>The</i>.</li> <li>➤ Use "n.d." when works give no date of publication. Similar abbreviations include "n.p." when no place of publication or publisher is given and "n.pag." when no pagination is given.</li> </ul>
<b>Second or later edition</b>	Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. <i>The Craft of Research</i> . 2nd ed. Chicago: U of Chicago P, 2003. Print.
<b>Edited book</b>	Mintz, Anne P., ed. <i>Web of Deception: Misinformation on the Internet</i> . New York: Information Today, 2002. Print.
<b>Multi-volume work</b>	Sadie, Stanley, ed. <i>The New Grove Dictionary of Music and Musicians</i> . 20 vols. London: MacMillan, 1980. Print. <ul style="list-style-type: none"> <li>➤ If you use only one volume, state its number and the publication information for that volume alone.</li> </ul>
<b>Single volume in a multi-volume work</b>	Naylor, Phyllis R. <i>Footprints at the Window</i> . New York: Simon and Shuster, 1981. Vol. 3 of <i>The York Trilogy</i> . 3 vols. 1980–81. Print.
<b>Encyclopedia article, with author given</b>	Likens, Gene E. "Acid Rain." <i>World Book</i> . 2001 ed. Print. <ul style="list-style-type: none"> <li>➤ Edition and year are required, but you can omit city and publisher for well-known reference books.</li> </ul>
<b>Encyclopedia article, no author given</b>	"Amaravati Sculpture." <i>Encyclopedia Britannica</i> . 15th ed. 1991. Print.





Format	Citation for PRINTED PERIODICAL Source
<b>General format</b>	<b>Author(s). "Title of Article." <i>Title of Periodical</i> Issue Number Date: Page numbers. Format.</b>
<b>Magazine or newspaper article, with author</b>	<p>Morrow, Lance. "The Fog of War." <i>Time</i> 4 Feb. 1991: 61–62. Print.</p> <p>Tuck, Simon. "CRTC Turns Radio on Its Head with Landmark Satellite Ruling." <i>Globe and Mail</i> 17 June 2005: B1+. Print.</p> <ul style="list-style-type: none"> <li>➤ For magazines published every week or every two weeks, give the complete date. For magazines published every month or every two months, give the month(s) and year.</li> <li>➤ If an article is not printed on consecutive pages, write the first page number and a plus sign.</li> </ul>
<b>Magazine or newspaper article, with no author</b>	<p>"Let Go of the Tension in Your Life." <i>Connect Magazine</i> Apr./May 2005: 11. Print.</p> <ul style="list-style-type: none"> <li>➤ Abbreviate the month, except for May, June, and July.</li> </ul> <p>"Canadians Abroad Deserve Better." Editorial. <i>Toronto Star</i> 17 June 2005: A24. Print.</p> <ul style="list-style-type: none"> <li>➤ Identify if the article is an editorial.</li> </ul>
<b>Review of a book, movie, etc.</b>	<p>McQuillin, Andrea. Rev. of <i>In Praise of Slowness: How a Worldwide Movement Is Challenging the Cult of Speed</i>, by Carl Honoré. <i>Shambala Sun</i> May 2005: 12. Print.</p>
<b>Article in a scholarly journal with continuous pagination</b>	<p>Bakaršić, Kemal. "The Libraries of Sarajevo and the Book That Saved Our Lives." <i>New Combat: A Journal of Reason and Resistance</i> Autumn (1994): 13–15. Print.</p> <ul style="list-style-type: none"> <li>➤ Include the volume number from the cover page, if there is one. Omit <i>A</i>, <i>An</i>, or <i>The</i> in the journal title.</li> </ul>
<b>Article in a scholarly journal that pages each issue separately</b>	<p>Albada, Kelly F. "The Public and Private Dialogue about the American Family on Television." <i>Journal of Communication</i> 50.4 (2000): 79–110. Print.</p> <ul style="list-style-type: none"> <li>➤ To identify the source, include the volume number followed by a period and the issue number.</li> </ul>
<b>Abstract in an abstracts journal</b>	<p>McCabe, Donald L. "Faculty Responses to Academic Dishonesty: The Influence of Student Honour Codes." <i>Research in Higher Education</i> 34 (1993): 647–58. Abstract. <i>Current Index to Journals in Education</i> 26 (1994): item EJ471027. Print.</p>





Format	Citation for INTERNET source
<b>General format</b>	<b>Author(s). <i>Title of site or page</i>. Editor. Date of posting or of latest update. Name of sponsoring institution or organization. Format. Date of Access.</b>
<b>Entire Internet site</b>	Schrock, Kathleen. <i>Kathy Schrock's Guide for Educators</i> . 10 Nov. 2004. Web. 14 Nov. 2004.
<b>Personal home page</b>	Fox, Megan. Home page. Mar. 2005. Web. 10 July 2005.
<b>Newsgroup</b>	Powers, Adam. "FAQs: Bob Dylan." Fwd. John Howells. Online posting. n.d. Web. 15 Apr. 2005.
<b>Personal email message</b>	Michaels, Jim. "Re: Funding for Reading Programs." Message to author. 12 June 2005. Email.
<b>Painting or sculpture</b>	MacDonald, J.E.H. <i>Oaks, October Morning</i> . 1909. Virtual Museum. Web. 27 Apr. 2010.
<b>Photograph</b>	<i>SM3A: Installation of the Fine Guidance Sensor</i> . 19-27 December 1999. Online photograph. Web. 4 July 2005.
<b>Diagram or map</b>	"Aboriginal Peoples Circa 1823." Map. <i>Atlas of Canada</i> . Natural Resources Canada. Web. 10 June 2005.
<b>Film or video recording or DVD</b>	Hyland, Mark, dir. "The Internet Goes Multimedia." 1994. <i>CBC Archives</i> . Web. 1 May 2005.
<b>Sound recording, sound clip or podcast</b>	Spry, Graham. Interview. "Envisioning a Global Network." 1970. <i>CBC Archives</i> . Podcast. 23 May 2005.
<b>Radio or television show</b>	"Hellhounds on His Trail: The Robert Johnson Story." Narr. Paul Sexton. 29 June 2005. <i>BBC Radio</i> . Radio. 10 July 2005.



# APA: Reference List

## 1. Books



Format	Citation for PRINTED BOOK Source
<b>General format</b>	<b>Author(s). (Year of Publication). Title. Place of Publication: Publisher.</b>
<b>One author</b>	<p>Battles, M. (2003). <i>Library: An unquiet history</i>. New York: W.W. Norton.</p> <ul style="list-style-type: none"> <li>➤ Invert all authors' names and give surnames and initials only.</li> <li>➤ Capitalize only the first word of the titles and of the subtitle, and any proper nouns.</li> <li>➤ Omit the publisher's province, state, or country, if they are well known. Canadian provinces are abbreviated with two letters (e.g., ON, NB, BC).</li> </ul>
<b>Several books by same author</b>	<p>Wurman, R.S. (1989). <i>InformationAnxiety</i>. New York: Doubleday.</p> <p>Wurman, R.S. (2001). <i>InformationAnxiety2</i>. Indianapolis: Que.</p> <ul style="list-style-type: none"> <li>➤ When there are two or more works by the same author, arrange by year of publication, earliest first.</li> </ul>
<b>Two or more authors</b>	<p>Burka, J.B., &amp; Yuen, L.M. (1983). <i>Procrastination: Why you do it, what to do about it</i>. Reading, MA: Addison-Wesley.</p> <ul style="list-style-type: none"> <li>➤ Put all authors in inverted order and use "&amp;" for "and." (Use "and" within the text of the report/essay.)</li> <li>➤ If there are more than seven authors, include the first six authors, three ellipses (...), and the name of the last author.</li> </ul>
<b>No author, date, place of publication, or page</b>	<p><i>New York Public Library American history desk reference</i>. (1997). New York: Macmillan.</p> <ul style="list-style-type: none"> <li>➤ When you make your Reference List, alphabetize the entry by title, ignoring A, An, or The.</li> <li>➤ Use "n.d." when works give no date of publication.</li> </ul>
<b>Second or later edition</b>	<p>Booth, W.C., Colomb, G.G., &amp; Williams, J.M. (2003). <i>The craft of research</i>. (2nd ed.). Chicago: University of Chicago Press.</p> <ul style="list-style-type: none"> <li>➤ Edition information is put in parentheses. The full name of a university as publisher is used.</li> </ul>
<b>Edited book</b>	<p>Mintz, A.P. (Ed.). (2002). <i>Web of deception: Misinformation on the Internet</i>. New York: Information Today.</p>
<b>Multi-volume work</b>	<p>Sadie, S. (Ed.). (1980). <i>The new Grove dictionary of music and musicians (Vols. 1–4)</i>. London: MacMillan.</p>
<b>Single volume in a multi-volume work</b>	<p>Naylor, P.R. (1980–81). <i>Footprints at the window: Vol. 3. The York trilogy</i>. New York: Simon and Shuster.</p>
<b>Encyclopedia article, with author given</b>	<p>Likens, G.E. (2001). Acid rain. In <i>The new encyclopedia britannica</i>. Chicago: (Vol. 3, pp. 130–135). Encyclopedia Britannica.</p> <ul style="list-style-type: none"> <li>➤ Note the use of "In" with title of reference book. City and publisher of reference book are given.</li> </ul>

# APA: Reference List (cont'd.)

## 1. Books



<b>Encyclopedia article, no author given</b>	Amaravati Sculpture. (1991). In <i>Encyclopedia Britannica</i> . (Vol. 1, p. 311). Chicago: Encyclopedia Britannica.
<b>Reference book article</b>	Draper, J. (1992). Austin Clarke. <i>Black literature criticism</i> . (Vol. 3, p. 23). Detroit: Gage Research.
<b>Dictionary</b>	Barber, K. (Ed.). (2004). <i>Canadian Oxford dictionary</i> . (2nd ed.) Toronto: Oxford University Press.
<b>Translated book</b>	Balsamo, L. (1995). <i>Bibliography: History of a tradition</i> . (W.A. Pettas, Trans.). Berkeley, CA: Doubleday. (Original work published 1990).
<b>Part of a book (e.g., essay, story, or poem in a collection)</b>	Anderson, D. (1975). Real women in fiction, where are you? In E. McCullough (Ed.), <i>The role of women in Canadian literature</i> (pp. 83–88). Toronto: MacMillan. ➤ For reference and books, provide the page numbers of the entire piece or section you are citing.
<b>Novel or play (anthology)</b>	Serling, R. (1988). <i>The twilight zone</i> . In R. Smith (Ed.), <i>Modern American plays</i> . New York: Scribner's.
<b>Government publication</b>	Ontario Ministry of Education. (2002). <i>The Ontario curriculum, grades 11 and 12: Interdisciplinary studies, 2002</i> . Toronto: Queen's Printer for Ontario.
<b>Pamphlet</b>	<i>Essential skills: Skills to build on</i> . [Brochure] (n.d.). Human Resources and Skills Development Canada.

Format	Citation for ELECTRONIC BOOK Source
<b>General format</b>	<b>Author(s). (Year of Publication). Title. Publisher. Retrieval Information</b>
<b>Online book</b>	Wells, H.G. (1895). <i>The time machine</i> . <i>Project Gutenberg archive</i> . Retrieved from <a href="http://gutenberg.org/etext/35">gutenberg.org/etext/35</a> ➤ The URL of an Internet site is not italicized. There is no period after the URL.
<b>Online encyclopedia</b>	Sentman, E. Aardvark. (2005). In <i>Grolier multimedia encyclopedia</i> . Retrieved from <a href="http://gme.grolier.com">gme.grolier.com</a>
<b>Online poem or play</b>	Avison, M. The Dumbfounding. In I. Lancashire (Ed.), <i>Representative poetry online: Canadian poets</i> . Retrieved from <a href="http://library.utoronto.ca/canpoetry/avison/poem2.htm">library.utoronto.ca/canpoetry/avison/poem2.htm</a>



Format	Citation for PRINTED PERIODICAL Source
<b>General format</b>	<b>Author(s). (Date). Title of article. <i>Title of Periodical</i>, Issue number, page numbers.</b>
<b>Magazine or newspaper article, with author</b>	<p>Morrow, Lance. (1991, February 4). The fog of war. <i>Time</i>, 136, 61–62.</p> <p>Tuck, Simon. (2005, June 17). CRTC turns radio on its head with landmark satellite ruling. <i>Globe and Mail</i>, pp. B1, B3.</p> <ul style="list-style-type: none"> <li>➤ Give the periodical title in full, in upper-case and lower-case letters, and use italics.</li> <li>➤ Give the volume number in italics, but do not use the abbreviation “Vol.” before the number.</li> <li>➤ Use the abbreviation “p.” or “pp.” for newspaper articles, but not for magazines and journals.</li> <li>➤ If an article is not printed on consecutive pages, give all page numbers, separated by commas.</li> </ul>
<b>Magazine or newspaper article, with no author</b>	<p>Let go of the tension in your life. (2005, April/May). <i>Connect Magazine</i>, 11.</p> <p>Canadians Abroad Deserve Better. (2005, June 17). [Letter to the editor]. <i>Toronto Star</i>, p. A24.</p> <ul style="list-style-type: none"> <li>➤ Identify if the article is an editorial.</li> </ul>
<b>Review of a book, movie, etc.</b>	<p>McQuillin, A. (2005, May). [Review of the book <i>In praise of slowness: How a worldwide movement is challenging the cult of speed</i> by C. Honore]. <i>Shambala Sun</i>, 45.</p>
<b>Article in a scholarly journal with continuous pagination</b>	<p>Bakaršić, K. (1994, Autumn). The libraries of Sarajevo and the book that saved our lives. <i>New Combat: A Journal of Reason and Resistance</i>, 13–15.</p>
<b>Article in a scholarly journal that pages each issue separately</b>	<p>Albada, K.F. (2000). The public and private dialogue about the American family on television. <i>Journal of Communication</i>, 50(4), 79–110.</p> <ul style="list-style-type: none"> <li>➤ To identify different issues of a journal that does not number page continuously throughout the year, include the volume number in italics followed by the issue number in parentheses.</li> </ul>





Format	Citation for INTERNET source
<b>General format</b>	<b>Author(s)/Name of sponsoring institution or organization. (Date). <i>Title of Site or Page</i>. Editor. Retrieval information</b>
<b>Entire Internet site</b>	Schrock, K. (2001). <i>Kathy Schrock's guide for educators</i> . Retrieved from <a href="http://www.discoveryschool/schrock.com/">www.discoveryschool/schrock.com/</a>  Toronto District School Board. (n.d.) Retrieved from <a href="http://www.tdsb.on.ca/">www.tdsb.on.ca/</a>
<b>Personal home page</b>	Fox, M. (2005). <i>Home page</i> . Retrieved from <a href="http://www.simmons.edu/~fox/">www.simmons.edu/~fox/</a>
<b>Painting or sculpture</b>	Kaufman, S. (1993). <i>Japanese crane in snow</i> [Painting]. Retrieved from <a href="http://search.corbis.com/default.asp?i=10898330&amp;vID=1&amp;rID=101">search.corbis.com/default.asp?i=10898330&amp;vID=1&amp;rID=101</a>
<b>Photograph</b>	<i>SM3A: Installation of the fine guidance sensor</i> . (1999, December, 19–27). [Photograph]. Retrieved from <a href="http://www.spacetelescope.org/images/medium/sts103_501_026.jpg">www.spacetelescope.org/images/medium/sts103_501_026.jpg</a>
<b>Diagram or map</b>	<i>Aboriginal peoples circa 1823</i> . (2005). <i>Atlas of Canada</i> . Retrieved from <a href="http://www.atlas.gc.ca/images/shared/tmp/map81511205122955017.gif">www.atlas.gc.ca/images/shared/tmp/map81511205122955017.gif</a>
<b>Film or film clip</b>	Hyland, M. (Director). (1994). <i>The Internet goes multimedia</i> [Film Clip]. Retrieved from <a href="http://www.archives.cbc.ca">www.archives.cbc.ca</a>
<b>Sound recording, sound clip or podcast</b>	Spry, G. (Producer). (2006). <i>Envisioning a global network</i> [Audio Podcast]. Retrieved from <a href="http://www.archives.cbc.ca">www.archives.cbc.ca</a>
<b>Radio or television show</b>	Sexton, P. (Writer). (2005, June 29). <i>Hellhounds on his trail: The Robert Johnson story</i> . Retrieved from <a href="http://www.bbc.co.uk/radio2/r2music/documentaries/robertjohnson.shtml?focuswin">www.bbc.co.uk/radio2/r2music/documentaries/robertjohnson.shtml?focuswin</a>