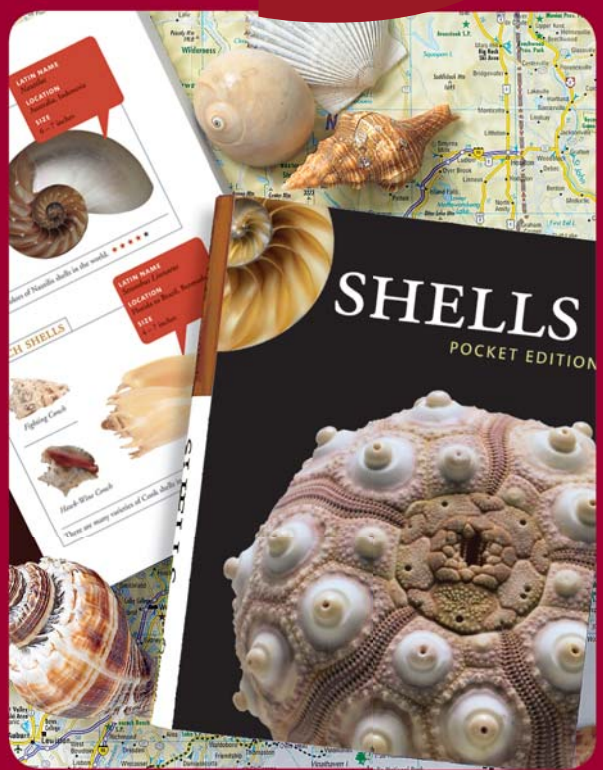
UNIT 9

The Power of Research



RESEARCH WORKSHOPS

- Research Strategies
- Writing Research Reports

UNIT 9

Share What You Know

How can I find ANSWERS?

You do research every day. You find out the weather report, movie times, and game scores. Maybe you also locate the lowest price for an item or the best Web site for keeping up with music. Every time you track down information, even in the phone book or on TV, you are doing research. In this unit, you'll learn to sharpen your skills to answer harder questions.

ACTIVITY List some research questions you answer at home, at school, and in other places. Tell where you get answers.

	Questions	Where I Find Answers
Home		
School		
Other places		

Online LITERATURE CLASSZONE.COM

Literature and Reading Center
Writing Center
Vocabulary and Spelling Center

R2.1, R2.2, R2.6, W1.1, W1.2, W1.3, W1.4, W1.5, W1.6, W2.3, W2.5, LS1.6, LS2.3

CALIFORNIA

Preview Unit Goals

DEVELOPING RESEARCH SKILLS

- Plan research
- Develop relevant research questions
- Use library and media center resources
- Evaluate information and sources, including nonfiction books, periodicals, and Web sites
- Collect your own data

WRITING

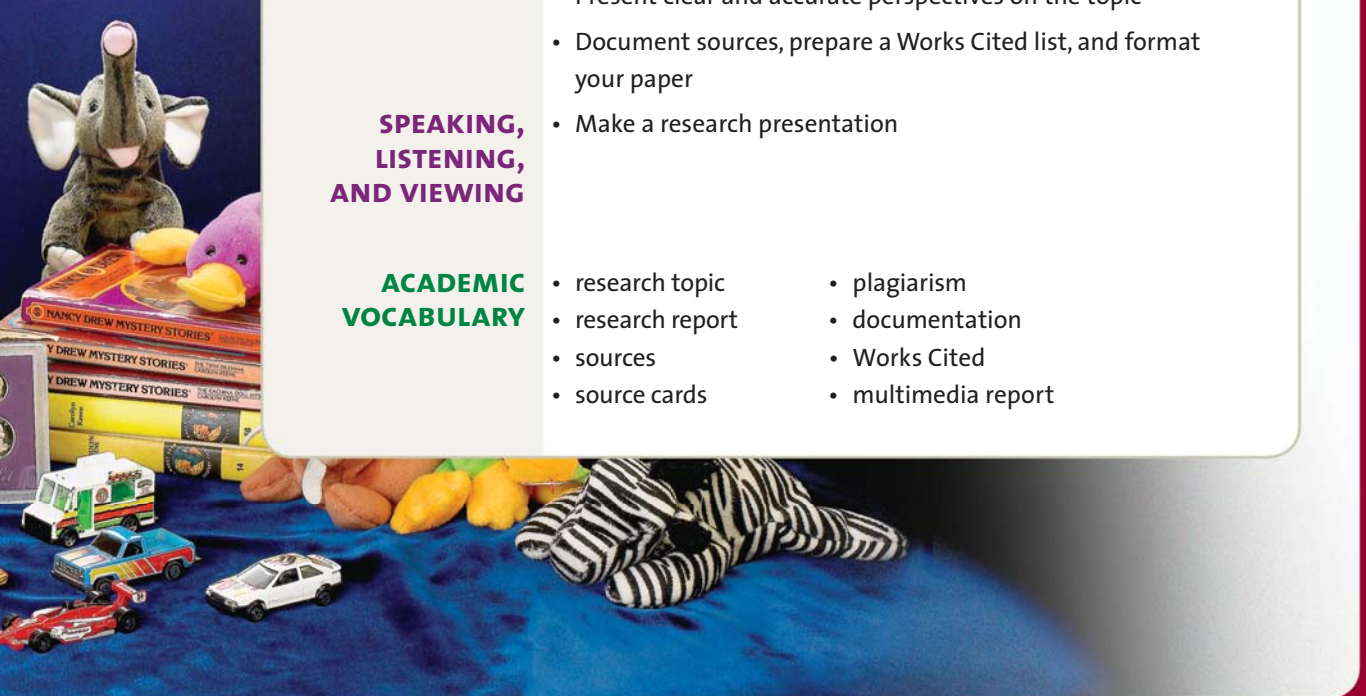
- Write a research report
- Narrow your research topic
- Locate and evaluate sources
- Take notes and make source cards
- Summarize and paraphrase
- Quote directly and avoid plagiarism
- Present clear and accurate perspectives on the topic
- Document sources, prepare a Works Cited list, and format your paper

SPEAKING, LISTENING, AND VIEWING

- Make a research presentation

ACADEMIC VOCABULARY

- research topic
- research report
- sources
- source cards
- plagiarism
- documentation
- Works Cited
- multimedia report



UNIT 9

Research Strategies Workshop

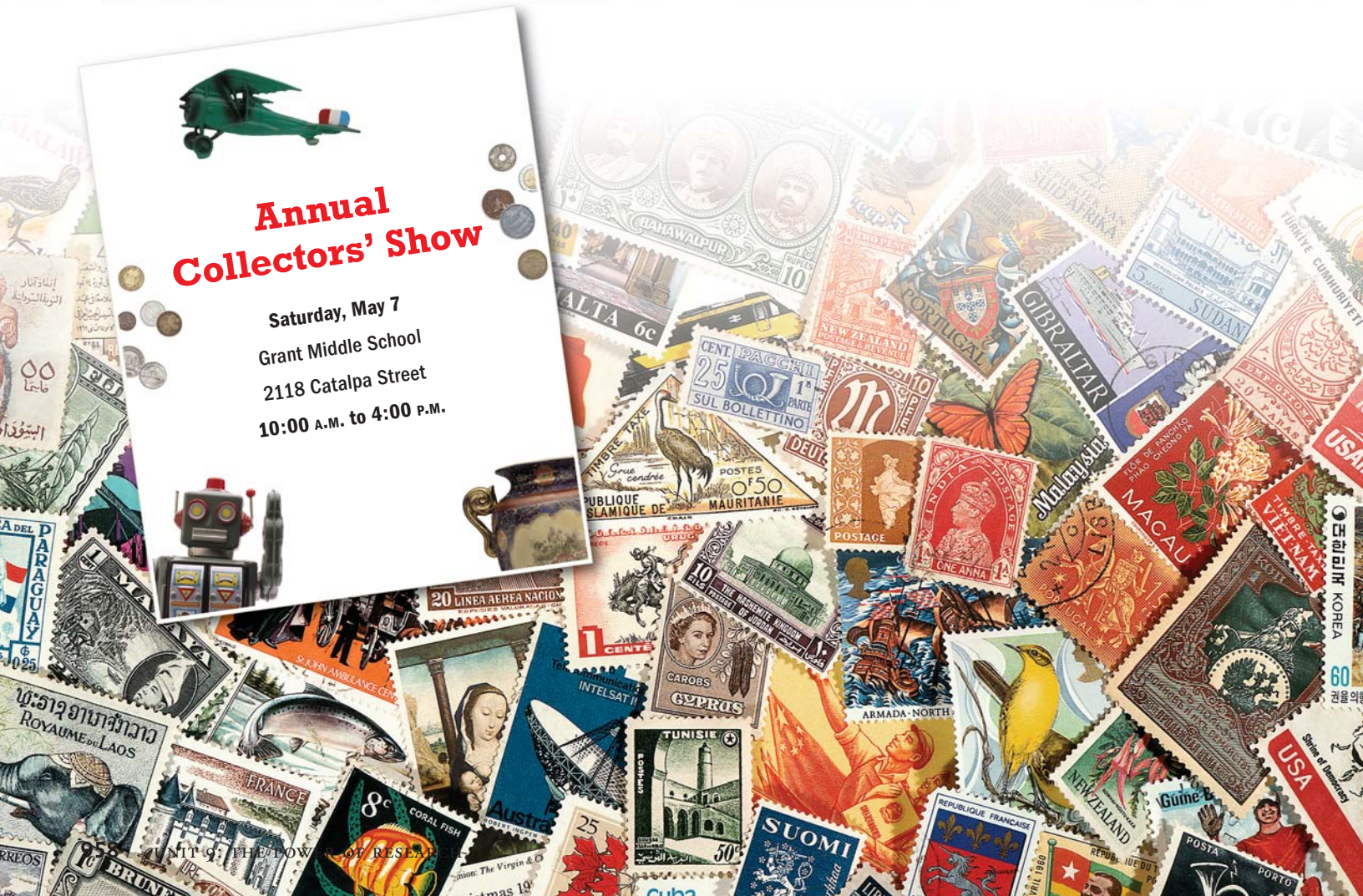
Where do I look for INFORMATION?

CALIFORNIA

Included in this lesson: R2.1, R2.2, R2.6, W1.6, W2.3abc

KEY IDEA Finding answers isn't always easy, especially since many questions have more than one answer. This unit will help you answer **research** questions in efficient and reliable ways. You will learn how and where to look, as well as how to look critically at everything you find.

QUICKWRITE In this unit, you will follow a group of students as they look for information about different kinds of collections. Begin by putting yourself in the same situation. Imagine that your school puts on a collectors' show each year. You want to participate, but what will you display? Working alone or with a partner, list several types of collections that you would like to learn more about.



Planning Your Research

Good research begins with a reading and thinking stage. Don't just jump in. Stop and think about what you want to accomplish.

SET A GOAL

What do you want to learn from your research? Start by listing your general and specific goals.

General goal: *How can I figure out something I would like to collect?*

Questions:

- ***What especially interests me?*** *I like baseball, bugs, rocks, and camping.*
- ***Do any of my interests lead to collections?*** *I could collect baseball cards, certain kinds of bugs, or different kinds of rocks.*

Specific goal: *I want to learn more about collecting baseball cards.*

GET AN OVERVIEW

After you set a goal, it's time to understand your topic better.

- **Talk to people.** Look for a person who knows about your topic. Talking to him or her may give you lots of ideas.
- **Use the Internet.** For example, if you type the words *baseball cards* into a search engine, you will probably get a few million hits. Look at the first ten entries or so. They may give you ideas for more specific terms to use.
- **Visit the library.** Is there a reference book or an encyclopedia article on your topic? These sources will give you an overview.
- **Talk with a librarian.** He or she may be able to suggest books, magazines, and online sources.

NARROW YOUR FOCUS

Big topics are harder to manage than smaller, more specific ones. Once you decide on a specific topic, you might brainstorm ways to narrow it. The result of your brainstorm might look like this.

Topic	More Specific	Even More Specific
baseball cards	baseball cards from a specific time period	baseball cards of a specific team or player

WRITE RESEARCH QUESTIONS

Let's say you have a narrow topic—for example, Seattle Mariners baseball cards. A good next step is to develop questions to guide your research.

Research questions are big questions about your topic. They can't be answered with just a yes or a no. They sum up what you want to know about your topic. Your research questions should be **relevant** (that means closely connected to an important part of your topic). They should also be **tightly drawn**—detailed and specific. After you write your research questions, highlight key terms in them.

- *When did people first start collecting Seattle Mariners baseball cards?*
- *What determines the prices and values of these cards?*
- *What are some interesting stories about collectors and Mariners cards?*

Use the questions and the terms to focus your research.

GET READY TO TAKE NOTES

As you get started on your research, the more organized you are, the better off you will be. When you do research for a class assignment, one of the best ways to take notes is by using note cards. You will learn more about note cards on page 983.

For other kinds of research, you might use different note-taking tools, such as charts or lists. Think about the kinds of information you need and the format that would work best to keep you organized. For instance, you might create a chart of terms used by baseball card collectors.

Term	Meaning
Star cards	cards of the best-known players—can be expensive
Common cards	cards of lesser-known players—cheaper, but very important to collectors who want all the cards of a certain team
Insert cards	cards with special designs that are placed into some packs
Memorabilia cards	insert cards that either are autographed by the players or contain fragments of equipment used by the players, such as pieces of bats, jerseys, or caps

Using the Internet

When you use the World Wide Web, you are also using the Internet, a huge system of linked computers. The Web includes hundreds of millions of Web sites and billions of Web pages.

ACADEMIC VOCABULARY FOR THE INTERNET

Here are terms that you will use when discussing the Internet:

- World Wide Web
- Web site
- keyword
- home page
- URL (uniform resource locator, also called a Web address)
- search engine
- menu
- hyperlink
- icon

SEARCH THE WEB

Begin your search by going to one or more search engines. **Search engines** are Web sites that locate information based on titles, keywords, and content. There are many to choose from, and each yields different information.

USE KEYWORDS

A **keyword** is the term or phrase that you enter into a search engine. The best keywords are very specific, like those you highlighted on page 960.

Suppose you want to learn more about collecting bracelets that people wear to show their support for a cause. Here's what may happen if you use a search engine.

YOU TYPE IN...	YOU GET...	THIS IS...
bracelet	4,120,000 results	too broad, but perhaps you see the word *awareness* a lot
+bracelet +awareness	324,000 results	still too broad, but now you see *nonprofit,* so you try *+bracelets +nonprofit*

ADVANCED SEARCHES

Some search engines let you make a search more specific by using the word *AND, NOT,* or *OR.* Other search engines let you use plus and minus signs. Here are some examples:

- *bracelet NOT charm* (This eliminates results about charm bracelets.)
- *+bracelet +nonprofit +"Lance Armstrong"* (This finds only pages that mention all three terms.)
- *bracelet AND "Race for the Cure"* (This finds only pages that mention both terms.)

TIP Use quotation marks to enclose words that go together as one term. For example, instead of *Lance Armstrong,* type in *"Lance Armstrong."*

LIBRARY CATALOG SEARCHES

Library search engines tend to be different from commercial search engines. A good way to get started searching on them is to explain your topic to a reference librarian and ask for help in identifying key terms.

EXAMINE SEARCH ENGINE RESULTS

One search can bring up millions of results. For example, a rock collector who types in *rocks* could get information on everything from Red Rocks Community College to a database of rock music downloads. A more manageable search might begin with *"rock collecting"* or *rock NOT music* or *+collecting +rocks +minerals*.

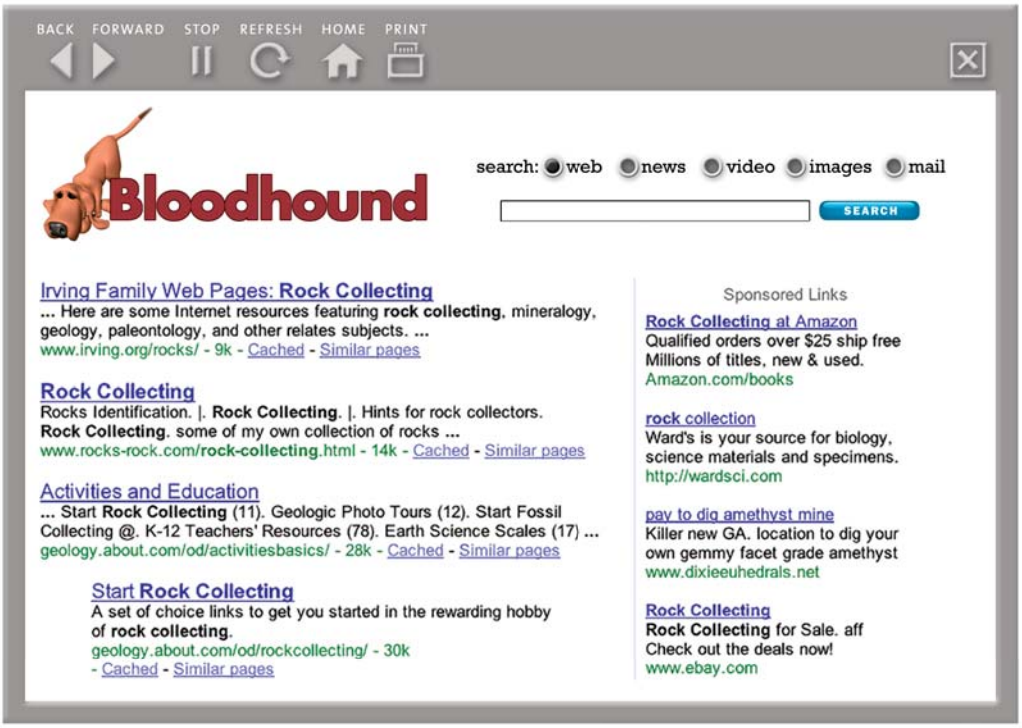
Follow these guidelines for examining the results that pop up:

1. Don't just click on the first result. The page that the search engine lists first may not be the most useful source for you.
2. Read the description of each page, including the Web address. The abbreviation at the end of the domain name in the Web address tells you about the page's source. For example, names of U.S. government domains end in *.gov*. Names of school sites contain *.edu*.
3. If a description seems to match your goal or keywords, click on it. If not, either go to the next description or think of ways to make your search terms better and try again.

TIP The most common ending in domain names is *.com*. Sites with *.com* in their names are generally personal sites or product sites. Domains with names that end in *.org* often belong to nonprofit organizations, including some libraries.

TRY IT OUT! *Select Search Engine Results*

Entering *"rock collecting"* in a search engine led to these results (and more than 30,000 others). Which ones would you click on? Why?



Close Read

1. What term was used in this search? How could you narrow the search even more?
2. Which of these results would you click on first? Why?
3. The "sponsored links" are paid for by businesses. They want to sell their products on the Web. Predict what you would find at one of the sponsored links on this page.

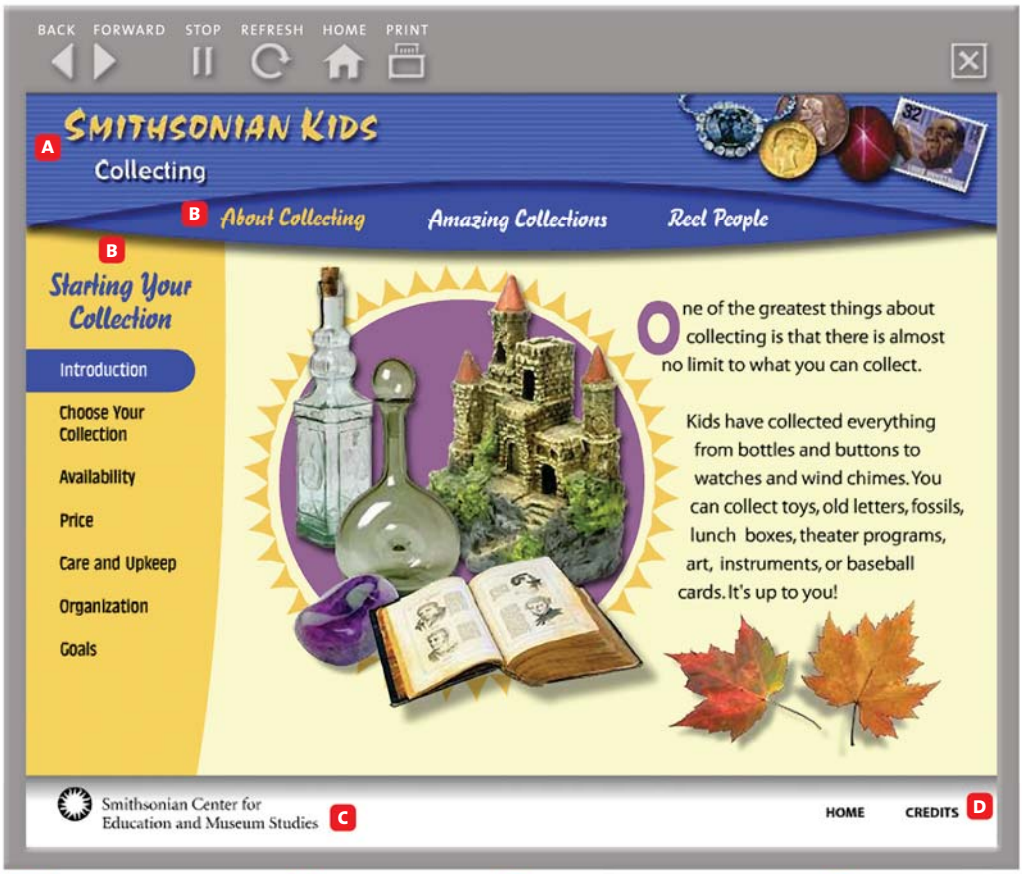
EXPLORE A WEB SITE

Web sites have many special features.

- **Home page** A home page is the "first" page of a Web site—a title page and table of contents all in one. It welcomes you to the site, provides general information, and helps you get where you want to go.
- **Menus** These can run across the top, along the sides, or across the bottom of pages. They tell you what pages or sections the site has and can keep you from getting lost as you explore the site. Many sites also include **hyperlinks** (underlined or boldfaced words) and **icons** (small pictures or symbols). Clicking on any of these takes you to other pages or to different sites.
- **Sponsor or creator** A site should tell you who created it.
- **Credits** Many sites include information about who created them and when they were last updated.

TRY IT OUT! *Navigate a Web Site*

Look at the information on this Web page about collecting.



A Home page B Menus C Sponsor/creator D Credits

Close Read

1. Where are the menus on this page?
2. What would you click on to get ideas about different kinds of collections?
3. Where would you click to find out who created this site and when it was last updated? Why is that information important?

Evaluating Information

To be sure the sources you choose are trustworthy, you must evaluate them. Ask yourself whether the source is **adequate.** Does it tell you enough about the topic? Next, ask whether it is **accurate.** In other words, does it contain errors? Finally, consider whether the source is **appropriate.** Is it too childish, too scholarly, or just right? These evaluation guidelines apply to all sources—books, magazines, newspapers, Web sites, and even personal interviews.

WHAT TO ASK	WHY IT MATTERS
What is the date of the information?	For some topics—especially in science, medicine, technology, and sports—up-to-the-minute information is especially important. Even when an event happened long ago, up-to-date sources often contain the latest findings and insights.
Who is the author?	Some authors are experts on their topics. Some aren't. Look for information on the author's other books, education, job or profession, and awards. Is he or she an authority on this topic?
Who is the publisher?	Some publishers are more reliable and careful than others. For example, university presses tend to produce reliable books. Tabloid newspapers such as the *National Enquirer* can be far less reliable. A reference librarian can help you find reliable sources.
What is the purpose?	Some publications are one-sided or **biased.** For example, if a model-train company publishes a book about model trains, its purpose may be to sell its own brand. Look for information about the publisher and the author. Draw conclusions about purpose and about whether the source has a clear and accurate perspective on the subject.
Is this information useful to me?	Check the menu or the table of contents for subjects that interest you. Also, make sure you can understand the source. Is it written at a level that's right for you?

EVALUATE A WEB SITE

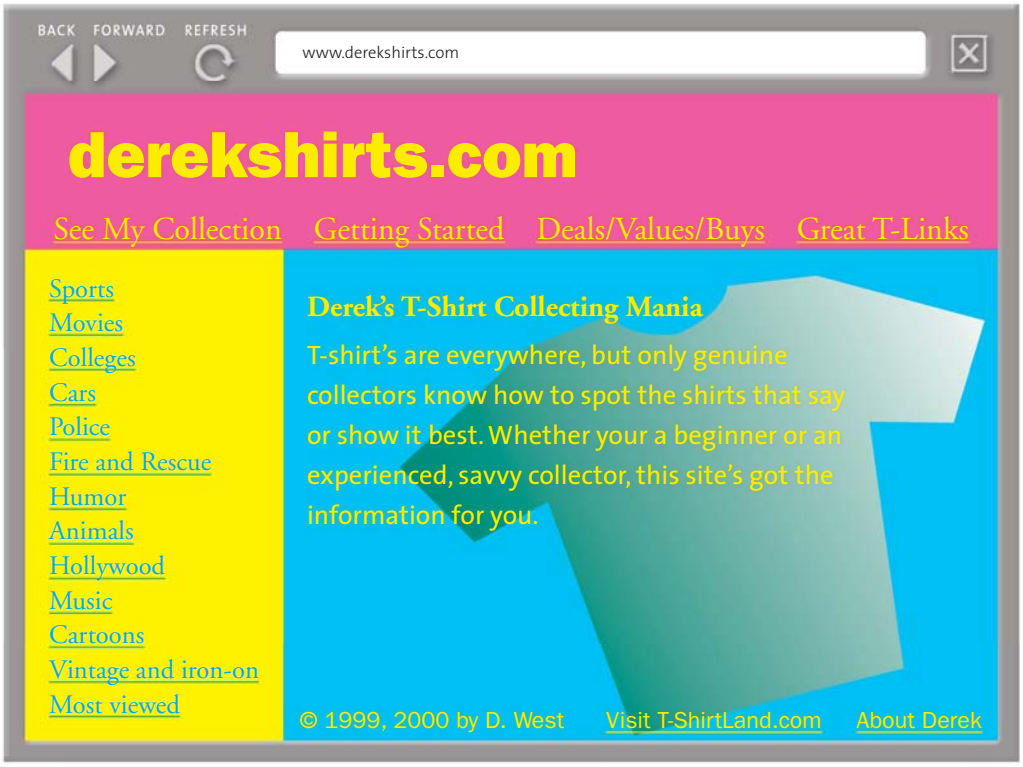
Publishing a book usually involves an author and editors. Many books are fact-checked and updated regularly. The Web is different. A personal Web site is usually the work of just one individual. Not all personal Web sites are unreliable, but be cautious. Ask yourself these questions:

- **Who created the site?** Is there a way to contact that person or group?
- **Why was the site created?** Is the site designed to give you information, to entertain you, or to sell you something? Some sites are created for more than one purpose.
- **Does the site contain problems?** Do you notice misspelled words, grammatical errors, or broken hyperlinks?
- **Does the author of the site seem knowledgeable about the topic?** Could you find more or better information in another source, such as an encyclopedia?
- **Is the information adequate, accurate, and appropriate?** The guidelines you read about on page 964 apply to Web sites, too.

TIP Even reputable publishers and Web sites sometimes publish incorrect information. Use a variety of sources when you do research.

TRY IT OUT! *Examine a Web Site*

This is an example of a personal Web site. What do you think is useful here? What problems do you see?



Close Read

1. Who created this site?
2. What is the purpose of this site?
3. When was the site last updated? How do you know?
4. What problems do you notice?

ACADEMIC VOCABULARY FOR THE LIBRARY

You will use these terms when doing research in the library or media center:

- reference section
- primary source
- secondary source
- table of contents
- bibliography
- index
- catalog
- database

Using the Library or Media Center

Libraries have sections for adults, for children, and often for young adults or teens. In addition, most libraries have several other areas:

- meeting and study rooms
- special sections (such as ones for business, local history, and genealogy)
- special resources (such as maps)
- computer terminals

LIBRARY AND MEDIA CENTER RESOURCES

BOOKS

Fiction: Works of fiction come from writers' imaginations, although the writers may base their works on real people and events. Novels and short stories are works of fiction.

Nonfiction: Nonfiction is writing that tells about real people, places, and events. Biographies, diaries, newspaper and magazine articles, essays, and true-life adventure stories are examples of nonfiction.

REFERENCE

Reference desk: a place to ask for help with your research

Reference materials: encyclopedias, almanacs, atlases, dictionaries, the *Reader's Guide to Periodical Literature,* and similar works, which usually cannot be checked out

NEWSPAPERS AND PERIODICALS

Magazines and newspapers: current issues, plus past issues in print or on microfilm

AUDIO AND VIDEO RESOURCES

DVDs: documentaries and other films and television shows

Audio resources: audio recordings of speeches and other events, audio books, and audio CDs

E-RESOURCES

Electronic collections: databases, CD-ROMs, e-books, and MP3s

THE LIBRARY CATALOG

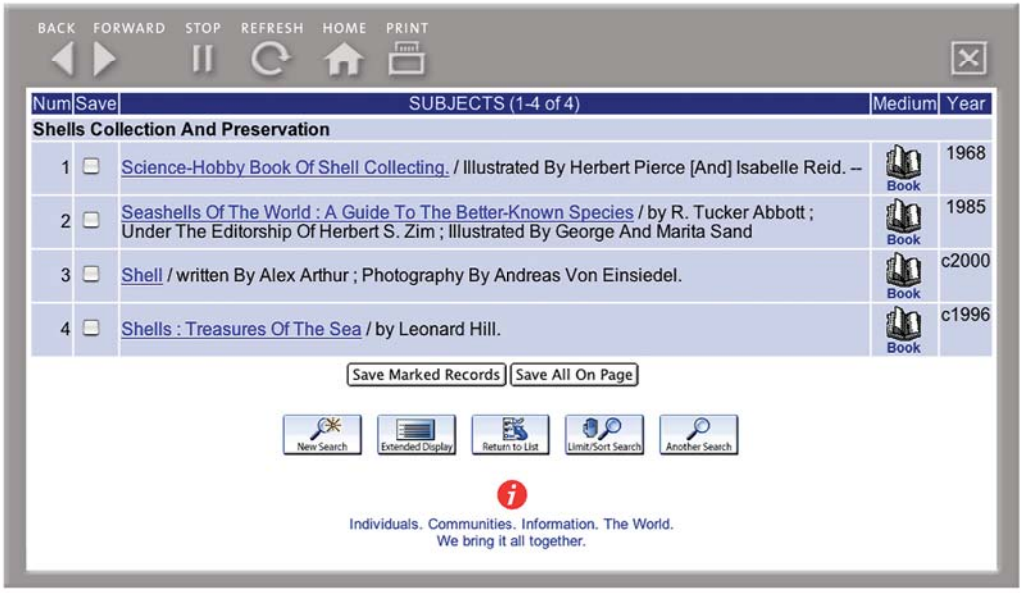
An online library **catalog** is a complete index of a library's or library network's holdings. Some libraries also have a non-electronic version, called a card catalog. If you have questions about accessing the catalog, or if you want tips on more efficient searching, ask a reference librarian.

There are at least four ways to search a library catalog:

- **Author** Check to see whether you should type the first name first (for example, *Juan Gutierrez*) or the last name first (*Gutierrez, Juan*).
- **Title** You do not need to type in beginning words such as *A, An,* or *The*.
- **Subject** You may need to try a variety of words to get to your subject. For example, some systems may not respond to the subject word *seashells*. Instead, they may use *shells*.
- **Keyword** You can try various keywords, or you can ask a reference librarian for help.

TRY IT OUT! *Search a Library Catalog*

To get to a catalog page, you might do a subject search for the term *shells*. That search would probably give you a list of subcategories, such as "Shells—Caribbean Sea" and "Shells in Art." The catalog page below is for the subcategory "Shells—Collection and Preservation."



Close Read

1. Which book has information about both shells and collecting? How do you know?
2. Are these books or periodicals? How do you know?

Choosing and Evaluating Sources

The many different departments and resources in your local library can seem confusing. Be sure to ask a librarian for guidance in choosing adequate, accurate, appropriate sources.

PRIMARY AND SECONDARY SOURCES

All sources are either primary or secondary. This chart shows the difference.

PRIMARY SOURCES	SECONDARY SOURCES
Definition: firsthand accounts created by people who took part in or witnessed events	**Definition:** records of events created by people who were not directly involved in or present at the events
Examples: letters, diaries, photographs, autobiographies, interviews, speeches, birth certificates, census reports, first-person newspaper and magazine articles	**Examples:** textbooks, reference books, biographies, third-person newspaper and magazine articles

REFERENCE WORKS

The best place to get an overview of a topic is often a library's reference section. Reference works are available in print, on CD-ROM, and online. Here are some types of reference works:

- **Encyclopedias:** *Britannica Student Encyclopedia*
- **Dictionaries:** *The American Heritage Dictionary*
- **Almanacs:** *The World Almanac and Book of Facts*
- **Atlases:** *Hammond World Atlas, Goode's World Atlas*

DATABASES

Databases are electronic collections of information. A database may be specific to one subject, such as human health, or to one publication, such as the *Los Angeles Times*. Some databases, like the Internet Movie Database, are free. Many others, including InfoTrac, require paid subscriptions. Your school media center or your local library probably subscribes to many databases, which you can browse for free.

NONFICTION BOOKS

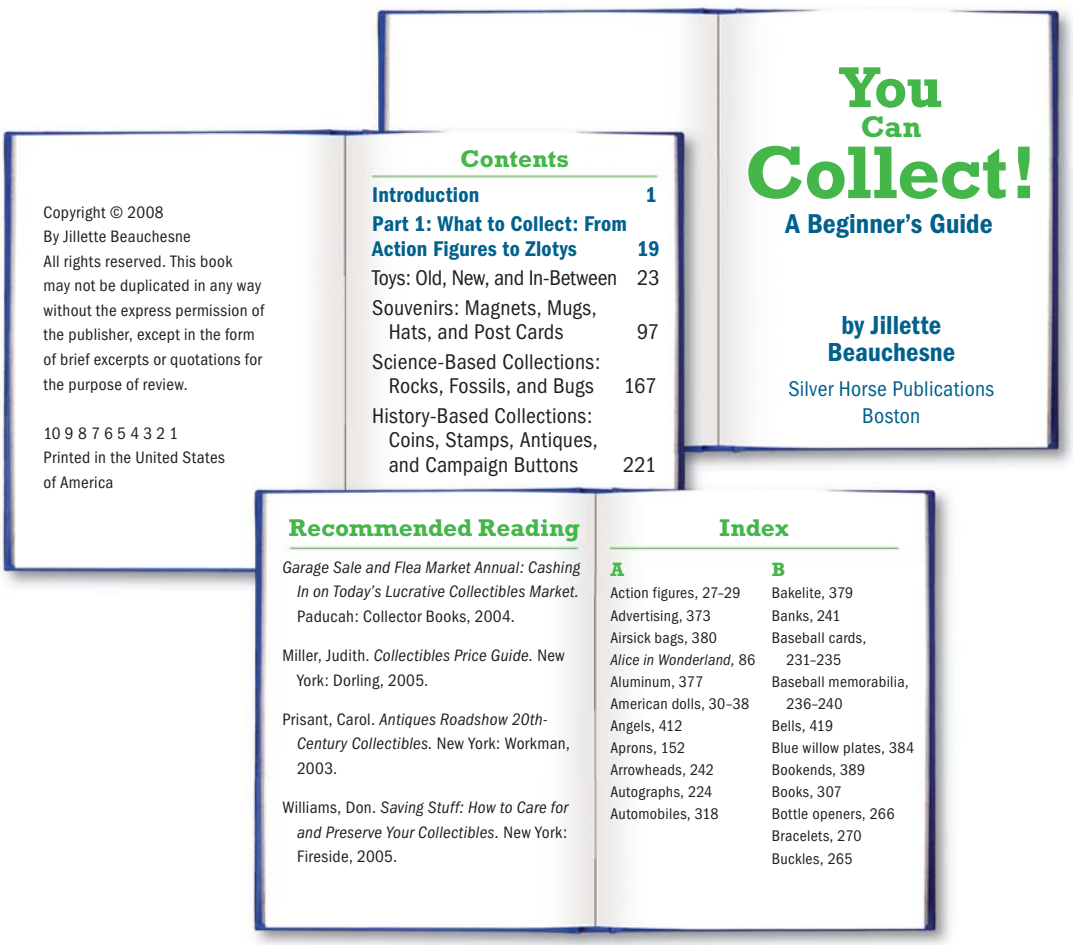
One of the best ways to get in-depth information about a topic is to check out a nonfiction book. Certain parts of a book can help you decide whether the book is right for your research.

1. Read the **title** and **subtitle** to get a general idea of the subject matter.
2. Check out the **copyright page** for the copyright date. The latest date is the one you should focus on. Is the book recent enough for your topic?
3. Read the **table of contents** for an overview. This page can also tell you whether the book contains a **bibliography** (a list of the sources used) or a list of **further reading.** Another useful feature in many books is a **glossary,** which is an alphabetical list of specialized terms, with definitions.
4. Look in the **index** for specific terms and topics that interest you. See how many pages include your topic. If the index lists just a page or two, the book may only mention your topic rather than explain it.

TIP Are there whole books written on your exact topic? Then your topic may be too broad.

TRY IT OUT! *Examine the Parts of a Book*

Which parts of a book are shown here?



10 9 8 7 6 5 4 3 2 1
Printed in the United States of America

Contents

You Can Collect!

A Beginner's Guide

by Jillette Beauchesne

Silver Horse Publications
Boston

Recommended Reading

Garage Sale and Flea Market Annual: Cashing In on Today's Lucrative Collectibles Market. Paducah: Collector Books, 2004.

Miller, Judith. *Collectibles Price Guide.* New York: Dorling, 2005.

Prisant, Carol. *Antiques Roadshow 20th-Century Collectibles.* New York: Workman, 2003.

Williams, Don. *Saving Stuff: How to Care for and Preserve Your Collectibles.* New York: Fireside, 2005.

Index

Close Read

1. How does the subtitle help you understand what the book is about?
2. Does this book contain information about collecting post cards? How about autographs? How do you know?
3. How up-to-date is this information? How do you know?

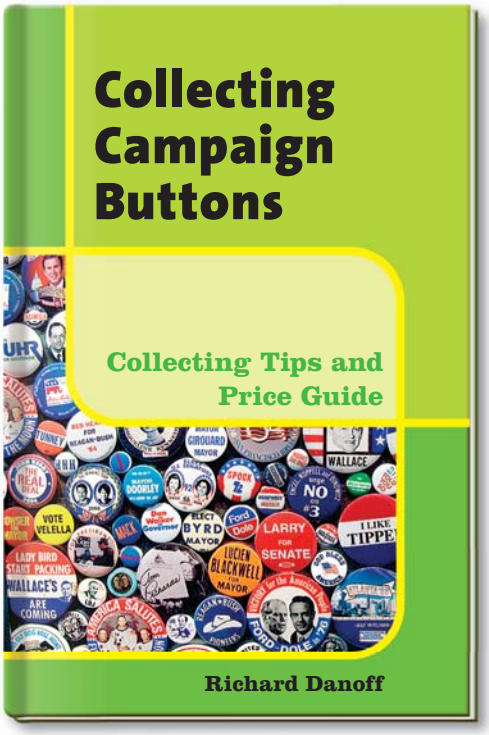
EVALUATE NONFICTION BOOKS

To be sure that the information in a nonfiction book is adequate, accurate, and appropriate for your purposes, ask these questions:

- **What is the most recent copyright date?** Check the **copyright notice,** which is usually on the back side of the title page. Have there been many updates and printings? That is often a sign that the book is reliable.
- **Is this a well-researched book?** Look for the author's sources. Is there a **bibliography,** a list of works the author consulted? Are there **footnotes, endnotes,** or **cross-references** that help you understand how the author got information? Is there an **appendix** of additional material, such as maps, tables, or charts?
- **What does the book say about the author?** Look for information about the author on the book jacket, at the beginning of the book, and at the end. Check the **preface** too. In this short introductory essay you may find clues to the author's background and a statement of his or her purpose.

TRY IT OUT! *Examine a Nonfiction Book*

Use what you have learned about nonfiction books to decide whether this book is a good source for someone who wants to learn more about collecting buttons.



Close Read

1. What is this book about?
2. Why is the author qualified or not qualified to write about the topic?
3. How recent is the information in the book? How do you know?
4. What other parts of the book should someone look at to be sure it's suitable for his or her research? (Hint: See page 969.)

NEWSPAPERS AND PERIODICALS

Newspapers are publications that contain news and advertising and that are published very frequently, in most cases daily or weekly. Newspapers and books have different purposes. Newspapers bring you brief information on current events, while most books deliver in-depth information on events of long-lasting importance. To learn more about the characteristics of a newspaper article, see page R14.

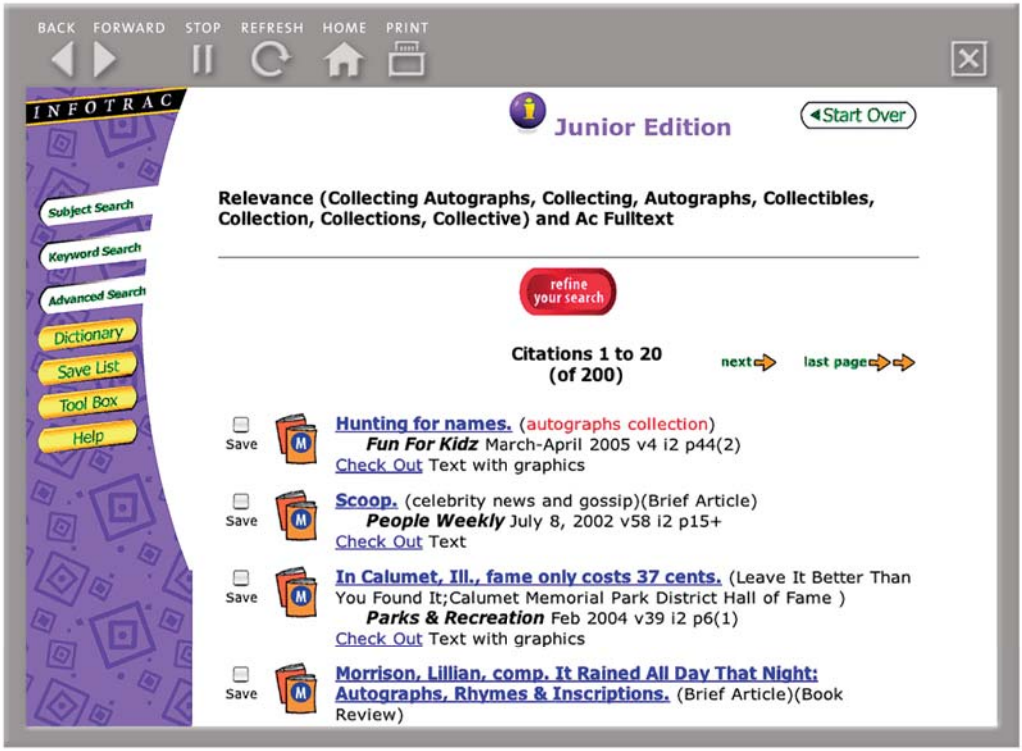
Publications that are issued on a regular basis of more than one day apart are called **periodicals.** Magazines are a common type of periodical.

- **Newspapers** *Seattle Times, Boston Globe, St. Louis Post-Dispatch*
- **Magazines** *Time, Teen Ink, Next Step, Skateboarder, Newsweek, Odyssey*

One of the best ways to search for articles on your topic is by using a database of newspaper and magazine articles, such as InfoTrac. The page below comes from InfoTrac Junior Edition, a database aimed at students in grades 5–12.

TRY IT OUT! *Finding a Newspaper or Magazine Article*

A keyword search for *collecting autographs* brought up these results on InfoTrac Junior Edition. Clicking on the title of a document or on the "Check Out" link brings up the text of the entire article.



Close Read

1. If you were hunting for information on collecting autographs, which result would you click on first? Why?
2. These results are arranged by relevance, or how well they are related to the user's search terms. What does that tell you about the entries near the end of the list?
3. What could you click on to improve your search?

EVALUATE NEWSPAPERS AND PERIODICALS

Newspaper and magazine articles can be a good source of concise information. Your library may offer some of them in hard copies and many others online, on microfilm, or on microfiche. Once you find an article, you should evaluate it before you use it. Ask yourself these questions:

- **Is the source well-known and respected?** Most large-circulation newspapers and many national magazines are reliable. Avoid newspapers and magazines that cover mostly celebrity gossip, fad diets, UFOs, and similar topics.
- **When was it published?** Up-to-date is great, but not always best. For example, if you're researching the first moon landing, a newspaper article from 1969 could be your best source.
- **Who is the author?** Staff writers and contributing editors for major newspapers and magazines tend to be reliable. Some articles include notes about the authors' qualifications and previous publications.
- **Can the facts be verified?** Does the author give sources for the facts?

TRY IT OUT! *Examine a Newspaper Article*

Ask questions to evaluate whether this article is adequate, accurate, and appropriate for a student seeking information on autograph collecting.

from the **Springfield Courier**

Autograph Show Opens

Exhibit features the rich, the famous, and the faded

BY TAISHA JACKSON, STAFF WRITER

The autographs of John F. Kennedy, Rosa Parks, and Tiger Woods will be on display for the next six weeks at the Ritter Museum's first-ever autograph show. Visitors will see those signatures and almost 1,200 others on letters, photographs, books, and documents.

Other highlights include a football signed by Joe Montana, a movie poster signed by Harrison Ford, and a very rare document with George Washington's signature.

Museum director Marcia Fiore calls this show a must for anyone interested in collecting. "There's a ton of stuff here for the beginning collector," she adds.

Among the displays for beginners are a timeline of collecting history, tips

See AUTOGRAPHS, page A6

WHAT MAKES AN AUTOGRAPH VALUABLE?

Age/rareness

Popularity/"fickle factor"

Quality/condition

Close Read

1. How well is this article related to the research topic "collecting autographs"? Give reasons for your answer.
2. Would you call the information in this article reliable? Why or why not?
3. How could you check the facts in this article?
4. Although they are not shown here, the newspaper's and museum's e-mail addresses appear at the end of the article. Why is this important?

Collecting Your Own Data

Although the library and the Internet are good resources, they are not the only places to get information. When you conduct an interview or learn by observation, you are doing original research.

INTERVIEWS

Interviews can be excellent means of gathering information. First, they provide primary-source information. Second, they can give you new insights into your topic or even whole new ways of looking at it.

You might interview someone who has in-depth knowledge of your topic. An interview can take place in person, or it can be conducted by telephone, e-mail, or letter. The most important part of an interview is preparing for it. Specific questions, prepared and thought through in advance, are a must.

See pages R81–R82: Conducting an Interview

FIELD RESEARCH AND OBSERVATION

When you observe with a research goal in mind, you are doing **field research.** For example, if you want to know more about teddy bear collecting, you might do field research at a flea market that attracts teddy bear collectors. In that case, your field research might include creating a chart of available items and their prices. Or you might visit a museum if you want to learn about certain kinds of butterflies or about life during the European Middle Ages. Observations that you make and carefully record in these places are also field research.

Notes on Visit to Winston County Flea Market, 5/21/2008

- *132 booths/tables/displays, only 4 with teddy bears*
- *military-themed bears: army, navy, marines, air force*
- *teddy bears with brand-name labels; also teddy bears that are sold along with children's books*
- *koala, panda, and other "bears"*
- *prices ranging from $1 to $1,500 (for a teddy bear from the 1950s)*
- *bears vary by clothing, ribbons, other accessories; some bears for holidays (Valentine's Day) or occasions (graduation)*

If you gather large amounts of data, you may want to create spreadsheets or databases to help you manage information or prepare your report. See page R44 for details.

Research Tips and Strategies

Web Know-How

To search the Web, you have to know what tools to use. Keep these options in mind as you search for adequate sources.

Search Engines

You can and should use more than one search engine. Here are a few to try:

- Ask Jeeves for Kids (ajkids.com)
- Google (google.com)
- Yahoo! (search.yahoo.com)

Metasearch Tools

A metasearch engine combines results from a number of search engines.

- Dogpile (dogpile.com)
- Metacrawler (go2net.com)

Directories

Directories arrange Internet resources into subject categories.

- LookSmart directory (looksmart.com)
- Yahoo! Directory (dir.yahoo.com)

Virtual Libraries

Use a virtual library to find information in encyclopedias, directories, and indexes.

- Internet Public Library (ipl.org)
- Librarians' Index to the Internet (lii.org)

Other Web Resources

- Our Nation's Library: The Library of Congress (loc.gov)
- Databases: ProQuest K-12, InfoTrac Junior Edition

Checklist for Evaluating a Source

- ☑ The information is clearly related to your topic.
- ☑ The author is qualified to write about the topic.
- ☑ The information is up-to-date and accurate.
- ☑ The information is trustworthy because it has been reviewed and/or updated or it has been developed and posted by a reliable institution, such as a U.S. government agency.
- ☑ The facts can be verified in at least one other source.
- ☑ The writing is appropriate for your level. It isn't for little kids, and it isn't for scholars.

Understanding Web Addresses

The abbreviations in Web addresses give clues about who created the site and why.

WEB ABBREVIATIONS AND MEANINGS

.COM	commercial—information about products; some personal sites; some combinations of products and information, such as World Book Online
.EDU	education—information about schools, classes, schedules, and campus life; may also include students' personal sites
.GOV	U.S. government—official sites of the White House, the Library of Congress, and many government agencies
.MIL	U.S. military—official sites of the armed forces and related agencies
.NET	network—product information and sales
.ORG	organizations—charities, libraries, and other nonprofit organizations; also political parties

Library Literacy

Almost all libraries and media centers arrange **fiction** by authors' last names. In general, for **nonfiction,** school media centers and public libraries use the Dewey decimal system, and university and research libraries use the Library of Congress system.

DEWEY DECIMAL SYSTEM

000–099	General works
100–199	Philosophy and psychology
200–299	Religion
300–399	Social sciences
400–499	Language
500–599	Natural sciences and mathematics
600–699	Technology (applied sciences)
700–799	Arts and recreation
800–899	Literature and rhetoric
900–999	Geography and history

LIBRARY OF CONGRESS SYSTEM

A	General works	**M**	Music
B	Philosophy, psychology, religion	**N**	Fine arts
C–D	History	**P**	Language and literature
E–F	American history	**Q**	Science
G	Geography, anthropology, recreation	**R**	Medicine
H	Social sciences	**S**	Agriculture
J	Political science	**T**	Technology
K	Law	**U**	Military science
L	Education	**V**	Naval science
		Z	Bibliography and library science

Writing Workshop

Research Report

When you write a formal research report, you draw information from many sources and put it together in a way that is your own. In the process, you show what you have learned about a topic and present your own ideas about it. The **Writer's Road Map** will show you how.

WRITER'S ROAD MAP

Research Report

WRITING PROMPT 1

Writing from Literature Develop a specific question about a work of fiction or nonfiction that you read this year. Write a research report that explores that question in detail. Your report should present information from at least three sources as well as your own ideas. Include a list of the sources you used.

Topics to Consider

- How did Jackie Robinson change baseball? ("The Noble Experiment")
- What was it like to be a knight? (*Sir Gawain and the Green Knight*)

WRITING PROMPT 2

Writing from the Real World Is there a question or topic that you have always wanted to know more about? Write a research report that investigates it. Your report should present information from at least three sources. It should also include your own ideas. Finish with a list of the sources you used.

Topics to Consider

- How does the human brain store information?
- Can tsunamis be predicted and prevented?

RESEARCH TOOLS
For research tools and citation guidelines, go to the **Research Center** at **ClassZone.com.**

KEY TRAITS

1. IDEAS

- Presents a **thesis statement** that identifies the controlling idea of the report
- Supports the thesis with **evidence,** such as facts, statistics, examples, and expert opinions
- Combines information from **multiple sources** and includes **quotations** and **paraphrases**
- Includes the **writer's own ideas**

2. ORGANIZATION

- Follows a clear **organizational pattern**
- Connects ideas with **transitions**
- Includes a strong **introduction** and a satisfying **conclusion**

3. VOICE

- Maintains a serious, formal **tone**

4. WORD CHOICE

- Uses **precise words** to explain ideas

5. SENTENCE FLUENCY

- Varies the **lengths of sentences**

6. CONVENTIONS

- Uses **correct grammar, spelling, and punctuation**
- **Credits sources**
- Uses **correct formats and style**

Part 1: Analyze a Student Model

Included in this lesson: W1.1, W1.2, W1.3, W1.4, W1.5, W1.6, W2.3abcd, W2.5abc, LS1.6 (p. 991), **LS2.3abcd** (p. 991)

Alex Latushkin
Ms. Tokoyuni
English 7
12 March 2008

KEY TRAITS IN ACTION

Uses headers and margins required by teacher.

A Short, Hard Life

What was it like to be alive during the Middle Ages? Movies and television shows have led many people to imagine handsome young knights dodging swords, arrows, and axes as they storm a castle. However, most Europeans of the time were peasants, not knights, and their lives were anything but glamorous. Peasants were at the bottom of the social order during the European Middle Ages, so they struggled to survive, had few comforts, and lived short lives.

Exciting **introduction** grabs the reader's attention.

Clear **thesis statement** gives the most important idea and shows how the report will be organized.

For the typical peasant, each day was a struggle. Peasants had to grow or raise their own food and make everything they needed to live, including their clothes, blankets, and tools. In addition, in return for protection, they had to grow grain for their lord, or landowner. Farming was backbreaking work in the Middle Ages because peasants had only basic tools, such as plows and pitchforks, instead of machinery (Hackett 254). If there was a flood or drought, if some crops froze, or if pests ate the crops, the peasants didn't have enough to eat. Sometimes, when there was war, invaders burned their fields and homes.

A peasant's struggle to survive did not end with growing crops. Peasants "had few rights and were almost completely at the mercy of their lords" (Deliyannis). Besides growing food for their lord, they had to do services for him. For example, they might have to build roads or cut wood for him. They even had to fight sometimes, although they

Uses **precise words** and varies **sentence lengths** throughout.

did not have training or good weapons. Peasants also had to make other payments to their lord, such as for using his mill to grind their grain. Finally, peasants had to pay one-tenth of everything they produced to the church (Singman 100). All this work and all these costs made life hard. No wonder Hackett says that peasants "worked from sunrise to sunset" (158).

Even though some peasants earned a little money through their labor, they still struggled. According to Singman, in England in the late 1200s, some peasants could earn about 1 d. (one English penny) per day (59). As this chart shows, that didn't buy much.

Some Thirteenth-Century Prices			
1 loaf of bread 1 ax	1/4 d. 4 d. 	1 dozen eggs 1 pound of candles	1/2 d. 6 d. 

Source: Singman 60.

In other words, a peasant could work all day for just four loaves of bread.

Peasants who survived had few comforts, because "most medieval homes were cold, damp, and dark" ("Middle Ages"). A peasant's home was just a hut with a place for a fire in the middle (Hackett 158). Pigs and chickens might live in the house with the family. The floor was dirt or clay, and there was not much light or heat. People didn't have beds. Instead, they slept on sacks of straw on the floor. For furniture, there might have been a stool, a bench, and maybe a table (Singman 84-85). A peasant's diet was simple: bread, beans, chicken, eggs, vegetables (such as cabbage and onions), and perhaps milk and cheese (Deliyannis; "Middle Ages"; Singman 70). Only "the fortunate peasant" might have a cow (Hackett 159).

Transitions show how ideas are related.

This student used a chart to show a large amount of information in a small space.

Weaves together information from **multiple sources** and **credits** each one properly.

Compared with today, people in the Middle Ages had short lives. They faced "malnutrition, poor hygiene, parasitic infections, and disease" (Hackett 158). Singman explains that during the 1200s, one child out of every six died before his or her first birthday (18). Many others died before they became adults. Deliyannis says the average life span was 30 years in the 900s. Old age was especially hard on peasants. Singman believes that many old peasants had to beg to survive (31). After a lifetime of hard work, it must have been terrible to beg for a crust of bread.

Although many films and television shows make life in the European Middle Ages seem exciting and glamorous, the peasants probably had a different view of things. Their lives were short and hard, and their crops meant far more to them than any castle did.

Provides a direct **quotation** and an expert opinion as **evidence.** The serious **tone** is appropriate for the subject matter.

Writer reflects on what he has learned and includes **his own idea** about it.

Thoughtful **conclusion** refers back to the introduction and summarizes what the writer learned.

Works Cited

Deliyannis, Deborah Mauskopf. "Middle Ages." World Book Online Reference Center. 2005. World Book. 25 Feb. 2008 <http://www.worldbookonline.com/wb/Article?id=ar360060>.

Hackett, Jeremiah, ed. Medieval Europe, 814-1350. World Eras 4. Detroit: Gale, 2002.

"The Middle Ages: Homes." Learner.org. Annenberg/CPB. 6 Mar. 2008 <http://www.learner.org/exhibits/middleages/homes.html>.

Singman, Jeffrey L. Daily Life in Medieval Europe. Westport: Greenwood, 1999.

Online encyclopedia

Reference book

Reliable Web site

Book

Part 2: Apply the Writing Process

PREWRITING

What Should I Do?	What Does It Look Like?
1. Find a topic. Make a list of topics that you want to research and write about. If your teacher has assigned you a specific subject area, generate ideas and questions based on that. If your teacher has told you to choose your own topic, think about what you have learned this year in school or on your own. For example, you may want to explore a topic or idea from literature, science, or social studies. Circle the most interesting words and ideas on your list.	I liked learning about medieval Europe in social studies class and English class this year. kinds of weapons that knights used kings and queens, knights, archers, monks, peasants Crispin: The Cross of Lead is about a peasant accused of murder. What was it like to live in a medieval village? What did everyday people eat, drink, and wear? TV shows and movies make medieval times seem exciting. Were they?
2. Narrow the topic. Most topics that leap to mind are too broad. Keep "reducing" your topic until you have something that you can cover in the number of pages your teacher has assigned. **See page 959:** Narrow Your Focus	LIVING IN THE MIDDLE AGES THE FEUDAL SYSTEM Classes of Feudal Society Peasants/Commoners daily life of peasants
3. Ask and evaluate research questions. What do you want to know about your topic? List some questions that will help you guide your search. Then think about whether you can make those questions more specific or more detailed. For instance, question 1 on the list shown here may lead to questions 2, 3, and 4. Asking questions like these will help you develop ideas to investigate.	**My Research Questions** 1. What work did peasants do? 2. Were they more like slaves or more like farmers? 3. What were their homes like? 4. What did they do besides work?

RESEARCHING

What Should I Do?

1. Find possible sources.
One of the best places to start is an encyclopedia, whether in print, online, or in CD-ROM form. You may have to look up a broad topic, such as "Middle Ages," in order to find a subsection about a narrow topic, such as "peasants." Ask a librarian for help.

After you have examined some reference materials, you will have a better idea of what **keywords** to type into an online catalog or search engine. Specific keywords will help you find just the right books, Web sites, and other sources.

TIP To keep track of the sources you find, try using a computer to create a word-processed chart or a spreadsheet.

What Does It Look Like?

Sources	My Comments
General Encyclopedias	
"Middle Ages" World Book Online	interesting; good facts
"Middle Ages" World Book (print)	not a lot about peasants
Library Reference Books	
Encyclopedia of the Middle Ages (Ref 940.1 ENC)	really hard to understand!
Medieval Europe, 814–1350 (Ref 940.14 MED)	good info; I can understand this
Other Library Materials	
Life in the Middle Ages: The Serf (J VIDEO 909.07 SERF)	video from children's room
Daily Life in Medieval Europe (940.1 S617)	terrific source: lots of facts, illustrations, explanation
Web Sites	
"The Middle Ages"	terrific; I bookmarked this
"The Middle Ages: Life of a Medieval Peasant"	easy to read; reliable?

2. Evaluate each source.
Decide whether each source is worth using or has a problem. Sources with problems might include

- a Web site that does not show who created it
- a book or Web site that is too simple or too complicated for your needs

See pages 964–965 and 968–972 for evaluation guidelines.

Rejected Sources

Encyclopedia of the Middle Ages: too specific for my topic

Life in the Middle Ages video: for younger students; should use sources from Teen and Adult Nonfiction sections instead

"The Middle Ages: Life of a Medieval Peasant" Web site: no author given, so information may not be reliable

RESEARCHING

What Should I Do?

3. Make source cards.
Write the information below on each card. Then number the card in the top right-hand corner.

Online encyclopedia
- author (if given) and title of article
- date of publication or posting (if given)
- publisher and date accessed
- URL

Print or CD-ROM encyclopedia
- author (if given) and title of article
- name and year of encyclopedia
- if a CD-ROM, the term *CD-ROM* and place of publication and publisher

World Wide Web site
- author (if given) and title of Web page or article
- publication information for a print version (if there is one)
- date created or posted (if given)
- name of institution or organization responsible for the site
- date accessed
- URL

Book
- author or editor and title
- place of publication and publisher
- year of publication
- library call number

See page 990: Citing Other Types of Sources

What Does It Look Like?

Online encyclopedia

1

Deliyannis, Deborah Mauskopf. "Middle Ages." World Book Online Reference Center. 2005. World Book. 25 Feb. 2008 <http://www.worldbookonline.com/wb/Article?id=ar360060>.

Print encyclopedia

2

Lyon, Bryce. "Middle Ages." The World Book Encyclopedia. 2000 ed.

World Wide Web site

3

"The Middle Ages: Homes." Learner.org. Annenberg/CPB. 6 Mar. 2008 <http://www.learner.org/exhibits/middleages/homes.html>.

Book

4

Singman, Jeffrey L. Daily Life in Medieval Europe. Westport: Greenwood, 1999.
940.1 S617

RESEARCHING

What Should I Do?

4. Take notes.
As you read your sources, look for information that answers your questions and makes you think of new questions. Use this information to create note cards.

Each card should include the following:

- a specific heading
- the source number (from its source card)
- the fact or idea that you want to include in your report
- a page number if one is available

What Does It Look Like?

What peasants ate (1)

"black bread, eggs, poultry, and such vegetables as cabbage and turnips" (online, no page number)

How long people lived (1)

In the 900s, the average life span was just 30 years (online, no page number).

5. Record information accurately.
There are three different ways to capture a piece of information:

- You can **quote** the text, which means **copying it exactly.** Put quotation marks around what you write.
- You can **paraphrase** the text, which means **restating the ideas in your own words.** A paraphrase captures all the ideas of the original passage and is about the same length as the original.
- You can **summarize** the text, which means **recording only the most basic ideas** in it. Because a summary includes only the main ideas and the most signifcant details, it is shorter than the original passage.

TIP A good summary reflects the underlying meaning of the passage, not the superficial details.

Original source

Each house was a simple single-room, single-story, high-roofed structure. At the center of the room was an open-hearth fire on the packed-earth floor; it vented through a hole in the roof.

Hackett, Jeremiah, ed., Medieval Europe, 814–1350

Paraphrase

Peasants' homes (5)

A peasant's home was just one room with high walls, a roof, and a dirt floor. Each home had a fireplace in the middle and an opening in the roof to let the smoke out (158).

Summary

Peasants' homes (5)

A peasant's home was just a hut with a place for a fire in the middle (158).

RESEARCHING

What Should I Do?

6. Avoid plagiarism.
Plagiarism is the use of other people's words and ideas without an explanation of where these words and ideas came from. It is a way of taking credit for learning, research, and thinking that you didn't do—and that's dishonest. Here are some ways to avoid plagiarizing:

- **Summarize and paraphrase often when taking notes.** This will help you avoid lifting other people's words and ideas when you draft.
- **Don't rely heavily on one source.** The more you read from many authors, the more likely you are to see a bigger picture—and start developing your own ideas and opinions.
- **Put away all your sources when you draft.** At that time, use only your note cards.
- **Use brackets and ellipses within quotations.** Brackets ([ ]) tell your reader that you have added a word or phase to a quotation to make it clearer, like this: "The fortunate peasant might have a cow [tied up near] the garden." Ellipses (. . .) tell your reader that you have left out some words from the quotation, like this "gazing on the . . . grasses"

TIP When you use specific phrases that someone else wrote, you must credit the source. For example, if your source uses the phrase "the fortunate peasant" and you use that phrase without citing the source, you are plagiarizing.

What Does It Look Like?

Original source

Children have weak immune systems, and the high incidence of disease and limited medical knowledge of the period meant that many children never reached adulthood. During the thirteenth century, about one child in six may have died in the first year, one in four by age five; perhaps two-thirds lived to age twenty.
Singman, Jeffrey L., Daily Life in Medieval Europe

Plagiarized

In the thirteenth century, about one child in six may have died in its first year.

Correctly documented

Singman explains that during the 1200s, one child out of every six died before his or her first birthday (18).

Original source

The fortunate peasant might have a cow tethered at the base of the garden grazing on the naturally growing grasses.
Hackett, Jeremiah, ed., Medieval Europe, 814–1350

Plagiarized

The fortunate peasant might have a cow tied up at the edge of the garden.

Correctly documented

Only "the fortunate peasant" might have a cow (Hackett 159).

RESEARCHING

What Should I Do?

7. Write your thesis.
Ask yourself: What are the answers to my research questions? What main point do I want to make about my topic? Remember, your thesis doesn't have to be perfect right now. You can revise it later.

TIP Your thesis is the governing idea of your whole report. In other words, the thesis tells your reader what information you will discuss and how the parts of your discussion will be arranged.

What Does It Look Like?

Answers to Some of My Research Questions

- Peasants didn't have a life of their own. They had to do what their lord wanted.
- They farmed—long, hard work!
- Their homes were small and basic and had farm animals in them (yuck).
- Peasants didn't live long.

↓

Working thesis statement:

Peasants had to do what their lord wanted, worked hard, had bad homes, and didn't live long.

8. Outline your report and consider different perspectives.
Organize your note cards into piles, with each pile having a similar main idea. Next, put the piles in a logical order—maybe from earliest event to latest or from simplest idea to most complicated.

The key ideas you have discovered and organized will be the basic entries in your outline.

Your report should give your reader clear and accurate perspectives on the subject. In other words, you should find out about experts' opinions, summarize them for your reader, and include your own ideas and insights based on what you have learned.

TIP You can create a formal outline, as shown here. Or if you prefer, you can create a graphic organizer or group the ideas into questions and answers.

The Hard Lives of Peasants

I. What was life like during the Middle Ages?
  A. Movies make medieval life seem glamourous.
  B. However, peasants' lives were very difficult.
II. Each day was a struggle.
  A. Peasants had to grow or make everything.
  B. They had to do extra jobs for their lord.
  C. They could earn money but couldn't buy much.
  D. They had terrible homes.
  E. They didn't live long.
III. Peasants cared about crops, not castles.
  A. It was tough to be a peasant.
  B. People don't know what it was really like.

DRAFTING

What Should I Do?

1. Begin your first draft.
Use your outline and note cards to tell your reader what you learned.

What Does It Look Like?

Peasants were at the bottom of the social order in the Middle Ages. They had to grow or raise their own food and make everything they needed to live. Farming was very hard work in the Middle Ages (Hackett 254). Sometimes there was too much rain. Other times there wasn't enough.

2. Weave in sources as you draft.
Don't just plop ideas from your note cards straight into your paper. Instead, introduce them with phrases such as "Singman believes," "Deliyannis says," and "According to Hackett." Another way to weave in sources is to follow them with comments or conclusions of your own.

According to Singman,
In England in the late 1200s, some peasants could earn about 1 d. (one English penny) per day (~~Singman~~ 59).

Deliyannis says
The average life span was 30 years in the 900s. Old age was especially hard on peasants.

Singman believes that
Many old peasants had to beg to survive (~~Singman~~ 31). After a lifetime of hard work, it must have been terrible to beg for a crust of bread.

3. Consider creating a graphic.
A chart, a graph, a diagram, or another graphic organizer can give your reader a great deal of information in a small space. Add a source line that tells where you found any facts or figures that you are using.

TIP Try entering data into a spreadsheet so you can easily convert it into a chart or graph.

Some Thirteenth-Century Prices
1 loaf of bread: 1/4 d.
1 dozen eggs: 1/2 d.
1 ax: 4 d.
1 pound of candles: 6 d.

Source: Singman 60.

DRAFTING

What Should I Do?

4. Document your sources.
Show the source of each idea in parentheses at the end of the sentence. This is called **parenthetical documentation** and usually includes an author's last name and a page number, like this: (Hackett 254). Some exceptions are shown here.

Your teacher may ask you to use **footnotes** instead of parenthetical documentation. To do this, add a superscript number to the end of each sentence that needs documentation, like this.[1] Number consecutively through the report instead of starting at 1 again on each new page. Type the credit information at the bottom of the page, starting four lines below the text. Single-space footnotes, but double-space between them. Two examples are shown. For more examples, see the *MLA Handbook for Writers of Research Papers*.

What Does It Look Like?

All this work and all these costs made life hard. No wonder Hackett says that peasants "worked from sunrise to sunset" (158).

Author mentioned in sentence: use page number only

A peasant's diet was simple: bread, beans, chicken, eggs, vegetables (such as cabbage and onions), and perhaps milk and cheese (Deliyannis; "Middle Ages"; Singman 70).

Information from three sources: separate citations with semicolons

[1] Jeffrey L. Singman, Daily Life in Medieval Europe (Westport: Greenwood, 1999) 59.

Footnote for first time source is mentioned

[2] Singman 100-101.

Footnote for a source that has already been cited

5. Make a Works Cited list.
Put your source cards in alphabetical order by the authors' last names. (If there is no author, alphabetize by title.) Follow the examples shown here. For situations not shown, see page 990 of this book or the *MLA Handbook*.

TIP Your teacher may ask you to create a bibliography instead of a Works Cited list. A bibliography is a list of all the sources you consulted, not just the ones you included in your report. List the sources in alphabetical order and use the same formatting shown here.

Works Cited

Deliyannis, Deborah Mauskopf. "Middle Ages." World Book Online Reference Center. 2005. World Book. 25 Feb. 2008 <http://www.worldbookonline.com/wb/Article?id=ar360060>.

Hackett, Jeremiah. Medieval Europe, 814–1350. World Eras 4. Detroit: Gale, 2002.

"The Middle Ages: Homes." Learner.org. Annenberg/CPB. 6 Mar. 2008 <http://www.learner.org/exhibits/middleages/homes.html>.

REVISING AND EDITING

What Should I Do?

1. Improve your introduction.

- Highlight your introduction.
- Ask yourself: Will this beginning interest my reader? Why or why not?
- Consider starting with a vivid description, a surprising question, or thought-provoking quotation.

What Does It Look Like?

What was it like to be alive during the Middle Ages? Movies and television shows have led many people to imagine handsome young knights dodging swords, arrows, and axes as they storm a castle. However, most Europeans of the time were peasants, not knights, and their lives were anything but glamorous. Peasants were at the bottom of the social order in the Middle Ages.

2. Use transitions to connect ideas.

- Because a research report is longer than an essay or a narrative, it's especially important to have a clear organizational pattern.
- Circle the transitional words, phrases, and sentences in your report. If you don't have very many circles, add some transitions to unify important ideas—in other words, to help your reader understand how the different facts and details in your report are related.

For example,
Besides growing food for their lord, peasants had to do services for him. They might have to build roads or cut wood for him. They even had to fight sometimes, although they did not have training or good weapons.

also
Peasants had to make other payments to their lord, such as for using his mill to grind their grain.

3. Delete unnecessary information.

- Reread your report. Are there parts that are unrelated to your thesis?
- Revise or delete these passages to make your report clear.

They even had to fight sometimes, although they did not have training or good weapons. ~~I saw a movie once that showed peasants using clubs and pitchforks as weapons, which was pretty gross.~~

4. Strengthen your support.

- Ask a peer reader to read your draft and [bracket] parts that lack support.
- Add descriptions, anecdotes, facts and statistics, and specific examples where they are needed. Be sure to document where each came from.

See page 990: Ask a Peer Reader

, including their clothes, blankets, and tools.
[Many peasants struggled to survive. They had to grow or raise their own food and make everything they needed to live. Farming was very hard work in the Middle Ages.] because peasants had only basic tools, such as plows and pitchforks, instead of machinery (Hackett 254).

REVISING AND EDITING

What Should I Do?	What Does It Look Like?
5. Improve sentence quality. • Skim your report again. Do you have many short sentences in a row? Do you have long sentences that are hard to understand? • Combine choppy sentences and break up droning sentences to make your report smooth and easy to read.	~~Sometimes there was too much rain. Other times there wasn't enough. Some years the weather was too cold. Other years there were lots of bugs. During those times, there wasn't enough food.~~ If there was a flood or drought, if some crops froze, or if pests ate the crops, the peasants didn't have enough to eat.
6. Craft a strong ending. Don't waste your conclusion by repeating what you have already written. Even though you don't need new ideas at this point, you do need fresh words. **TIP One way to create a strong ending is to return to an image or idea from the beginning of the report.**	~~The Middle Ages was not a great time to be a peasant. The lives of peasants were short and hard. All they did was farm and work for the lord.~~ Although many films and television shows make life in the European Middle Ages seem exciting and glamorous, the peasants probably had a different view of things. Their lives were short and hard, and their crops meant far more to them than any castle did.
7. Use your word-processing skills. The automatic indent feature and the page preview feature in most word-processing software can help you format your paper neatly and correctly.	¶ For the typical peasant, each day was a struggle.
8. Brainstorm ways to bring your knowledge to a wider audience. You could use a publishing program to turn your report into an article or brochure. To make your report into a presentation, see page 991.	Ideas • create a Web site that has all the information I collected • find out if I can turn my report into an article for the school literary magazine

Preparing to Publish

Research Report

Consider the Criteria

Use this checklist to make sure your research report is on the right track.

Ideas

- ☑ presents a thesis that identifies the controlling idea of the report
- ☑ supports the thesis with evidence
- ☑ uses quotations and paraphrases from multiple sources
- ☑ features the writer's own ideas

Organization

- ☑ is sensibly organized and includes transitions
- ☑ has a strong introduction and a satisfying conclusion

Voice

- ☑ has a serious, formal tone

Word Choice

- ☑ uses precise words

Sentence Fluency

- ☑ varies sentence lengths

Conventions

- ☑ uses correct grammar, spelling, and punctuation
- ☑ credits sources properly
- ☑ uses correct formats and style

Ask a Peer Reader

- How can I do a better job of weaving in my supporting information?
- Where have I made mistakes in documenting my sources?

Citing Other Types of Sources

When writing your source cards and Works Cited list, you may need to use these formats.

CD-ROM encyclopedia

"Middle Ages." Britannica Student Encyclopedia. 2004 ed. CD-ROM. Chicago: Encyclopaedia Britannica, 2004.

Magazine or newspaper article

Hilton, R. H. "The Ties That Bound: Peasant Families in Medieval England." History Today Dec. 1986: 52.

Interview you conducted with an expert

Kurland, Sari. Personal interview. 1 Mar. 2008.

Book with editor

Schetter, Daniela, ed. Everyday Life in Medieval Times. Westport: Greenwood, 2005.

Film or documentary

The Merchant. Dir. Ashleigh V. Denneth. Videocassette. Schlessinger Media, 2002.

For more citation guidelines, see the *MLA Handbook for Writers of Research Papers.*

Writing Online

PUBLISHING OPTIONS

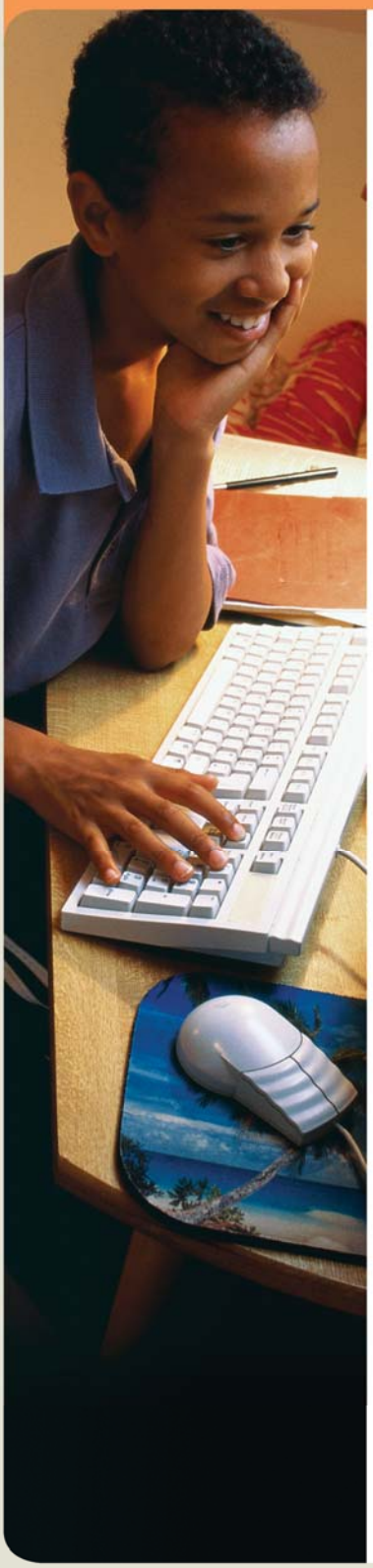
For publishing options, visit the **Writing Center** at **ClassZone.com.**

ASSESSMENT PREPARATION

For writing and grammar assessment practice, go to the **Assessment Center** at **ClassZone.com.**

SPEAKING AND LISTENING

CALIFORNIA LS1.6, LS2.3abcd



Making a Research Presentation

You can design a presentation that will inform and educate others.

Planning the Presentation

1. **Think about the big picture.** Like your written ideas, your presentation should give your audience clear and accurate perspectives on the subject. However, you will need to adapt what you have written. Instead of telling every detail in your report, think about what overall message you want them to understand.
2. **Create an outline of main ideas and details.** Answer questions that your audience is likely to have about your topic. The questions should be relevant (related to your main idea) and complex (sophisticated rather than simple). Include supporting evidence that you found while working on your report—from magazines, newspapers, dictionaries, computer databases, the *Reader's Guide to Periodical Literature,* a library card catalog, or other sources. Note where different facts came from, so you can cite sources accurately as you speak.
3. **Practice and refine.** This year, you learned about a number of speaking techniques: voice modulation, inflection, tempo, enunciation, and eye contact. Practice your presentation for a friend or family member. Decide on one or two speaking techniques that you should improve, and work on those as you practice more.

Delivering the Presentation

1. **Use standard English.** Using your outline as a guide, tell your audience the questions you asked and the answers you discovered. This is a formal presentation, so avoid slang. Instead, use standard English—the kind found in textbooks.
2. **Answer questions.** Your listeners will ask questions to get more information and evidence. Answer politely and precisely. If you don't know the answer, it's all right to say, "Let me get back to you on that." Listen carefully to classmates' presentations so you can ask them probing questions.